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EDUCATIONAL PLANNING AND
MANAGEMENT



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BLOCK I:
EDUCATIONAL MANAGEMENT

Unit 1 : Educational Management

Unit 2 : Educational Management, Administration & Organization

Unit 3 : Principles of Educational Management

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UNIT-1

MEANING, NATURE AND SCOPE OF EDUCATIONAL MANAGEMENT

Unit Structure:

- 1.1 Introduction
- 1.2 objectives
- 1.3 Background & Concept of Management
- 1.4 Meaning and definitions of Educational Management
- 1.5 Nature or Characteristics of Educational Management
- 1.6 Objectives of Educational Management
- 1.7 Scope of Educational Management
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1.1 Introduction

Educational management is a goal-oriented activity that coordinates the efforts of all other people of the institution to accomplish set goals and common objectives by using available resources at optimum level. Management includes planning, organizing, staffing, leading or directing, and controlling an organization to accomplish the goal or target. Optimum use of available resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources and natural resources of an educational institution. Here, we will discuss the concept and different aspects of management along with its background. Objectives of educational management, scope and its nature will also be covered in the subsequent pages.

1.2 Learning Objectives: In this unit we will

- Know the background and concept of management
- understand meaning of educational management
- explain the nature and characteristics of educational management and
- discuss the objectives and scope of educational management

1.3 Background & Concept of Management

Management is a social concept and largely considered as social process also. It is a concept originally related to the industrial sector at its beginning. It is considered as a specialized kind of social activity that is required for running of all the educational institutions, industrial and social organizations which are by nature composed of a group of human beings. Etymological meaning of management says that the term “Manage” comes from the Italian root MANEGGIARE which means to handle, especially tools. Another etymological description is also found regarding the term Mange. As per this concept, the word “Manage” comes from the Latin root MANUS which refers to hand. But both of the root terms describe same meaning related to handle or handling activity. So, from this etymological concept, management can be defined as a task of handling the various resources for realisation of the goals of the institutions.

Though management is as old as human civilization but as an academic discipline it is recent origin. As a field of study management was recognized by the end of 19th century and at the beginning of 20th (twentieth) century. It was **Frederick W. Taylor (1856-1915)**, an engineer of the Midvale and Bethlehem Steel Companies who developed a theoretical approach to scientific management in the early of 1900s. Other followers who worked hard to develop scientific management are Carl George Berth, Henry Gantt, and Edward Felene. This concept of scientific management was based on six principles which are-

- (i) **Time-study Principle.** It means setting a standard time limit for all the works to be done. This time setting helps to find out how a specific work could be done efficiently if the time is prefixed for that particular work.
- (ii) **Piece-rate principle.** It means wages for labour should be as per the products quality. It can be simplified that wages should be proportional to output.
- (iii) **Separation of Planning from performance.** According to this principle the management should take over the responsibility for planning and executing works from workers. It means to make the workers bound to execute the task.
- (iv) **Principle of Scientific method of work.** This principle says about training the workers with scientific methods for effective results.
- (v) **Managerial control.** It says that the personnel of management must be trained or taught to apply various scientific principles to control over the employees and institution

- (vi) **Functional Management.** It refers that organization should serve best for the purpose of improving coordination of activities among the institutional members.

All these principles of scientific management aimed at lowering the cost of production by increasing the efficiency of management. These ideas of Taylor had profound and long-lasting impact upon the educational administration of schools also in America and Europe. Therefore, Frederick W. Taylor is called as the father of the scientific management.

Apart from Taylor, a French industrialist and engineer **Henry Fayol (1841-1925)** brought some revolutionary changes disseminating his powerful ideas different from Taylor. Fayol emphasised on training the managers rather than workers for improving the functions and activities of the organization. He was the first modern organizational theorist who defined management in terms of five functions – (i) Planning (ii) Organization (iii) Commanding (iv) Coordinating and (v) Controlling. Besides, Fayol suggested fourteen principles of management which are (i) Division of labour (ii) Authority (iii) Discipline (iv) Unity of Command (v) Unity of Direction (vi) Subordination of individual interest to the common or general interest (vii) Remuneration (viii) Centralization (ix) The Hierarchy (x) Order (xi) Equity (xii) Stability of staff (xiii) Initiative (xiv) Espirite de corps. Because of the major contribution regarding the elements of management, Henry Fayol is called as the father of modern management.

Gullick adapted all the analysis on management by Fayol. Gullick introduced a concept by the letters POSDCORB which refers to planning, organizing, staffing, directing, coordinating, reporting and budgeting. Both of them described management as a process.

Then the “*Transitional era*” begins; starting from 1924 up to 1950. The concept of “**Human Relations**” was highly focused in this period by **Elton Mayo** and his associates. They found that increase and decrease in production depends very much on how the people working in the organization are treated. It was **Mary Parker Follett (1868-1933)**, who emphatically said that all the problems of management and administration are ultimately the problems of human relations. Her theory is famous by the name of contingency theory of management. This Human relations Movement influenced deeply in practising the school administration and supervision by the principals of America.

After 1950, a new era starts which try to solve all kinds of management problems. Earlier view of Fayol was classical which focused only on organization and the later view of

Human Relations argued for that organization if they were formed by only the groups of people without having organizational structure. But this new era neither focuses only on organization nor focuses on people or human relations only. In order to solve all kinds of management problems, the study and understanding of organizational behaviour is most important. Here, Organizational behaviour means the human behaviour which is the outcome of an interaction between the organization and the people working therein.

In the present context, the concept of management is used in three different ways-

- (A) Management as an academic discipline
- (B) Management as a group of People
- (C) Management as a Process

(A) Management as an Academic discipline

Academic discipline comprises of the study of principles and practices needed for effective management of an organization or institution. It has emerged as a specialized branch of knowledge in 20th century like Psychology, Sociology, Geography, etc. Simply, the term discipline refers to an area of study having a clearly defined concepts and principles. As an academic discipline management includes different kinds of relevant knowledge, principles, approaches and concepts which can help in management of an educational institution or other organization. Management as an academic discipline can be better described both- as an Art as well as Science.

Management is an Art. Art can be defined as the use of skills, techniques, strategies, etc. to bring desired results. For the smooth running of an educational institution, the managers have to apply certain innovative ideas, strategies and techniques in the work of management. Arts put emphasis on creativity through which new things or new ways of working are created. All these are seen in management since a manager creates new products; apply new means of financing, new ways of working etc. All these show that Management is an art.

Secondly, **Management is also a Science.** The term Science refers to a body of systematized knowledge generated through rational analysis or logical consistency, critical evaluation and experimental study. Though management is not a true science since the managerial principles are based on personal experiences and observations only not based on laboratory experimentation, but thing is that general management has evolved and developed

some basic principles, theories, techniques and generalisations scientifically and some of them have universal applications also. In this sense Management is a Science.

(B) Management as a group of people

The approach of describing Management as a group of people is quite popular. In this concept, all the individuals who perform any kind of managerial activity in an institution are included. This concept also refers management as a task of human relationship between different groups in an organization. As for example, when someone says about the relationship between management and labour in an organization, then it is meant that there are two different groups of individuals in that organization which are- labour group and the management group. So, obviously the management group who are responsible for managerial functions must have to maintain a functional relationship with the labour group or we may say them non-managerial personnel. All the groups are involved in getting things done for the common purpose of the institution. Therefore, management is also considered as a group of people.

(C) Management as a process

The term 'Process' refers to a systematic method of doing the tasks or handling the activities in an organization. Management as a process is always complex, dynamic, continuous and flexible in nature. Management involves various kinds of activities like planning, organizing, directing and controlling etc. in running an organization smoothly. Management is a process of setting the objectives and achieving them through the functions of planning, organizing, staffing, directing, co-ordinating and controlling the human and material resources in a dynamic environment. Therefore, there is no doubt that management is a process.

Stop to consider

- Etymological meaning of management says that the term "Manage" comes from the Italian root MANEGGIARE which means to handle, especially tools.
- Another etymological description is also found regarding the term Mange. As per this concept, the word "Manage" comes from the Latin root MANUS which refers to hand.
- But both of the root terms describe same meaning related to handle or handling activity.
- So, from this etymological concept, management can be defined as a task of handling the various resources for realisation of the goals of the institutions.

- . Gullick introduced a concept by the letters **POSDCORB** which refers to planning, organizing, staffing, directing, coordinating, reporting and budgeting.

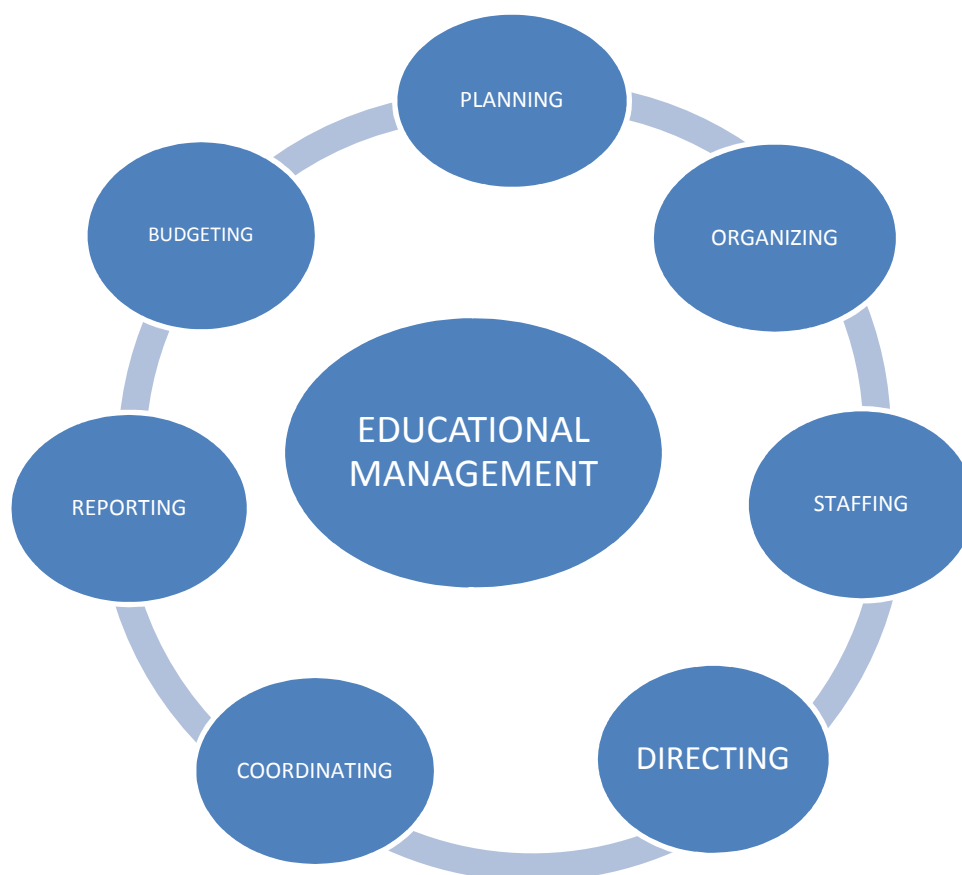
1.4 Meaning and definitions of Educational Management

The origin of the concept of educational management may be traced back to the 1880s. Harding authored a book entitled- “Practical handbook of School Management by Teachers” in the year 1872. In this particular book, first of all this concept of management study was introduced. As a field of study or as separate discipline, educational management emerged first at Teachers’ Training College of Columbia University, in USA in the early part of 20th century. After that, it was followed shortly by graduate programme of Stanford University, University of Chicago and other educational institutions in the country. In our country India, the Universities started to use the concept of Management as a separate discipline in 1970s with the beginning of a new era that emerged in the field of educational administration. Various changes have been taking place in all its aspects of conceptual as well as operational after 1970. Different kinds of new terms, approaches and constructs are being coined during the decade of seventy. So, gradually the terms educational management and educational managers are being used in place of educational administration and educational administrators.

When we talk about educational management, we must have to apply the principles, theories and approaches of general management in the field of education. Educational management is an applied branch of general management. It is a leadership like process which includes formulation of plan & Policies along with objectives setting for an educational institution and for the realization of those, the management process involves (five) 5 M/s- Man, Material/Machine, Minute (Time), Methods and Money. So, Educational Management refers to the process of getting things done involving other people in the best and cheapest way and the various functions like-planning, organizing, directing, controlling, budgeting and co-ordination are also involved in this process. It can be simply defined as the dynamic force of education which applies various functions like planning, organizing, directing and controlling in order to maximize the efficiency and educational effects in the institution by optimum use of all the resources –human as well as material resources. Some important definitions of Educational Management are given below-

- (a) In the year 1978, **G. Terry, Page and J.B Thomas** in *International Dictionary of Education* defined “Educational management is the theory and practice of the organization and administration of existing educational establishments and systems.”
- (ii) According to **George R Terry**, “Educational Management is a distinct process consisting of planning, organizing, actuating and controlling performed to determine accomplish stated objectives by the use of human beings and other resources.”
- (iii) **S. R. Pandya** said, “Educational management is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.”
- (iv) **P. K. Mishra** in the book *Rudiments of Guidance and Management in Education* (2008) mentioned, “Educational Management implies the practical measures for ensuring the system to work for achieving the goals or objectives of an educational institution.”
- (v) **Paul Monroe** said that educational management as a doctrine of education comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derived largely from the practice of successful teachers by referencing to fundamental principles of psychology, sociology and ethics.
- (vi) According to **Gray H.L.**, “The process of educational management is concerned with helping the members of educational organization to attain individual as well as organizational objectives within the changing environment of the organization.”
- (vii) **Wisest** in 2011 said, “Educational management is the act of motivating school employees to work together to accomplish desired educational goals and objectives by using desired available resources effectively. It involves planning, organizing, directing and controlling the efforts of employees for the purpose of accomplishing educational goals.”
- (viii) **Graham Balfair** said, “Educational management is to enable the right pupils to receive the right education from the right teachers at a cost within a means of the state under conditions which will enable the pupils to profit by their training”.

After going through the definitions, it can be clearly stated that educational management is a field of study and practice with the operation of educational organizations. It is concerned with spelling out the educational objectives, planning process, staffing pattern, organizational process, budgeting, financing, directing activities and evaluating performance. Therefore, educational management can popularly be defined as a branch of general management that deals with common objectives already set by administration, fixing directions, goals or aims along with planning for progress of an educational institution by optimum use of all the resources looking for overall improvements in the organizational standards. This doctrine of education is enriched by various components of management abbreviated as POSDCORB (planning, Organizing, Staffing, Directing, Coordinating, Reporting & Budgeting). The diagram shown below represents the various components as well as the functional aspects of educational management.



Stop to Consider

- management process involves (five) 5 M's- Man, Material/Machine, Minute (Time), Methods and Money.
- Educational Management refers to the process of getting things done involving

other people in the best and cheapest way and the various functions like-planning, organizing, directing, controlling, budgeting and co-ordination are also involved in this process.

- It can be simply defined as the dynamic force of education which applies various functions like planning, organizing, directing and controlling in order to maximize the efficiency and educational effects in the institution by optimum use of all the resources –human as well as material resources.

1.5 Nature or Characteristics of Educational Management:

Educational management helps in the achievement of the institution's objectives. Hence, it ensures institutional effectiveness. It improves the planning, organizing and implementing of an institution's activities and processes. It helps to create, maintain and enhance a good public image of the institution. It helps in the appropriate utilization of humanresources (teaching staff, non-teaching staff and students).

Regarding the nature or characteristics of educational management, our attention may be drawn to the following points-

- 1) **Universal process:** In this world, all the educational institutions of all the countries apply educational management. Management as a process is found in all organized activities of all educational institutions irrespective of country or culture. It prevails in all kinds of institutions like, play schools, primary schools, secondary schools, colleges, universities, training institutes, etc. Thus it reflects the universal applicability in its nature.
- 2) **Multidisciplinary:** Basically, educational management is multidisciplinary in nature. Though it has been developed as a branch of general management, it draws knowledge and concepts from various disciplines like from psychology, sociology, anthropology, economics, history, etc. Educational management as a branch of general management integrates ideas and concepts borrowed from these disciplines and presents newer concepts which can be put into practice for managing the educational organizations.
- 3) **Social Process:** Educational management is a social process which deals with human behaviour of different societies. It is impossible to think about a management without a social nature. In other words, it is a social responsibility of educational management to benefit the society as a whole directly or indirectly.

- 4) **Applied and Dynamic:** At present, educational management is considered as an applied process. It applies various methods, approaches, techniques and procedures borrowed from the various researches of other disciplines to improve the own educational organization. Equally, educational management is dynamic also. Due to the modern innovations of science and technology, lots of changes have observed in educational management also. If the people of management are not conscious about those changes to make up-to-date application, then it would become useless for the advanced society of 21st century. Therefore, it is dynamic in nature.
- 5) **Goal-oriented:** Educational Management is goal oriented. It is about uniting and consolidating efforts to achieve the pre-determined goals of education system.
- 6) **Group activity:** Educational management is a process of getting things done by involving other people. It needs and emphasises on appropriate work sharing culture by all the employees as per their nature of duty. Therefore, all persons, planners, teachers, office staff should exercise their duties and responsibilities very well for institutional effectiveness. In this way, educational management is a group activity which involves all others of the institutions.
- 7) **Value-oriented:** Educational management is a value-judgement or value oriented process since its motto is to find out the means and ways of “What ought to be”. It always keeps close contact with or look to the ethical standards that are provided by the functions of every individual member in the institution. A code of conduct is formulated to suggest the behavioural patterns of the management personnel also. So, it is value oriented or we may say as value judgement process.
- 8) **Management of Education is an Art:** Like the other branches of management, in educational management also every manager applies his or her own techniques, skills, means and ways for achieving the desired results. So, it is his own art to what extent the manager can achieve targets. Moreover, art has situational application. It means that an art which is appreciated in one situation may not be appreciated in another situation. So, emphasis is given on creation of new things and ways to deal with different situations. In this way, educational management is an art.
- 9) **Educational Management is a Science:** The term Science refers to a body of systematized knowledge generated through rational analysis or logical consistency, critical evaluation and experimental study. Though management is not a true science since the managerial principles are based on personal experiences and observations

only not based on laboratory experimentation, but thing is that general management has evolved and developed some basic principles, theories, techniques and generalisations scientifically and some of them have universal applications also. In this sense Management is a Science.

10) Related to Maintenance of Quality: Educational management is that doctrine of education which deals with the aspect of quality assurance also. It ensures quality by maintaining the status of education and encourages all the members of the institution to perform better to prove education a successful one.

11) Progressive or forward looking: As an applied branch of knowledge, educational management is always progressive or forward looking in nature. It has a natural tendency to take actions for the development of an educational institution.

12) Result oriented and evaluates outcome: Educational management is always result oriented since it sets goals for the institution. It also measures and evaluates the results or outcome or the degree of success or failure of teaching-learning process. Besides, it tries to evaluate all the educational activities including behaviour patterns of the persons involved in the institution.

<p>Check your Progress</p> <p>1. Write the etymological meaning of management.</p> <p>-----</p> <p>-----</p> <p>2. What are the various aspects of management?</p> <p>.....</p> <p>3. Define educational management.</p> <p>.....</p>

1.6 Objectives of Educational Management:

According to Nikam (2010), the purpose and objective of educational management include:

- Educational management helps in the achievement of the institution’s objectives. Hence, it ensures institutional effectiveness.
- It improves the planning, organizing and implementing of an institution’s activities and processes.

- It helps to create, maintain and enhance a good public image of the institution. It helps in the appropriate utilization of human resources (teaching staff, non-teaching staff and students).
- It enhances the efficiency of the institution; it helps to attain institutional goals with minimum cost and time.
- It facilitates the optimum utilization of infrastructural facilities (playground, building, equipment, library, etc.)
- It prevents the duplication of work and enhances job -satisfaction among staff -members and satisfaction with the institution among students.
 - It helps staff and students to manage their interpersonal conflicts, stress and time effectively.
- It improves interpersonal communication among members of the school /college.
- It enables the Head- teacher and/or principal to understand his role and execute his responsibilities more effectively

The purposes and objectives of educational management are discussed below-

- 1) To ensure the institutional effectiveness by the achievement of the institution's common objectives through the process of educational management. Hence, it is the first objective to ensure efficiency and effectiveness of the educational organization.
- 2) To make an improvement in the planning, organizing and implementing of an institution's activities and processes.
- 3) To help in creating, maintaining and enhancing a good public image of the educational institution in the society
- 4) Another purpose is to help in the appropriate utilization of human resources (teaching staff, non-teaching staff and students).
- 5) To enhance the efficiency of the institution by attaining the institutional goals with minimum cost and time.
- 6) To make possible of the optimum utilization of infrastructural facilities like, playground, building, equipment, library, etc.
- 7) To enhance job satisfaction among staff members and promote a feeling of satisfaction among students.
- 8) To enable the institution to create and maintain a congenial school and college climate.

- 9) To help the staff members and students to manage their interpersonal conflicts, stress and time effectively.
- 10) To improve interpersonal communication among the members of the school or college which enables the head teacher and/or principal to understand his role and execute his responsibilities more effectively.
- 11) To create an awareness among all the stakeholders about the quality index or standard marks of an educational institution.
- 12) To develop in-depth knowledge and understanding about the different styles of management and responsibilities.
- 13) To manage social change is also another objective of educational management. Changes are inevitable in the society and as per the changing nature, curriculum, course structure, education system everything is must to be changed. So to develop and incorporate new course, new techniques, and new ideas to cope up with social change is also objective of educational management.
- 14) To carry out modernization in the educational institutions. By modernization process, educational management transforms the academic and social environment of an institution from its backward structure to a forward looking, progressive and prosperous set-up.
- 15) To form good character by creating an ideal environment free from corruption, bribery, blackmail and indulgence in destructive activities.

Check your Progress:

1. Discuss the nature and characteristics of educational management.

2. What are the various objectives of educational management?

1.7 Scope of Educational Management:

The scope of educational management is so expanded that it covers from top level authority of education to the lowest level activity of an educational institution, different components of education suggested by various national level policies and commissions in

India, etc. The National Policy on Education 1986 and Ramamurti Committee Report also focused on Knowledge, Skill, values, Changing attitudes, Leadership training, etc. as a few important components of educational management. Persons related to educational management have to cover various kinds of activities to provide quality education to students. There are vivid components of educational management that fall under its scope are discussed below-

- 1) **Quality Maintenance:** Ensuring quality to maintain a minimum level status or standard in comparison to other organizations is the inherent objective of every institution. So, it automatically comes under the scope of educational management.
- 2) **Leadership:** Henry Fayol for the first time said about the qualities required in a manager. According to him, manager or leadership requires the qualities – (a) physical qualities like, health, vigour and address (b) Mental qualities like ability to understand and learn, judgement, mental vigour and capability (c) Moral qualities like energy, firmness, initiative, loyalty, tat and dignity (d) Educational qualities (e) Technical qualities particularly to the function being performed and (f) Experience arising from the work.
- 3) **Classroom management and Teacher as a Manager:** The role of a teacher in an educational institution is mainly to manage the class for effective teaching learning process. The teacher is called as an effective teacher who can manage all the classroom problems, can solve learning difficulties of students and maximize the educational effects by ensuring students satisfied level of performance.
- 4) **Organizing various activities including health and guidance services:** Educational management has to organize co-curricular activities for students every year as a part of its core responsibility to develop all aspects personality. Apart from doing this, a manager has to arrange for guidance services for the students of the institution. It provides health services and medical facilities also.
- 5) **Educational Supervision:** Educational supervision is a service activity of educational management, the basic function of which is to improve the teaching –learning situation with the focus on achieving the goals of education.
- 6) **Directing:** Directing is a core component of educational management which maintains the balance between the tasks assigned to employees and the institutional objectives. What kind of duties are to be fixed for which category employees under

what common objective is to be determined by directing. So, it is also scope of educational management.

- 7) **Approaches of Management:** In the last few decades, various approaches to educational planning have been developed in different countries. Discussion or focus on this approach helps educational authority to formulate policies and plans to enhance institutional effectiveness.
- 8) **Educational Planning:** Planning exists at all levels of educational management in all kinds of institutions. Educational planning is necessary to ensure success of the enterprise. Efficient and effective planning saves time, effort and money of the institution. So, naturally, educational planning is a scope of educational management.
- 9) **Maintenance of Institutional Records:** It is the duty of the management personnel to maintain all the academic and non-academic records of the educational institution
- 10) **Human Resources:** Students, teachers, office staff are the three main types of human resources to whom educational management deals with. But now a days, parents, community people and School Managing Committee members are also considered as indirect human resource of an educational institution.
- 11) **Material Equipment:** All the infrastructural facilities may be in the form of furniture like desks, benches, tables chairs, audio visual aids used in the classroom, office stationary, etc. are considered as material equipment in the educational institution.
- 12) **Preparing Curriculum for Different Courses:** According to the National Policies in India, education should seek to bring about a social, economic and cultural development in society by focusing on human resource development through education. Therefore, educational management must focus on development of relevant curricula that is by nature dynamic and empower students to bring about desirable social changes while preserving the desirable aspects of our existing culture. The national developmental goals must be required the by the management of education to bring about the effective and efficient functioning of educational institutions.
- 13) **Management of Time Table:** In order to maintain discipline well within the institution, preparation of time table is an important task of the manager. Time table should include the beginning time of the classes, timing of teachers and office staff arrival time, students' examination schedule, etc.
- 14) **Examination & Evaluation of Students' Achievement:** Effectiveness of teaching learning process is assessed by the students' level of achievement in the examination.

Therefore educational management has to monitor the level of achievement by students in all kinds of internal as well as external examinations and their timely declaration of results.

15) Public Private Partnership: After privatization, globalization and liberalization PPP in education is becoming a new emergent for maintaining quality as well as to improve products' marketable value. Therefore, Educational management in 21st century must deal with this Private –Public Partnership component of education.

16) Maintenance of Discipline: Discipline plays a vital role in the proper functioning of any educational institution. It refers to the code of ethics regarding what to do and what not to do as a part of professional life. So, any institution can be an effective and productive one if there is proper maintenance of discipline. Hence it comes under the scope of educational management.

17) Taking Decisions on Policy matters: All kinds of educational managers and administrators working in schools and colleges must have sense of their policy context. People who are in senior management positions face a particular challenge as they often represent the interface between the organization and the external policy environment. In this regard, key decisions must be made by the manager relating to the interpretation and implementation of external policy agendas. Therefore, understanding and anticipating policy becomes a key component of educational management.

18) Motivating staff and teachers for effective work force: One of the key functions of educational management is getting things done in the best and cheapest way involving all the people of the organization. So, it is the most essential task of the manager to motivate the staff members and teachers for being effective work force for the whole institution. Hence, effective managers must have the ability to motivate those they work with to behave in a specific, goal-directed way.

19) Establishing Community relation: Managers and administrators in all educational institutions need to have the necessary skills for working effectively with the diverse communities in which all schools exist. A well-developed community-relation skill is very essential component in the administrators' being responsive to the needs of students and other educators.

Besides, the various mental threats highlighted by Philanthropic Association are also important components of educational management. These challenges are-

- (a) Competitions vs. Equality
- (b) Global Vs. Local
- (c) Authority Vs. Decision Making
- (d) Spiritual Vs. Material
- (e) Tradition Vs. Maternity
- (f) Extra ordinary explosion of knowledge Vs. Life style of people
- (g) Benefit Vs. Analysis

Finally, one important thing is that crisis and management are two different subjects just like the two sides of same coin. Therefore, the three main crisis of present times- (a) Economic crisis (b) Crisis of ideology of progress and (c) Crisis of Access and success also come under the scope of educational management.

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UNIT-2

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND ORGANIZATION, THEIR DIFFERENCES AND RELATIONSHIP

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Meaning of Educational Management
- 2.4 Meaning and Nature of Educational Administration
- 2.5 Difference between Educational Management and Administration
- 2.6 Relation between Educational Management and Administration
- 2.7 Educational Organization: Meaning and Nature
- 2.8 Difference between Educational Management and Organization
- 2.9 Summing Up
- 2.10 Sample Questions
- 2.11 References/Suggested Readings

2.1 Introduction:

Various authors have defined the concept of educational management from various perspectives. All those definitions can be classified into four aspects- (i) Based on Human Relation Aspect (ii) Based on functional and integration aspect (iii) Based on Leadership and Decision-making aspect (iv) Based on Productivity aspect and the important definitions as per the classification.

2.2 Objectives:

In this unit we will --

- *know* the concept of Educational Management,
- *understand* the process of Administration and Organization,
- *able to* make the differences between management, administration and organization,
- *understand* the relationship between management, administration and organization.

2.3 Meaning of Educational Management:

Various authors have defined the concept of educational management from various perspectives. All those definitions can be classified into four aspects- (i) Based on Human Relation Aspect (ii) Based on functional and integration aspect (iii) Based on Leadership and Decision-making aspect (iv) Based on Productivity aspect and the important definitions as per the classification are mentioned below-

Based on Human Relation Aspect:

As per this concept, educational management is a process of getting things done for the educational institution by involving other people maintaining a cordial relation among all.

- (a) S. George said, “Management consists of getting things done through others. Manager is one who accomplishes the objectives by directing the efforts of others.”
- (b) J. D. Mooney & A. C. Railey stated, “Management is the art of directing and inspiring people.”
- (c) Herold Koontz defined, “Management is the art of getting things done through and with people in formally organized groups. It is the art of creating an environment in which people can perform and individuals could co-operate towards attaining of group goals. It is an art of removing blocks to such performance, a way of optimizing efficiency in reaching goals.”
- (d) Gray H.L., “The management process is concerned with helping the members of an organization to attain individual as well as organizational objectives within the changing environment of the organization.”
- (e) Lawrence A. Appley, “Management is the development of people and not the direction of things. Management is personnel administration. Management is the art of getting things done through the efforts of other people.”
- (f) Odonell & Koontz said, “Management is define as the creation and maintenance of an internal environment in an enterprise where individuals working together in groups can perform efficiently and effectively towards the attainment of group goals.”
- (g) Ross, “Management is an activity of involving responsibility for getting things done through other people.”

- (h) Gibson, Ivancevich & Donnelly, "Management is the process undertaken by one or more persons to coordinate the activities of other persons to achieve results not attainable by any other person acting alone."

Based on functional aspect

What kind of activities a manager performs, what a manager does for the educational institution or for the organization, management is defined on that functional aspect also.

- (b) Henry Fayol said, "To manage is to forecast, and plan, to organize, to command, to co-ordinate and to control."
- (c) F. W. Taylor, "Management is the art of knowing exactly what you want to do and seeing that they do it in the best and cheapest way."
- (d) George R. Terry, "Management is a distinct process consisting of planning, organizing, activating and controlling performed to determine and accomplish the stated objectives by the use of human beings and other resources."
- (e) Louis Allen, "Management is what a manager does."
- (f) James L. Lundy, "Management is principally the task of planning, coordinating, motivating and controlling the efforts of others to toward a specific objective. Management is what manager does. It is the task of planning, executing and controlling."
- (g) Howard M. Carlisle, "Management is defined as the process by which the elements of a group are integrated, coordinated and utilised so as to effectively and efficiently achieve organizational objectives."
- (h) Keith and Gubellini, "Management is the force that integrates men and physical plant into an effective operating unit."
- (i) Barry M. Richman, "Management entails the coordination of human and material resources towards the achievement of organizational objectives as well as organization of the productive functions essential for achieving stated or accepted economic goals."

Based on Leadership and Decision- making aspect

This concept explains management as process of leadership and decision- making potentiality. The definitions are-

- (a) F. F. L. Brech, “Management is a social process entailing responsibility for the effective and economic planning and regulation of the operation of an enterprise, in fulfilment of a given purpose or task, such responsibility involving (i) judgement and decision in determining plans and in using data to control performance and progress against plans; and (ii) guidance, integration, motivation and supervision of the personnel composing the enterprise and carrying out its operations.”
- (b) Donald J. Clough, “Management is the art & Science of decision making and leadership.”
- (c) Moore, “Management means decision-making.”
- (d) Stanley Vance, “Management is simply the process of decision making and control over the action of human beings for the express purpose of attaining predetermined goals.”
- (e) R. C. Davis, “Management is the function of executive leadership anywhere.”

Based on Productivity aspect

As per this concept, management is nothing but an art of increasing productivity through education. The definitions of this aspect are-

- (a) John F. Mee, “Management may be defined as the art of securing maximum prosperity with a minimum effort so as to secure maximum prosperity and happiness for both employer and employee and give the public the best possible service.”
- (b) F. W. Taylor, “Management is the art of knowing what you want to do in the best and cheapest way.”
- (c) Robert L. Trewatha and M Gene Newport, “Management is coordination of human and material resources essential in the effective and efficient attainment of objectives.”

From the definitions cited above, the concept of management becomes clear.

2.4 Meaning and Nature of Educational Administration

Administration is an umbrella concept which comprises of many other sub-processes like planning, organising, directing, controlling, cooperation, budgeting, etc.. The terms management, administration and organization are very loosely used in the field of educational administration. Many use them synonymously while many others define them as different concepts. Educational administration in India is still continuing with its traditional and

routine activity. The concept of educational administration is applicable in case of an educational institutions or organizations which has certain purposes or goals to fulfill. In order to achieve these purposes or goals, the headmaster of the educational institution plans carefully various programmes and activities. Here the educational organization refers to a school, a college or a university. The head of the school or university organizes these programmes and activities with co-operation from other teachers, parents and students. He motivates them and co-ordinates the efforts of teachers as well as directs and exercises control over them. The headmaster evaluates their performance and progress in achieving the purposes of the programme. He provides feedback to them and brings modification, if required in the plans and programmes of the school or college or of the university. So the totality of these processes which are directed towards realizing or achieving the purposes or goals of the educational institution is called educational administration. A few definitions of educational administration are given below-

According to Graham Balfour, (1921) "Educational administration is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state under conditions which will enable the pupils best to profit by their training."

Greyson Kefauver (1946) defined, "Educational administration approaches statesmanship when there are clearly formulated long term policies and objectives and when day by day activities and problems are dealt with under the guidance of the perspective given by such long term policies."

According to Paul R. Mort, "The influencing of one group of human beings, the pupils to grow toward defined objectives; utilizing the second group of human beings, the teachers as agents ; and operating in a setting of a third group of human beings, the Public, variously concerned both with objectives and with means used to achieve them."

The nature of educational administration are discussed below-

1. Educational administration doesn't refer to any single process rather different processes or aspects that constitute administration. These are planning, organizing, directing, Coordinating and evaluation
2. Educational administration is a non-profit making task. It never focuses on any earning or financial gain.
3. Educational administration is primarily a social enterprise as it is more concerned with human resources than with material resources.

4. Educational administration, to a large extent is an art rather than a science. The reason is that human relationship prevailed here can't be maintained by any set of formulae.
5. Educational administration is similar to general administration in many ways, but it is also dissimilar to general administration in many more ways.
6. Educational administration is an umbrella concept which is complex by its nature.
7. Application of psychological principles are also essential in administration of the persons related to educational organization.

2.5 Difference between Educational Management and Administration

Administration and management both the terms are very often used synonymously. But both the terms have some different meaning. Administration is defined as a top level function while management is described as a lower level functions. Administration as a top level agency formulates Policy and objectives and at the same time, management as the lower level agency work to attain the objectives of the business unit and follow the policy framed by the administrators.

Some authors argue that there is no fundamental difference between management and administration, whatever difference exists between this two; that exists only in terms of their usage in different activities. According to Oliver Sheldon, "Administration is the function in industry concerned with the determination of the corporate policy, the co-ordination of finance, production and distribution, settlement of the structure of the organization under the ultimate control of the executive. But, Management is the function in industry concerned with the execution of policy within the limits set up by the administration and the employment of the organization for the particular objects set before it". William R Spriegal argued "Administration pre-determines the specific goals and lays down the broad areas within which those goals are to be attained. Administration is a determinative function; management on the other hand is an executive function which is primarily concerned with the carrying out of the broad policies laid down by the administration". Besides, some other authors like Schultz, Tead, Ordway also viewed that both the terms have some basic differences. But before discussing the differences between this two concepts, first of all let us know the characteristic features of administration and management.

Characteristics of Administration:

1. Administration always determines policy to be followed and decide the objectives to be achieved.
2. Administration is a top level agency of directing human efforts.
3. It never gets involved directly in the execution of plan and achievement of objectives.
4. Main functions of administration are- Planning, organising and staffing.
5. It is a Top level policy formulating body.
6. Administration always requires some specific kind of administrative ability (like thinking and decision making capacity) rather than technical ability.

Characteristics of Management:

1. Management personnel implement the policy and achieve the objectives set by administration.
2. Management is a process that directly gets involved in the execution of plan and achieving objectives
3. Main functions of Management are- organizing, direction or motivation and control.
4. Its levels of executive are always lower level (Example of Manager, supervisor and workers).
5. Regarding the Position, management acts as bottom level agency.
6. Management personnel require technical ability, practical knowledge more rather than administrative ability.

After going through the characteristic features of both the concepts management and administration, it becomes easier to differentiate between educational management and administration. The basic differences between education management and educational administration are discussed below:

Sl. No.	Points of difference	Educational Management	Educational Administration
1	Concept	Educational Management refers to the process of getting things done involving other people in the best and cheapest way applying the functions of planning, organizing, directing, controlling,	Educational administration is concerned with formulation of policies, objectives and plans for an educational institution.

		budgeting and co-ordination.	
2	Position/ Status	It is middle or bottom level process in the institution.	Tertiary or top level in the educational institution.
3	Aim	Educational management aims at policy execution and achieving the set objectives	It aims at policy formulation and objective determination.
4	Nature	Its nature of work activity is executive	Its activity nature is determinative
5	Area/ Scope of Activity	It is Practical, operational but the scope is Narrow	It is theoretical, Broad and conceptual
6	Decision ground	Who shall implement the administrative decisions is decided by educational management.	What is to be done and when to be done for the institution is decided by educational administration.
7	Application /Usage	It is widely used in private educational institutions rather than government.	It is widely used in government departments, government educational institutions.
8	Relation maintenance	It maintains relation with employees, students and community people.	It maintains relations with heads/principals of the institution.
9	Designation	Registrar, Academic Registrar, Controller of examination, General manager, accounts manager, Superintendent, etc.	Ministries, education secretary, education commissioner, Vice chancellor, etc.
10	Results/Ach ievement	Results or outcome of educational management are easily measurable.	Here, Results or achievements cannot be measured easily.
11	Focus	Focus of educational management is on realization of objectives	Focus of educational administration is on setting rules and regulations.
12	Concern	Educational management is more concerned on appreciating the innovative ideas for all kinds of educational growth.	Educational administration, on the other hand because of its emphasis on rule is generally more concerned on being rigid and traditional.

2.6 Relation between Educational Management and Administration

Educational management and administration both are two important functions of an organisation. The plans and policies of administration is executed by management body only. The objectives set by educational administration is achieved by managerial activities of management body. So, the responsibility of enhancing the organisational effectiveness of an educational institution is entrusted to both the educational administration and management.

Without administration, only management is rootless and without management administration can never achieve the targets or the institutional goals.

2.7 Educational Organization: Meaning and Nature:

Organizations are described as a kind of social systems governed by social laws. As a social system, their environment is required to go through dynamic changes rather than a static set of relations. Max Weber in 1922 published his book “The theory of social and Economic Organizations” where he introduced for the first time about the study on organisation. Organizations are complex system made up of psychological, sociological, technical and economic factors which require intensive investigation. (Metzer and Eye)

Fraser in 1967 defined , “Simply stated an organization consists of deliberate arrangements among groups for doing things.....(i) arrangements for coordinating the activities of (ii) conditions of groups that have a collective identity for (iii) pursuing interests and accomplishing given task and (iv) coordinated through a system of authority”

According to **Corwin**, (1966) “An organization can be defined as stable patterns of interaction among conditions or groups having a collective identity of a name or a location pursuing interest and accomplishing given tasks coordinated through a system of authority to seek specific goals.”

Etzioni defined, “Organizations are social units or human groupings deliberately constructed or reconstructed”.

In the same way, Educational organization can be defined as complex socio-technical system of activities accomplished in interactive way and they function with environment. It refers to a formal structure of authority which integrates the human and non-human resources to develop a system of education. Schools, colleges, universities, training institutes are examples of educational organizations. In fact the educational institutions are educational organisations which are set-up for achieving the institutional objectives related to education. The main purpose of educational organisation is to raise the standard of education by connecting the work/activities with the staff of an educational institution. Actually it refers to a working framework or machinery to achieve the institutional objectives. The main characteristics of educational organization are described below-

1. Educational organization is often characterised by division of labour or shared responsibility, communication and power responsibility.

2. Educational organisation reflects a collective identity and here all the tasks are accomplished in a coordinated system.
3. Here, we find the presence of one or more power centres and these power centres control the concerted actions of the educational organization and direct them towards the achievement of goals.
4. Educational organizations are large and highly specialised in modern days. The trend towards more complex larger or massive organisations is emerged in a large way.
5. Changed organisational climate is a natural phenomenon in educational organisation since society is changing continuously. As per the demands of the new social forms educational organisations have to change their curriculum, traditional methods of functioning and must have to give new meaning to all these aspects.
6. “Organisations are complex systems made up of sociological, psychological, economic and technical factors which require intensive investigation” –as stated by Netzer and Eye.
7. Organizations are described and understood in terms of dimensions like intrinsic and extrinsic functions, leading system, organisational space, organisational climate and a dynamic system.
8. An educational organisation operates as a social system in its own right and way
9. Educational organisations have a definite population and have a clearly defined structure based on specific social interactions.
10. Educational organisations represent the nexus of a compact network of social relationship pervaded by we-feeling.
11. Educational organisations can be characterised by unique identity since they have a culture that is definitely their own.
12. It also reflects and maintains a social position of which they are composed of, incumbents of these positions, the rules by which they operate, the forms of interaction they exhibit, their tasks, authority structures and needs, decision making process, etc.
13. Educational organisations visualise their targets in the success variables such as performance and growth level of the students and other employees.
14. Educational organization establishes a collaborative teaching and learning environments that encourages initiatives and risk taking; regularly review all aspects related to and influencing the work of the school; recognize and reinforce good work; and, provide opportunities for continuing professional development.

2.8 Difference between Educational Management and Organization

The main points of difference between educational management and organization are discussed below-

SI No.	Educational Management	Educational Organization
1	Educational Management refers to the process of getting things done involving other people in the best and cheapest way applying the functions of planning, organizing, directing, controlling, budgeting and co-ordination.	Educational organization refers to a formal structure of authority which integrates the human and non-human resources to develop a system of education.
2	Aim of educational management is to get the works done by others according to specific ethics.	The main aim of educational organization is to connect works and staff of an institution.
3	Its working periphery is comprehensive than organization. Along with planning and organization it also includes directing and controlling.	It is a component of management, working framework. So its scope is narrow.
4	Persons of Educational management do the managerial activities by following administrative rules.	But, Management can do its job by organization. Without educational organization management will be futile in nature.
5	Educational Management works as a whole body for the institution.	Organization of educational management works just like a neuron of a human body.
6	Management is the process of applying various functions in the field of given works by higher authority to different level staffs.	Organization is the field of working together by all the staff-groups of every grade/category of an institution.
7	Management properly executes all the policies, rules and regulations framed by administration.	But, Organization is effective machinery for accomplishing institutional goals/ objectives in a team spirit.
8	It is the main execution performance phase means planning execution activity of the institution.	But, organization is the pre-execution phase of activity of an educational institution.

2.9 Summing Up

‘Management’ is defined as a crucial skill for all human being to ensure a well-organized life. In formal official environment, management refers to the multiple activities done by the organization to achieve its organisational objectives. Management ensures a core element behind every successful organization. Management deals with the execution of plans, directing resources and achieving organizational goals and targets.

In a nutshell, management is more action-oriented, the administration provides strategic direction and oversight for an organization. So, management, administration and organization all are interrelated.

2.10 Sample Questions

1. Define the concept of Educational Management?
2. What do you understand by Administration and Organization?
3. Differentiate between management, administration and organization?
4. Justify the relationship between management, administration and organization?

2.11 References/Suggested Readings

Chauhan, R. M. (2011). *Management of Education*. APH Publishing Corporation, New Delhi.

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UNIT-3

PRINCIPLES OF EDUCATIONAL MANAGEMENT

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Basic Principles of Educational Management
- 3.4 Summing Up
- 3.5 Sample Questions
- 3.6 References/Suggested Readings

3.1 Introduction

In French industrialist Henry Fayol, the father of modern management has given fourteen principles of management in the year 1916 in his book “*Administration Industrielle at Generale*” (“General and Industrial Management” in English language). All kinds of managerial activities in the world are based on these principles the field of educational management also, these principles are widely applicable.

3.2 Objectives

After going through this unit you are able to –

- *Understand* the basic Principles of Educational Management.

3.3 Basic Principles of Educational Management:

In French industrialist Henry Fayol, the father of modern management has given fourteen principles of management in the year 1916 in his book “*Administration Industrielle at Generale*” (“General and Industrial Management” in English language). All kinds of managerial activities in the world are based on these principles the field of educational management also, these principles are widely applicable and discussed below-

(1)**Division of work:**It is one of the most prominent principles of management which emphasizes that every work should be divided into various smallest possible parts and task of

each part should be accomplished by an expert individual person. The whole task should not be assigned to an individual person only, it's better to assign one small task to one expert person only at one time. If the same task is performed by a person again and again he gains specialization in that task and can perform with greater ease and it also minimizes the wastage of resources and time.

(2) Parity of Authority and Responsibility: In management of an institution, the manager should be able to maintain a balance between the authority and responsibility. As for example, if a subordinate is assigned a task or a responsibility to perform, in that case, he/she should be given sufficient freedom also to discharge the responsibility effectively. This does not mean that the subordinates should be given excessive authority, which at the same time can be misused by him/her. According to this principle, the authority or the power should be given in such a way that it is possible for the person to handle or it matches the task given to him.

(3) Discipline: Maintenance of discipline is must for effective management of any organization. Authority people of all institutions set some rules, regulations and code of conduct to run the institutional activities effectively and all the institutional members have to follow them. Henry Fayol considered discipline as an indispensable factor of all organizations. Discipline is classified into two categories-self imposed discipline and command discipline. In self-imposed discipline, employees spontaneously do all the tasks assigned to them following the institutional rules and regulations. It is also called inner discipline. Command discipline refers to strict imposition of rules and regulations from authority people upon the employees. Command discipline can be better obtained by following the principle of rewards and punishment from outer components like remuneration, warnings, suspension, demotion, dismissal, etc.

(4) Unity of Command: Unity of command is principle of management which makes free the lower grade employees from their tensions, mental conflicts, and anxiety created due to multiple form of orders from upper grade employees. It advocates that a lower grade employee at one particular time should get orders and instructions from one superior authority person only. Otherwise order disturbed and threats may come to the institutional stability.

(5) Unity of Direction: Unity of direction is different from unity of command. As per the principle of unity of direction, similar type of activities under a particular objective must be

headed by one person and one plan. If all the institutional activities are directed in the same way, no works will go for wastage. Unity of direction is that principle which offers better coordination among various activities to be performed by an organization.

(6) Subordination of Individual interest to general interest: General interest refers to institutional interest or objectives of the institution which is always considered as superior to the individual interest. A manager must try to integrate the individual goal with the organizational goal in such a manner so that both the objectives are accomplished with efficiency and effectiveness. The manager should direct the employees in such a way that when all the employees work for their own objective and then ultimately the organizational objectives are achieved.

(7) Remuneration of Personnel: Job satisfaction of employees mostly depends on the remuneration they receive from the organization. Therefore, remuneration of employees must be fair and equity must be there in payment structure which gives satisfaction to all the members of the institution.

(8) Centralization and Decentralization: Centralization and decentralization are two power related concepts in management. If every decision making capacity is in the hands of few managerial persons, it is centralized type of authority and when centralization is reduced and maximum powers are shared to members, it is decentralized system. According to Fayol, in the small institutions, centralized process and in the large organizations decentralized character of management should be encouraged. It is just a question of the proportion of decision making responsibilities.

(9) Scalar chain of employees in Ranks: A formal line of authority which moves from highest to lowest rank in a straight line is called as Scalar chain. According to Fayol, all the information in an organization must be circulated in this chain. This scalar chain helps to facilitate clear communication of orders of the superiors and feelings to the subordinates. Fayol also stated that there should be no overlapping of steps during the communication process. For example, in an organization there are employees A, B, C, D, E, F, G, H, I, at various posts. If employee 'C' has to communicate with employee 'G' using the scalar chain, the route should be like C- -B -A--F--G. In this way, there will be four steps for reaching the information by employee G from employee C.

Though this principle is very effective and clear, but it is very time-consuming. In case of emergency, information will take a lot of time to reach the desired position which may

delay the action as well as decision. Fayol introduced a concept of '**Gang Plank**' in order to overcome these limitations of scalar chain. According to this concept, two executives of one organization of different department at the same level can communicate directly in case of emergency. In doing so, quick decisions and actions are possible. If employee 'C' has to contact employee 'G', he can easily and directly communicate the information to 'G' using this Gang plank ('C'4'G'). It has certain benefits like; saves time and helps in effective performance, establishes clear communication, promotes better relation among employees and take faster solution to organizational problems, etc.

(10)Order: Actually, the concept of order refers to hold the right kind of job positions by right people in an institution. There should be a proper arrangement of placing or fixing every member or everything in the institution and everything should be placed properly as per this pre arrangement. It is called order which maximizes the educational effects.

(11) Equity: Principle of equity refers to democratic attitude of the management personnel towards all the employees. Equity is a combined concept of justice and kindness and it is democratic in nature. According to this principle, there should be equity in treatment and behaviour which promotes loyalty among the employees.

(12)Stability of Tenure: Stability of tenure means duration of a particular person in a specific kind of job. Transferring nature of job does not permit the management persons to stay in a particular place for a longer period of time. As per this principle, if the working tenure is too short, then it becomes difficult for the people of educational management to accomplish the fixed goals of the institution.

(13) Initiative: Initiative refers to a kind of driving force to do or to act. Therefore, persons of management should encourage the employees to take initiative within their jurisdiction. Only initiation can help to execute the good planning for development of an institution.

(14) *Espirit de Corps*: This principle implies to "Unity is strength" and extension of unity of command for establishing teamwork. Management personnel always should inspire the staffs for being united, must work with harmony and cooperation to increase the strength of an organization.

Apart from these basic principles of management, there are some other principles also which are applicable in educational management. These are -

- (1) **Principles of objectives, goals and targets** means educational management must be based on predetermined objectives, goals and targets of an educational institution.
- (2) **Principle of flexibility** is concerned with the stability and flexibility of rules, policies and programmes of the schools, colleges.
- (3) **Principle of social affairs** refers that educational management must be considered as a social responsibility and therefore it has to take into account the community development also.
- (4) **Principle of cultural factor** of a society means educational management should include several cultural components of the society to which the institution belongs like festivals, religious functions etc. It helps to promote an environment of mutual harmony and brotherhood among all members of the organization.
- (5) Principle of **optimum use of resources** means neither maximum nor minimum utilization of the resources of the institution. Maximum level use makes exploitation and minimum use have a chance of going wastage of available talents. So, principle of optimum use of resources is also very important in educational management.
- (6) Principle of **dynamism or progressivism** looks at the overall progress and development of an educational institution.
- (7) Educational management also depends on **the principle of results**. How much objectives and goals are reached by the institution is measured by management only by following the principle of results.
- (8) Principle of **uncontrollable quality of production in education**. This says that products in education mean the successful students who complete their course by appearing in the final examination from any educational institution. Once they come out by completing it from the course, once again cannot be put them as input in the same course. So, quality control in educational outputs are very difficult. But, in case of material objects in industry, if the quality of any product is of low level, then those products again are put as raw materials in the industry which is not possible in case of human being.
- (9) Principle of **individual efforts**: It is believed that when efforts are given for each and every individual development in a society, then ultimately it will develop the society also. Therefore, in today's society more emphasis is given personal efforts which lead to the formation of new ideas and thoughts.

- (10) Principle of **sharing responsibility** is mostly followed by all kinds of democratic leaders. So, all persons or employees of the educational institution are distributed their task, responsibility to discharge by them for institutional effectiveness.
- (11) **Good planning is another** principle of educational management since efficient and effective planning saves time, effort and money of the institution.
- (12) **Principle of equality:** All the managers pay attention to the principle of equality if they want the cooperation of all employees in the management process. Managers should treat equally by giving sufficient freedom to all persons starting from higher ranks to lower ranks and it will promote a sense of dignity towards their work.
- (13) **Principle of competency** is also important. In order to execute or put into practice the principle of dynamism to lead the institution in the path of progress, efficient or competent employees along with managers are essential. To make this a success, we need skilled managers and competent staff who understand the changing trends of a society and can create a new direction in the field of change.
- (14) **Principle of professional growth of the staff** says that academic or professional up-gradation of the staff is the key factor to enhance institutional effectiveness. So, teachers and non-teaching staff should be encouraged to take on-the-job training time to time. It can help the employees to keep them connected with the up-to date present day knowledge.
- (15) **Principle of Students' participation:** According to this principle all sections students should be encouraged to take participation in planning of programmes and schemes adopted by the authority. This kind of participation naturally encourages their involvement and interest in organizational work which indirectly contributes to the success of the programmes.
- (16) **Principle of Salary payment plans:** Right pay at right time according to the nature of the job is very important principle which keeps all employees in a satisfied mood. Therefore, salary payment plans should be considered as important aspect of educational management.

3.4 Summing Up

Principle of uncontrollable quality of production in education. This says that products in education mean the successful students who complete their course by appearing in the final examination from any educational institution. Once they come out by completing it from the course, once again cannot be put them as input in the same course. So, quality

control in educational outputs are very difficult. But, in case of material objects in industry, if the quality of any product is of low level, then those products again are put as raw materials in the industry which is not possible in case of human being.

3.5 Sample Questions

1. Discuss management as a process in Education?
2. What do you mean by Supervising and Controlling?

3.6 References/Suggested Readings

1. Chauhan, R. M. (2011). *Management of Education*. APH Publishing Corporation, New Delhi.
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3. Chandra, S.S. & Chakraborty, A.K. *School Administration, Organization & Management*. R. Lall Book Depot, Meerut.
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UNIT -4

MANAGEMENT PROCESS IN EDUCATION

Unit Structure:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Planning as a Process
- 4.4 Organising
- 4.5 Directing
- 4.6 Supervising
- 4.7 Controlling
- 4.8 Summing Up
- 4.9 Sample Questions
- 4.10 References/Suggested Readings

4.1 Introduction

Effectiveness of educational management mostly depends on proper planning and planning function of management is one of the most crucial ones. Planning refers to taking decision today regarding what will be required to do tomorrow. Planning process differs institution to institution depending upon the size, local demands, geographical conditions, etc.

4.2 Objectives

After going through this unit you will be able to—

- *understand* the management process in Education.

4.3 Planning as a Process

Effectiveness of educational management mostly depends on proper planning and planning function of management is one of the most crucial ones. Planning refers to taking decision today regarding what will be required to do tomorrow. Planning process differs institution to institution depending upon the size, local demands, geographical conditions, etc.

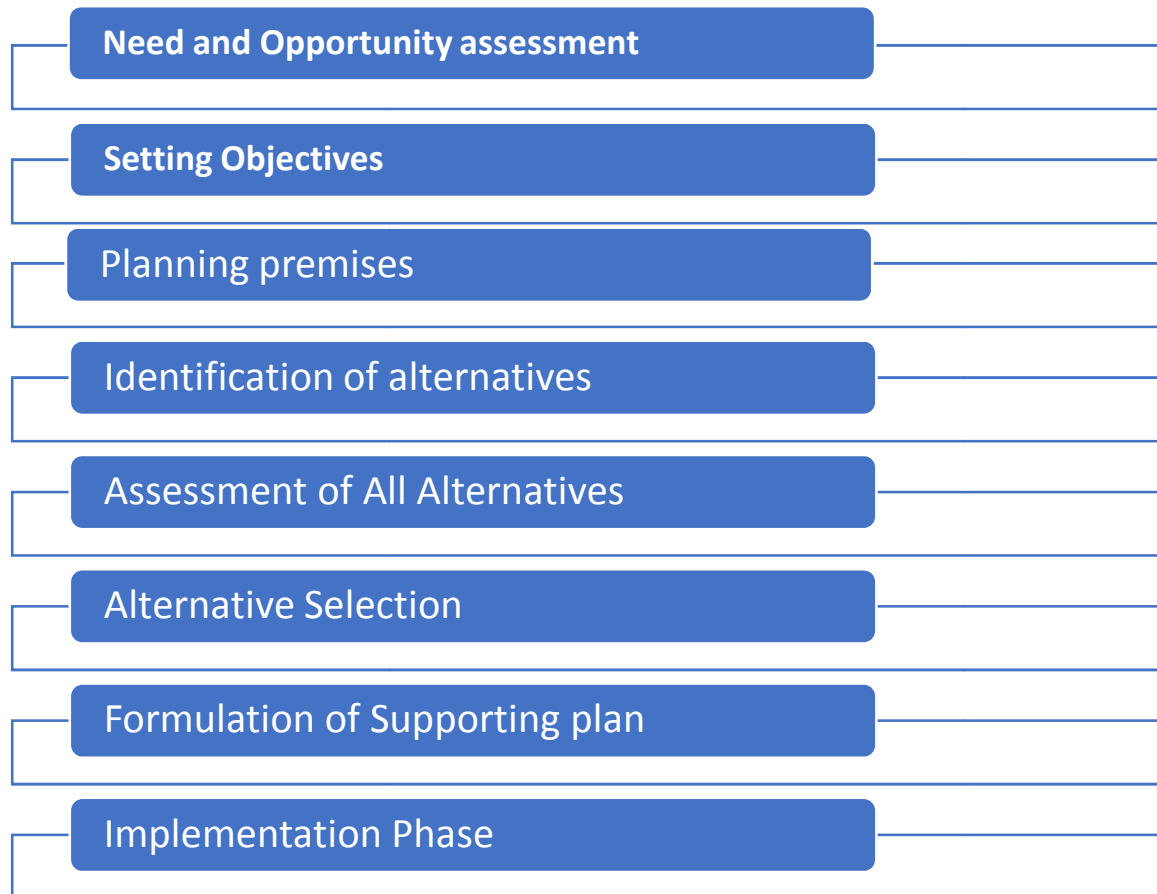
However, following are some common steps of planning process that can be applied by all the institutions with minor modifications if necessary:

- 1. Need and opportunity assessment:** Need and Opportunity assessment includes a preliminary look at felt needs and possible opportunities of the institution. It also includes the ability to see them clearly and completely, an understanding why the institution wants to solve uncertainties. This provides an opportunity to set the objectives in real sense. Once such opportunities get recognized the managers can recognize the actions that need to be taken to realize them. Once the opportunities are perceived to be available, the all other steps of planning are undertaken.
- 2. Setting Objectives:** Objectives can be long term as well as of short term. They specify the results expected and indicate the end point of organization of what is wished to achieve. A hierarchical strategy may be followed at the time of setting objectives by the management authority. Objectives of subordinate departments and other functioning committees are specified at this step.
- 3. Planning premises:** It refers to the conditions under which planning activities are to be taken in future. Actually, assumptions about the future conditions are planning premises which may be internal and external. External premises deal with factors such as political environment, social environment, the environment because of technological advancement, different policies of government, etc. Internal premises deal with policies, availability of resources, quality of management, etc.
- 4. Identification of Alternatives:** Identifying all the available alternatives to a manager is also very important step of planning process. These alternatives are identified on the basis of institutional objectives and planning premises. There is not only a single way to achieve all the objectives of an educational institution, but there is a multitude of means and ways. All of these alternative courses should be identified at this phase.
- 5. Assessment of all alternatives:** Assessment and in-depth evaluation of each of the alternative plans is a very important step of planning process. Every available alternative will go through an examination where all their merits and cons will be

weighed. The alternatives in the plans need to be evaluated in light of the organizational objectives considering the possible influence of various intervening variables.

- 6. Alternative Selection:** In this stage, educational managers have to take the decision. So, it is a decision making stage of the planning process. At this step, best and most feasible plan will be chosen to be implemented. The ideal plan is the most profitable one with the least amount of negative consequences and is also adaptable to dynamic situations. The choice is obviously based on scientific analysis and mathematical equations.
- 7. Formulation of supporting plans:** If a plan is chosen to be implemented, managers will have to come up with one or more other supporting plans. These secondary plans help the manager in the implementation of the main plan. For example, plans to appoint more faculty members, trainer personnel, expand the office staff, etc are supporting plans for the main plan of introducing or opening new courses in a university. So all these secondary plans are in fact parts of the main plan.
- 8. Implementation Phase:** Implementation of the plan is the last step in planning process. This is when all other functions of the management come into play and the plan is put into action to achieve the objectives of the organization. The tools required for such implementation involve the types of plans- procedures, policies, budgets, rules, standards etc.

In this way, planning process is a complex process which plays the crucial role in achieving the institutional effectiveness. The flow chart given below represents planning as a process of educational management-



4.4 Organizing

Process of Organizing:

The process of organising in educational management generally consists of seven steps – Identification of activities, checking duplication, grouping, assigning responsibilities, linking departments, granting authority and establishing relationship. All these seven steps of organizing process are discussed below.

The following flow chart **represents** the process of organizing as a function of educational management.



- **Identification of activities** – Each organization exists for fulfilling a specific purpose. This purpose identifies the activities which are performed by the organization. For example, in a manufacturing organization, production of the goods and their selling are the major activities in addition to the routine activities. And these activities are in variance with the activities of a service organization or an organization involved in the trading activities. Hence the identification of the various activities of the organization is an important step in the organizing function.
- **Grouping or Departmentalization of activities:** Once the activities have been identified, then there is a necessity that they are grouped. The activities are grouped in various ways. The activities which are similar in nature can be grouped as one and a separate department can be created. For example, activities related to the purchasing, production, marketing, and accounting and finance can be grouped respectively under purchase, production, marketing, and finance departments etc. Further in each department the activities can be further subdivided into various specific jobs.
- **Checking Duplication:** After identification of activities and proper grouping, it must be ensured that all activities are performed and there is no duplication in performing all the necessary activities. Duplication must be checked since it leads to quality degradation of work and it is nothing except the wastage of time and effort.

- **Assignment of responsibilities:** – Having completed the exercise of identifying, grouping and classifying of all activities into specific jobs, the individual employees comes into picture since the employees are to be assigned with the responsibilities to take care of activities related to the specific jobs.
- **Linking Departments:** Since various departments or division of working groups are formed in the organizational structure, it is necessary for the management personnel to decide how the various departments will well linked to work together. Proper link establishment among the departments is necessary to develop coordination as well as cooperation among the employees.
- **Granting authority:** On the basis of specific responsibilities given to individual employees, they are to be provided with the necessary authority for the discharge of the assigned responsibilities in order to ensure their effective performance and in turn the performance of the organization.
- **Establishing relationship:** Establishing a cordial relationship with other institutional members is a very important part of the organizing function since each employee in the organization is to know as to whom to report and who are to work with whom. This establishes a structure of relationships in the organization which helps to ensure that the organization has clear relationships. This structure of relationships also facilitates the delegation.

4.5 Directing

Meaning and characteristics of Directing

In educational management, the term direction refers to a kind of inter-personal relationship aspect which comprises of some sub-functions like -leading, communicating, motivating and supervising the fellow members for accomplishment of institutional objectives. Simply, it refers to a leadership process of educational managers which focus on integration of fellow people by providing incentives and through effective communication for making leadership effective. Managers direct their lower graded employees about the means and ways of doing their work means how subordinates should do their work to achieve the institutional objectives. In an educational institution, all the employees may be classified in two categories- (a) superiors (b) Subordinates. A superior manager directs his subordinates as

to how and when they have to perform various duties assigned to them. Direction is very essential in educational institutions as without it human resources in the institution become inactive to make proper use of all physical resources. So, directing can be defined as a process of instructing, guiding, counselling, motivating, inspiring and leading the human resources to achieve the objectives of the institution.

According to Haimann, “Direction consists of the process and techniques utilizing in issuing instruction and making certain that operations are carried out as planned.”

In view of Drucker, “Directing is that part of management process which actuates the organizational members to work efficiently and effectively for the attainment of organizational objectives. It constitutes the life-spark of the enterprise which like electric power sets it into motion.”

From the definitions, it becomes clear that Directing is a key managerial function to be performed by the manager along with planning, organising, staffing and controlling. From top executive to supervisor performs the function of directing and it takes place accordingly wherever superior – subordinate relations exist. **Directing** is a continuous process initiated at top level and flows to the bottom through organizational hierarchy.

The characteristics of Direction are discussed below:

- 1. Sensitive and challenging:** It is very sensitive, challenging and difficult task since it has to lead the individual workers to perform their job efficiently and effectively for the purpose of attaining institutional goals.
- 2. Element of management.** Directing is one of the important functions of educational management. It is through direction that management initiates action in the organization.
- 3. Continuous process:** Direction is a continuous process or function since it continues throughout the life of an organization. A manager never ceases to guide, inspire and supervise his subordinates. A manager can never get things done simply by issuing orders and instruction. He or she must continually provide motivation and leadership.
- 4. Pervasive in nature:** Direction initiates at the top and follows right up to the bottom of an organization. Every manager in the organization gives direction to his subordinates as superior and receives direction as subordinates from his superior. Direction as a function of educational management is performed at every level of education.

5. **Creative function:** Direction makes things happen and converts plans into performance it is the process around which all performance revolves. Without direction, human forces in an organization become inactive and consequently physical factors become useless. It breathes life into organization.
6. **Linkage nature:** Planning, organizing and staffing are merely preparation for doing the work and work actually starts when managers perform the directing function. Direction puts plans into an action and provides performance for measurement and control. So, it establishes linkage with other managerial activities of the organization.
7. **Management of human factor:** Direction is the interpersonal aspects of management. It deals with the human aspect of organization. Human behavior is very dynamic and is conditioned by a complex of forces about which not much is known. Therefore, direction is a very difficult and challenging function.
8. **Superior-subordinate relationship:** Since the process of direction is applied at every level of management, it naturally contains a superior-subordinate relationship among all the employees.
9. **Dual Objectives:** Direction process has dual objectives for an educational institution. It aims at getting things done by subordinates at one end and secondly, it aims at providing opportunities to superiors for those important tasks which the subordinates cannot do due to lack of required skill and knowledge.

Importance of Direction:

It has already been stated that directing is one kind of managerial process which actuates the organizational members to work efficiently and effectively for the attainment of institutional objectives. The importance of direction process in an educational institution can be discussed in the following ways-

1. Initiation of action in management process is possible only because of directing. Without directing other managerial activities like planning, organizing, staffing becomes paralyzed.
2. For achieving the institutional objectives in education system, integrating employee's efforts is must. Each individual's performance affects the organization's effectiveness. So, in this regard integration of employee's effort through directing is very essential.

3. Direction process directly helps in getting maximum output from every individual in organization. It provides or shows the way to utilize their capacities.
4. Society and social processes are ever changing. The process of directing facilitates to implement and incorporate such changes in the organization also as per society's need.
5. In coping up with the changes or to bring adaptability with changing environment, direction helps a lot. It is directing function which is of use to meet with changes in environment, both internal as external.
6. Effective communication which is an essential element of direction helps in coping up with the changes. It is the role of manager here to communicate the nature and contents of changes very clearly to the subordinates. This helps in clarifications, easy adaptations and smooth running of an enterprise.
7. Direction helps in management function by providing stability and balance in the organization.
8. Optimum Utilization of Resources in an educational institution is possible only because of direction. Direction helps in clarifying the role of every subordinate towards his work. The resources can be utilized properly only when less of wastages, duplication of efforts, overlapping of performances, etc. don't take place. This helps in maximum possible utilization of resources of men, machine, materials and money which helps in reducing costs and increasing profits.
9. Through direction, the role of subordinates become clear as manager makes use of his supervisory, the guidance, the instructions and motivation skill to inspire the subordinates.

Principles of Directing:

There are some guiding principles of directing process that may help in accomplishing the function of educational management. These are explained below:

1. **Principle of Highest Contribution of Everybody:** Directing techniques must help every individual in the organization to contribute to his highest potential level for achievement of institutional objectives. It should be able to bring out the inherent energies of employees for increasing the efficiency of the institution.

2. **Principle of Harmony:** A good directing process should provide harmony of objectives by convincing that employee rewards and work efficiency are complimentary to each other. In making harmony of objectives, management should try to integrate both organizational and individual objectives.
3. **Unity of Command as a principle:** This principle insists that a person in the organization should receive instructions from one superior authority person only. If instructions are received from more than one, it creates confusion, conflict and disorder in the organization. So, unity of command must be maintained by the management authority in directing to the subordinates.
4. **Principle of Appropriateness:** Direction technique may be authoritarian, consultative and free-reign. Each technique has its own working style with strengths and weaknesses. Therefore, at the time of using any motivational and leadership technique as a directing process, people's or subordinate needs, capabilities, attitudes and other situational variables must be analyzed.
5. **Principle of Communication:** Effective managerial communication across all the levels in the organization makes direction effective. Directing authority should convey clear instructions to create total understanding to subordinates.
6. **Principle of Use of Informal Groups:** It is quite natural for people that working together for a long time, they develop some kind of informal relations that may be called as informal groups. A manager should spot those informal groups of the organization and make use of such organizations for ensuring the directing process an effective one.
7. **Principle of Exercising good Leadership:** While directing the subordinates, managers should exercise the principle of good leadership as it can influence the subordinates positively without causing dissatisfaction among them
8. **Principle of Follow-through:** A leader cannot win the heart of its followers only by giving order or instructions. Managers should not only give orders but also follow it up by reviewing continuously whether orders are being implemented or not as per given instructions or any problems are being encountered.

4.6 Supervising

Meaning, Definitions and Nature and Characteristics of Educational Supervision:

The English word supervision is originated from two Latin terms- one is “Super” and the other is “videre”. *Super* refers to above and *videre* means see or observe. So, according to etymological description, supervision means the act of overseeing or observing something or somebody. Supervision is relatively a modern concept that has very close meaning to administration. Among the various functioning role and responsibilities of an administrator the supervision is also one of the most important which keeps eye on all kinds of activities done by employees to reach the already set goals. This function is always operated in organizational structure or framework. From educational viewpoint, supervision is that function of administration which has to deal with maintaining and improving the educational programmes in an educational institution.

The modern concept of educational supervision has come across through various stages of its different understanding. *At the first stage*, when formal education was started in Europe and America, then it was understood as an authoritative concept which was limited with the administrative inspection only. The Inspector of School was appointed by Government as the Supervisor. Then the duty of the supervisor means Inspector was limited only to check up whether the teaching was happening or not properly. It was the duty of the Inspector to judge the teachers by testing students’ knowledge. Here, the process of supervision violated all the democratic principles of teachers by insisting fear, insecurity, and frustration to them. The inspector pointed out the teachers’ error and suggested to modify as per the dictates they were given. *The second evolutionary stage of Supervision* says more about the instructional efficiency. Hence, this phase of supervision is also called as the period of instructional efficiency. At this time teaching became more than mere encouraging students for memorization. The supervisors considered themselves as guide and training personnel to the teachers. The supervising report of this period contained about the remarks regarding the improvement required for teachers. The relationship between supervisor and teachers was never friendly in this stage also. Then *the third* stage of educational supervision evolved in U.K. and USA which is called as the period of cooperation with group effort. At this era, it was realized that a close cooperation between the Supervisor and the teachers is an essential requirement of effective supervision process. Now- a- days, supervision can never be concerned only with improvement of teachers as it was conceived in the earlier days. During that time supervision was only directive and prescriptive activities. Modern supervision is

based on the principle of social, psychological and educational processes. Development of desirable knowledge, skills and attitudes among the teachers is one of the major responsibilities of Supervisors and it happens in a social context through social processes. Psychological processes are also inevitable to apply in modern supervision. It is based on the principle of behaviour modification and behaviour technology whereas the old concept of supervision was totally unpsychological in nature. At present time, supervision means motivating the teachers to bring desirable changes in instructional behaviour for the very purpose of enhancing total quality of teaching learning environment. So, *modern concept of supervision refers to an expert technical service primarily aims at studying and improving co-operatively all factors which affect child growth and development.* In this way the concept of educational supervision has undergone through various changes in the last few decades.

At present, the term supervision is always used in two ways- The very first way is that it is used as an element of direction and accordingly every manager in educational institutions perform the task irrespective of his/her level in managerial hierarchy . The second way is to denote the functions performed by the supervisors as class of personnel between management and operatives. Actually, it is an interaction-based task that happens between at least two persons for the improvement of an activity. It is also a combination or integration of some other processes, procedures and conditions which are very consciously designed to advance the work effectiveness of individuals and group. In this context, Newman and Warren defined supervision as *“It is a day-to-day relationship between an executive and his immediate assistant and it covers training, direction, motivation, coordination, maintenance of discipline, etc.”*

The concept of educational supervision will be very clear if discuss various definitions-

- (i) **The Dictionary of Education** (Edited by C.V. Good) defines supervision as all efforts designed towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and also evaluation of instruction. Here, the word supervision refers to guide and stimulate the activities of teachers to improve them.
- (ii) According to Adams and Dicky, “Supervision is a planned programme for the improvement of institutions.”

- (iii) Barr and Burton defined that supervision is the foundation upon which all programmes for the improvement of teaching must be built.
- (iv) Kimball Wiles said, "Supervision is the service activity that exists to help the teachers to do their job better. Supervision is the assistance in the development of a better teaching-learning situation".
- (v) According to Harled Spears, "Supervision is the service provided by the state for helping educators and educational administrators to do a better job. It has gradually moved from the improvement of instruction to improvement of learning"
- (vi) Bernard and Goodyear defined supervision as "It is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member."
- (vii) As per the definitions given by Douglas et.al., "Supervision is the effort to stimulate, coordinate and guide the continued growth of teachers, both individually and collectively, in better understanding and more effective performance of all the functions of instruction, so that they will be better able to stimulate and direct each student's continued growth towards a rich and intelligent participation in society."
- (viii) According to Burton and Brueckner, "Supervision can be visualized as an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development".
- (ix) As per the view of Tead, "Educational Supervision is that phase of management which undertakes direct face-to-face oversight of tasks assigned to individuals or small groups in order to assure correct and adequate performance."
- (x) T. H. Briggs and Joseph Justman said, in general "Supervision means to coordinate, stimulate and direct the growth of the teachers in the power to stimulate and direct the growth of every individual pupil through the exercise of his talents towards the richest and the most intelligent participation in the civilization in which he lives."
- (xi) P. K. Mishra, in the year 2008 gave a comprehensive definition of educational supervision describing the role of supervisors: "Supervisors in education have to stimulate, coordinate, guide for continued growth of the teacher in a school both individually and collectively for better understanding and for more effective performance of all teaching activities. As a result, teachers may be better able to

stimulate and guide the continued growth of every pupil towards the most intelligent participation in modern democratic society.”

- (xii) Eye, G.G. and Netzer, A.L. defined, “Educational supervision is the phase of school administration which deals primarily with the achievement of the appropriate selected instructional expectations of educational service.”

So, now we can arrive at a general understanding that educational supervision is essentially the practice of monitoring all the performances of employees in an educational institution, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits and thereby ensuring the standard of education and achieving educational goals. It can simply be defined as a creative and dynamic process giving friendly guidance and direction to teachers and pupils for improving themselves and the teaching learning situation for accomplishment of desired goals of education.

From the definitions stated above, the nature and characteristics of educational supervision emerge as:

- (i) Educational supervision is a positive activity based concept to guide and stimulate teachers in improving their teaching, instruction and for their better professional growth.
- (ii) Supervision is an act of intervention. Some unique competencies and skills are always involved in the process of supervision that allows the supervisor to help the supervisee at their activity.
- (iii) In every profession, supervision is provided by a senior member to fellows or juniors. A supervisor is always supposed to be more advanced than the supervisee. For the supervisee also it is important to understand the role and responsibilities of their supervisor so that misunderstanding cannot hinder the development process of the educational institution.
- (iv) The process of Educational Supervision is a relationship activity that takes place between the supervisor and supervisee. This kind of relationship extends over time. The fact is that supervision is a continuous process which allows for the relationship to grow and develop.

- (v) Supervision in education is a monitoring process to enhance the professional functioning of the supervisee. It constantly monitors and evaluates the performance of supervisee and provides feedback.
- (vi) Educational supervision is a special kind of service that focuses to bring on qualitative improvement in education.
- (vii) At present time, supervision draws attention towards the fundamental ideas of education and orients for learning improvement keeping in mind the general aim of education.
- (viii) Modern supervision is creative and it requires dynamic expert technical service quality.
- (ix) The focus of supervision is always on setting for learning environment, not on a person or group of persons.
- (x) It is a cooperative venture that always encourages for educational efforts in a friendly atmosphere.
- (xi) Supervision provides a leadership with extra knowledge, superior skills and dynamic personality
- (xii) Educational supervision always advocates for continuous growth of teachers and development of pupils.
- (xiii) It definitely ensures improvement in overall teaching-learning situation and better instructional process.
- (xiv) Modern supervision is always positive not a fault finding activity. It encourages teachers to practice more for constructive and critical thinking in education.
- (xv) Modern supervision is social as well as psychological in nature.
- (xvi) It is based on definite aims and objectives and it is definitely a well organized process with specific objectives.

General principles of Supervision:

An educational supervisor is mainly responsible for monitoring the academic and non-academic matters of the schools. He supervises the classroom teaching, method of teaching followed, and audio-visual aids applied in classroom to make teaching-learning process effective. The supervisor evaluates the efficiency of teachers as well as progress of students

in respective schools. In doing so, he has to follow certain principles. Psychologist Bum suggested five important principles of supervision which are very popular-

- (a) Principle of being democratic, not autocratic
- (b) Principle of kindness
- (c) Listening carefully to the subordinates
- (d) Principle of not to decide anything in hurried way
- (e) Principle of not to involve in arguments with subordinates

Besides these, there are some general principles of Supervision which are discussed below-

- 1. Principle of functional relationship with administration:** Supervision in education should follow a principle of active functional relation with the educational administrators of the institutions. Inter-school visits, study tours or educational tours should be organized and encouraged to arrange for teachers with a view to give them opportunities to gain new experiences and insight for improving educational programmes. In fact, supervision and administration both are functionally and closely related. They coordinate and supplement each other. Good administrator and good supervisor both have some common functions like creation of favourable condition of teaching learning process and their maintenance at an effective level. Administration provides the educational setting and supervisor studies it, evaluates its strengths and weaknesses, and give guidance and suggestion for its improvement.
- 2. Principle of a sound philosophical base:** All kind supervisory activities in education process must be determined by a sound practical philosophy as per the need of the society. Aims, methods, plan and principles of educational supervision all are to be examined by a philosophical method, specially, for their relevance to the community's life. A sound philosophy or evidence based theoretical foundation is an essential requirement of supervision as stated by Educationist Dewey in his book "Experience and Education (1938). Supervisors in education should be sure about the plan and progress and faster growth of children accordingly they should develop their supervisory activities.
- 3. Principle of Scientific attitude and method:** Adoption of scientific attitude says about sharing of schools problems with public and getting support for solving the problems for the greater benefit of the society. Ready to suggest and support should be the right attitude of a modern supervisor.

- 4. Principle of cooperative enterprise:** Assisting and encouraging teachers for preparation of instructional materials in cooperative way is too important one. Instructional materials include teaching aids, teachers' handbook, students' handbook, work books, etc.
- 5. Principle of creativity encouraging free expression:** Creativity development is one of the main principles and objectives of supervision. Accordingly, teachers should be guided for promoting a congenial democratic environment for free expression of ideas, thoughts and feelings by students. Encouraging innovation and Coordination of best practices is an essential condition of good supervision.
- 6. Principle of progressive method with Planning:** Progressive method includes evaluating teachers' performance in terms of pupil's growth and timely realization of educational objectives of the institution. In doing all these, planning is the foremost essential condition. It should be done cooperatively with teachers, resource persons and community leaders.
- 7. Professional maturity as a principle:** Promoting professional growth of all teachers through in-service training courses, staff discussion, writing and reading educational materials and so on is an important principle.
- 8. Principle of following the latest research findings:** Understanding the latest research and experimenting himself with the research findings, the supervisor can get a new insight into the different problems of education and it will help him to solve the problems.
- 9. Principle of continuous evaluation of supervisory works:** It is well known to all concerned that evaluation of school programme in terms of teaching learning process is the main function of supervision. But the important thing to kept mind here is the principle of continuity or checking the continuous evaluation of supervisory works.
- 10. Principle of integrity with educational programmes:** Curriculum construction and course development should be done cooperatively by teachers and supervisors. It will help the students make their learning experiences worthwhile and up-to-date.
- 11. Principle of Community relationship:** Supervisors should provide adequate orientation to teachers for maintaining a cordial relation between school and community. Besides facilitating the solution of many day to day problems, better school-community relation helps in organizing curricular and co-curricular activities.
- 12. Principle of Thoroughness:** Supervision should be very comprehensive and thorough enough. It should never be concerned only with the financial aspect of school

management and administrative details but should cover all aspects of school work. In doing so, he must adopt a scientific attitude and should be free from any kind of prejudice

At the end, we can say that supervisor should try to assess the spirit of a school in addition to monitoring or checking its instructional work. This spirit is normally reflected by records of staff meetings, programmes of the morning assembly, curricular activities, experimental projects, standards of discipline, and the human relationship in school.

4.7 Controlling

Meaning and Nature of Controlling

Controlling is an ethical concept of management which ensures that performance is not deviating from set standards. It is the process of evaluating actual performance of employees what the management authority wished to perform. In the simplest sense, controlling refers to taking corrective measures if necessary, so that the performance of employees can be found as per set style of planning. The following definitions are important to have clear concept of controlling in management:

Henri Fayol in 1916, formulated one of the first definitions of controlling as - “Controlling consists of seeing that everything is being carried out in accordance with the plan which has been adopted, the orders which have been given, and the principles which have been laid down. Its objective is to point out mistakes in order that they may be rectified and prevented from recurring.”

In the view of **EFL Brech**, “Controlling is checking current performance against pre-determined standards contained in the plans, with a view to ensure adequate progress and satisfactory performance.”

According to **Harold Koontz**, “Controlling is the measurement and correction of performance in order to make sure that enterprise objectives and the plans devised to attain them are accomplished.”

L.M. Prasad defined controlling as an element of management process that involves analyzing whether the actions are being taken as planned and taking corrective actions to make these conform to planning.

According to Wikipedia the Free Encyclopedia, “Control in management includes setting standards, measuring actual performance and taking corrective action in decision making”.

A comprehensive definition of managerial control was given by **Robert J. Mockler** as- “Management control can be defined as a systematic torture by business management to compare performance to predetermined standards, plans, or objectives in order to determine whether performance is in line with these standards and presumably in order to take any remedial action required to see that human and other corporate resources are being used in the most effective and efficient way possible in achieving corporate objectives”

After going through these definitions cited above, the main characteristics of Controlling are presented as follows-

1. Controlling is always forward looking and future oriented.
2. Controlling measures the past performance in order to suggest corrective measures for future tasks.
3. It is a system or a result analysis process in terms of organizational objectives.
4. Controlling is action-oriented in nature. It is an executive process and as an executive process each manager has to perform controlling function within the institution.
5. Controlling is a continuous process
6. As a continuous process controlling follows definite time table or a definite routine for maintaining the work pattern within a system. So, it minimizes cost also.
7. It is a coordinated and integrated system of management.
8. Controlling works to achieve the set standard regarding the concerned educational institution.
9. The process of controlling is that part of management which helps to monitor performance or activities.
10. Controlling always make comparison of performance against standards.

The checking of performance can be done in various ways. Depending on the performance standards, financial statements, sales reports, production results, customer satisfaction, and formal performance appraisals the measurement of performance by management personnel is done. Actually, all the managers at all levels of education engage in

the managerial function of controlling to some degree. The managerial function of controlling should not be confused with control in the behavioral or manipulative sense. This function does not imply that managers should attempt to control or to manipulate the personalities, values, attitudes, or emotions of their subordinates. Instead, this function of management concerns the manager's role in taking necessary actions to ensure that the work-related activities of subordinates are consistent with and contributing toward the accomplishment of organizational and departmental objectives.

Effective controlling requires the existence of plans, since planning provides the necessary performance standards or objectives. Controlling also requires a clear understanding of where responsibility for deviations from standards lies. The two most popular traditional techniques of controlling are - budget and performance audits. An audit involves an examination and verification of records and supporting documents. A budget audit provides information about where the organization is with respect to what was planned or budgeted for, whereas a performance audit might try to determine whether the figures reported are a reflection of actual performance. Although controlling is often thought of in terms of financial criteria, managers must also control production and operations processes, procedures for delivery of services, compliance with company policies, and many other activities within the organization.

Importance of Controlling:

As a fundamental element of educational management, controlling serves the following needs-

- 1. Helps in Operational Adjustment in the Organization:** As per the innovations of new science and technology, government has to amend regulations often and all modern organizations must have to cope with these changes in the environment by changing their strategies.
- 2. Helps to Speed up:** Controlling always helps to gear up or speed up the cycles involved in creating and then delivering new products and services to customers. Speed is an essential element in complying with customers' orders.

3. **Helps in Policy Verification:**Controlling as a function of management checks the mistakes committed by employees and tells us how new challenges can be met or faced with full support from management authority.
4. **Carries out Managerial Responsibility:**Controlling makes it possible to use human and physical resources efficiently by entrusting managerial responsibility to employees. In the same way, wastage in all the physical resources is also checked which ensures better use of all resources.
5. **Creates Psychological pressure for Better performance:** In controlling, an effort is always made to motivate the employees by creating a psychological pressure. The implementation of controlling makes all the employees to work with complete dedication for better performance. Because, they know that their work performance will be evaluated and if the progress report is satisfactory, then only they will have their prestigious identity in the institution.
6. **Increases Efficiency:**In modern management, controlling process follows a participative system where managers communicate only the standards, but then let employees, either as individuals or as teams, use their creativity to decide how to solve certain work problems. It helps directly the employees to increase their work efficiency.
7. **Maintains Coordination in Action:**Controlling maintains coordination in action and as a result it ensures order and discipline. With its implementation, all the undesirable activities like corruption, delay in work and uncooperative attitude are checked.
8. **Ensures Organizational Effectiveness:**Controlling as a managerial process is associated with ensuring that all the functioning of the organizations is as per the plans formulated. Actually, controlling gives meaning and effect to all other processes of management and it ensures total effectiveness of the organization.
9. **Helps in creating better quality product:**Total Quality Management programme has always been helping to restore quality of the products by application of a controlled process.
10. **Accomplishes the Institutional Goals:** With the help of controlling process, all deviations or mistakes are immediately detected and corrective measures are taken. In doing so, the gap between the set targets and the actual results is reduced to the minimum level and accordingly controlling as a process is helpful in achieving the goals of the educational institution.

Functioning Steps of Controlling Process:

Controlling as a process of educational management consists of five functioning steps, which are-

- (1) Establishing performance standards:** Established standards of an institution are the minimum level benchmarks towards which efforts or activities of entire organization are directed. Standards may be quantitative and qualitative both. Example of quantitative standards are the number of students output to be produced every year, time and cost to be incurred, determining student teacher ratio, etc. Qualitative standards may be set in case of improving motivation level of employees, improving staff relations and teacher student relations, improving quality of products (Output)., etc.
- (2) Measurement of Actual Performance:** Validity of a plan is found if it actually measures what it wanted to measure. So, measurement of actual performance after goal setting by the organization is important since it helps them in knowing whether their plans are working as intended.
- (3) Comparing actual performance against set standards:** In order to compare the actual performance of an educational institution with already set standard, the managers first have to measure it. So, just after measurement step is over, immediately the managers compare the results in monetary terms by seeking customer feedback, appointing financial experts, etc. In education, students and guardians are the customer.
- (4) Identifying and Analyzing Deviations if any:** Identification of discrepancies or deviations is important so that institutional loss can be stopped or minimized in near future.
- (5) Taking corrective measures when necessary:** Only taking corrective measures is not enough; managers must also take them to their logical conclusion. Even this step requires thorough evaluations and comparisons of the results as per their plan.

Performance standards are often stated in monetary terms such as revenue, costs, or profits but may also be stated in other terms, such as units produced, number of defective products, or levels of quality or customer service.

4.8 Summing Up

In educational management, the term direction refers to a kind of inter-personal relationship aspect which comprises of some sub-functions like -leading, communicating, motivating and

supervising the fellow members for accomplishment of institutional objectives. Simply, it refers to a leadership process of educational managers which focus on integration of fellow people by providing incentives and through effective communication for making leadership effective. Managers direct their lower graded employees about the means and ways of doing their work means how subordinates should do their work to achieve the institutional objectives. In an educational institution, all the employees may be classified in two categories- (a) superiors (b) Subordinates. A superior manager directs his subordinates as to how and when they have to perform various duties assigned to them. Direction is very essential in educational institutions as without it human resources in the institution become inactive to make proper use of all physical resources. So, directing can be defined as a process of instructing, guiding, counselling, motivating, inspiring and leading the human resources to achieve the objectives of the institution.

4.9 Sample Questions

1. Discuss management as a process in Education?
2. What do you mean by Supervising and Controlling?

4.10 References/Suggested Readings

1. Chauhan, R. M. (2011). *Management of Education*. APH Publishing Corporation, New Delhi.
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UNIT-5

TEACHERS AS MANAGERS- CLASSROOM MANAGEMENT AND MANAGERIAL SKILLS OF TEACHERS

Unit Structure:

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Meaning of Classroom management
- 5.4 Objectives of Classroom Management
- 5.5 Teachers as managers in classroom management
- 5.6 Principles of Classroom Management
- 5.7 Managerial Skills of Teachers or Effective Techniques of Classroom Management
- 5.8 Summing Up
- 5.9 Sample Questions
- 5.10 References/Suggested Readings

5.1 Introduction

Classroom management is one of the basic conditions of effective teaching. A teacher who does not manage the class, he never teaches. So, classroom management can be defined as a set of managerial activities through which a teacher seeks to promote the society's acceptable or desired behaviour within the students and also wants to remove and delete their unwanted or unacceptable behaviour. It refers to a set of behavioural patterns used by the teacher to provide an appropriate learning environment and maintain it to achieve the desired educational goals. From a technical point of view, this managerial activity depends a lot on the personal capacity of the teacher and his style of dealing with students in the classroom and outside it. Classroom management represents a set of activities through which the teacher seeks to create and provide a classroom atmosphere that is conducive to positive social relations between the teacher and his students and the students themselves within the classroom. It means the smooth operation and control of classroom activities for successful completion of teaching learning process.

5.2 Objectives

After going through this unit you will be able to—

- *know the* meaning of Classroom management,
- *understand* the objectives of Classroom Management,
- *know* the principles of Classroom Management,
- *understand* the managerial Skills of Teachers or Effective Techniques of Classroom Management.

5.3 Meaning of Classroom management

Classroom management is one of the basic conditions of effective teaching. A teacher who does not manage the class, he never teaches. So, classroom management can be defined as a set of managerial activities through which a teacher seeks to promote the society's acceptable or desired behaviour within the students and also wants to remove and delete their unwanted or unacceptable behaviour. It refers to a set of behavioural patterns used by the teacher to provide an appropriate learning environment and maintain it to achieve the desired educational goals. From a technical point of view, this managerial activity depends a lot on the personal capacity of the teacher and his style of dealing with students in the classroom and outside it. Classroom management represents a set of activities through which the teacher seeks to create and provide a classroom atmosphere that is conducive to positive social relations between the teacher and his students and the students themselves within the classroom. It means the smooth operation and control of classroom activities for successful completion of teaching learning process. *Wikipedia the Free Encyclopedia* defines classroom management as “the term teachers use to describe the process of ensuring that classroom lessons are run smoothly without disruptive behaviour from students compromising the delivery of instruction. The term also implies the prevention of disruptive behaviour pre-emptively, as well as effectively responding to it after it happens.”

Brophy (1986) defines, “Classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning.”

According to Prof. V. Mehra, “Classroom management means the complex set of plan and the actions which the teacher uses to ensure that learning in classroom is effective and efficient.”

Akbaba and Altun (1998) also defined classroom management with the phrase “classroom climate” and stated that classroom management relates to preparing specific rules,

establishing a warm climate, and maintaining an orderly environment with problem solving strategies”

According to Johnson et al., (2005), “Classroom management is a wide-array of proactive, well-established, and consistent techniques and practices teachers employ to create an atmosphere of conducive to learning”

According to *Oxford Bibliographies*, “Classroom management can be defined as the actions teachers take to establish and sustain an environment that fosters students’ academic achievement as well as their social, emotional, and moral growth.”

In 2003, *Tan, Parsons, Hinson, & Sardo-Brown* defined that Classroom management refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules.

Krause, Bouchner & Duchesne defined, (2003) Classroom management is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience.”

From the definitions, it can be concluded that classroom management comprises of some methods, strategies and techniques used by a teacher or educator to make classroom environment conducive for teaching learning process. Conducive learning environment means that environment which allows students to feel comfortable and sure for achieving their desired set of behaviour through teaching learning process.

5.4 Objectives of Classroom Management:

Classroom management means implementing strategies that create a safe, fair and rule-based learning environment for children in their school premise. It refers to the process of prompting and assisting students to understand the learning procedures and expectations of the teacher and classroom through positive reinforcement, high expectations and discipline insisted learning behaviour which enhances students’ academic growth.

Regarding the need and objective of classroom management, educationists Froyen, L. A., & Iverson, A. M., 199 in said, “School and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behaviour. Thus academic achievement, teacher efficacy, and teacher and student behaviour are directly linked with the concept of school and classroom management.” The classroom environment not only provides a context for learning and includes the physical

space, furnishings, resources and materials, but also the class atmosphere, participants' attitudes and emotions, and the social dynamics of the learning experience. The objectives of Classroom management are discussed below-

1. To maintain and generate a constructive, positive, productive learning environment.
2. To support and promote a healthy, safe and secured classroom community.
3. To create interest and maintain all the students' interest, motivation and involvement in class.
4. To help the students to keep focus on their activity or task. Research demonstrates that a significant relationship exists between the amount of content covered and student learning.
5. To stop or reduce distraction from learning. This is an extension of the goal to keep student task focused.
6. To organize and facilitate the flow of learning activities is another objective of classroom management.
7. To assess the fact that teaching-learning process is assisted by the pre-fixed rules and routines that increase involvement of all.
8. To help the students in promoting self-managerial skill. It means to assist students to take responsibility for their own actions as they impact their work within the classroom.
9. Inspiring students for the use of effective communication and interactions in teaching learning process. It will help to establish, monitor, and revise procedures to facilitate learning and create positive attitudes for learning.
10. To prepare a model of ideal class for the development of socially acceptable behaviours and cooperative relationships with and among learners, parents, and stake holders directly or indirectly.
11. To help learners to manage time for achievement of their appropriate life goals.
12. To facilitate teaching-learning process to achieve lifelong learning through goal setting, self-monitoring, encouragement that creates self-efficacy in learners.
13. To develop leadership behaviour and promoting various leadership styles that create appropriate learning climates.
14. Provide powerful content and instructional methods for students to learn based on their developmental needs to be successful citizens.

To plan newly for future, implement already accepted strategies, assess and adjust curriculum as per the need of changing society

5.5 Teachers as managers in classroom management

In classroom management, a teacher has to play various roles as the class wishes. Sometimes, a teacher manages a class playing the role of a communicator of attitude, knowledge, skills and values. He also plays the role of a guide, coordinator, innovator, leader, motivator, programmer, researcher and observer. Hence, the role of teachers as managers in classroom-management is also very crucial in its nature which include-

- A. Curriculum Development and Implementation
- B. Adjusting to Individual difference and Development
- C. Dynamic Techniques of Instruction
- D. Evaluating and Discussing Pupils' Performance
- E. Use of Technology of Teaching
- F. Maintaining Classroom Discipline.

So, the various aspects related to classroom management of teachers can be discussed under these above cited heads in the following way-

A. Curriculum Implementation: This includes-

1. Participation in grade level or subject matter study of existing curricula and in the development of improved expanded curricula.
2. Determining the object, scope and methods of the grade and subjects to be taught.
3. Devising assignments when necessary, in order to enrich the teaching programme for the pupils.
4. Maintaining correlation of study between his subject matter and the curriculum of other subjects.

B. Adjusting to Individual difference and Development: This aspect includes-

1. Drawing upon and applying basic knowledge of the psychology of the child in order to establish readiness for learning.
2. Making an effort to know as much as possible about the family background and out of school environment of each child, in order to improve teaching-learning process.
3. Developing in each pupil a sense of personal growth and value.
4. Maintaining discipline in students with a fair and friendly behaviour.
5. Handling behaviour problems in a controlled manner.

C. Dynamic Techniques of Instruction includes-

1. Selection of suitable teaching aids, appropriate materials and methods which will facilitate the learning process and stimulate the desire for further learning.

2. Meeting the needs, backgrounds and capacities of the children to be taught.
3. Teaching by use of variety of lectures, discussions, demonstrations, directed group efforts, experimentation, special projects and fieldtrips.
4. Analysing and evaluating the effectiveness of various teaching techniques to improve the learning process.
5. Efforts to obtain and maintain pupil interest and attention so that teaching is done in a receptive atmosphere.
6. Encouraging and guiding critical thinking by pupils.
7. Developing desirable study habit and skills for work.
8. Enlisting pupils' participation in lesson planning process
9. Endeavour to assure that materials taught is applied in such a manner as to develop pattern of understanding for future use in other areas.
10. Developing broad outlines and objectives to be attained within prescribed limits, for a subject or skilled area based upon the needs and interests of specific group of pupils.

D. Evaluating and Discussing Pupils' Performance: This aspect includes-

1. Devising and administering appropriate tests to measure the level of learning performance by students.
2. Interpretation of test results and related findings of pupil progress in order to improve teaching learning process.
3. Reporting Pupils' achievement and progress to parents by means of progress reports.

E. Use of Technology of Teaching:

1. Use of technology in teaching includes use of radio, TV, Overhead projector and computer, etc.
2. Technology use also comprises of non-electronic teaching aids like, graphs, charts, globes, models, etc.
3. Use of Blackboard/Whiteboard/Smart board all are part of teaching technology and all come under the scope of Classroom management.

F. Maintaining Classroom Discipline: Maintaining classroom discipline refers to-

1. Showing due regard to the personality of each student.
2. Promoting good conducts and manners in students as a essential part of happy life.
3. Displaying sympathetic but firm attitude.

4. Advocating for a friendly and enjoyable classroom environment.
5. Becoming fair and just.
6. Applying the sense of humour and use of polished language.
7. Avoiding the discussion of family issues and colleagues in class.
8. Keeping the class busy by engaging students in activity.

Besides, a teacher has to call for or participate in parent-teacher meeting and in community affairs. He has to establish and maintain a good relationship with parents and must have to report of pupils' progress, problems and needs. Apart from classroom management activities, a teacher has to keep abreast of subject matter by study of books, periodicals and newspaper and other sources concerning the developmental needs in his field.

5.6 Principles of Classroom Management

There are some guiding principles of classroom management which are-

1. Principle of Equality: All students should be treated equally by a teacher in the class. Equality is the base of democracy and hence it should be maintained.
2. Principle of Flexibility: Rigidity makes classes boring and creates threats or fear feeling in the minds of students. Hence it should be avoided by following the principle of flexibility as per the needs and demands of changing environment..
3. Principle of equity and fraternity: Every student should be treated as important one and hence classes should be taken by the teacher on basis of individual difference. It is the duty of the teacher to make Students understand about the difference in individuality, talent, capacity and interest. Accordingly students should be guided to give justice to their talents.
4. Principle of competition with cooperation: A healthy attitude towards teaching learning process should be developed in students' mind through competition. Teachers should check the matter that competition is going on in cooperative way.
5. Principle of sharing responsibility: Teacher should share the responsibility of sharing all the professional matters of the institution. It may be scholastic or other non-scholastic activity, but teachers must have to cooperate in sharing the responsibilities.
6. Punctuality: Timely arrival and departure in a class creates a respectable position of teachers in students' mind. Hence, in managing the classes, time management is also an important factor.

7. Principle of Feedback: Feedback or knowledge of students' responses should be given in small doses so that students can handle at any particular type.
8. Principle of Effective communication: A teacher who does not communicate, he never teaches. Communication should be two way between students and teachers.
9. Positive inter-personal climate: Active involvement of students makes a class lively and enjoyable. It creates positive climate in which inter-personal relation between student-student and teacher-student become very amusing.
10. Principle of stability: The classrooms which are characterized by stability and calmness in academic progress are better manageable than classrooms that are unstable and fluctuating in their performance.

5.7 Managerial Skills of Teachers or Effective Techniques of Classroom Management

By dint of some special kind of training, teachers can be prepared as an expert in classroom management and his teachings can be made very much effective. The techniques which are applicable in classroom management are-

1. Build confidence for an authoritative personality: A teacher in classroom must wear the face of authoritarian look so that students seriously engage in their assignment and complete allotted home work timely.
2. Mastery on the own subject or know your subject well: One of the basic criteria of effective teaching is mastery of knowledge on the subject matter. Because of his perseverance, the teacher must know his subject very well so that any query put by students can be answered by the teacher. It will increase the motivation of students and will help directly in classroom management.
3. Involving students to create classroom guidelines: Understanding students' abilities, interests and creativity, teachers should prepare some guideline for students to follow in the classroom when the teacher is present in class. In preparing these guidelines, students must be involved and in doing so they become more obedient to their guidelines since they feel these are prepared by themselves.
4. Make room for initiatives: students respect those teachers whose classes they enjoy. When you involve students in your teaching plans and encourage initiatives, they tend to engage more with your lessons.

5. Set learning expectations before each lecture: It is the duty of the teacher to set learning goals before each lecture. Knowledge of expected outcome will enhance the motivation to learn attentively in class.
6. Incorporate Interactive Teaching techniques: Active participation of learners makes classroom management interactive and lively. Students never feel boredom in interactive teaching. Hence, teachers should incorporate such kind of teaching technique for face- to -face classroom learning.
7. Schedule fun activities: Only theoretical teaching through lecture method never motivates learner. Sometimes a teacher should use the sense of humour to create interest among students.
8. Being Flexible in the classroom: Too much rigidity and strict behaviour creates fear feeling among students. Hence, the teacher should be flexible to some extent so that students can ask their difficulties.
9. Offer praise and reproof when necessary: Teachers should praise students for their good jobs. Praising for all well -done activities of students can improve their academic and behavioural performance. Researchers say that praise and reproof -Inspire the class, improve a student's self-esteem and reinforce rules and values you want to see.
10. Time-management skill with self-disciplined behaviour: In order to manage a class effectively, teacher must be able manage his lecture within allotted time. Timely arrival and timely departure makes learner more enthusiastic to learn. It also teaches the self-discipline behaviour both students and teachers.
11. Keen observation and communication skill: The teacher should know the name of every student to manage class efficiently. Back benchers should be given more attention with his capacities, all students should be kept under his observation. Communication ability is also an essential condition of good teaching.
12. Be organized and have a positive attitude: A teacher must possess a positive attitude towards teaching profession. It will ensure the enthusiastic participation of learners with full of joy and happiness.

5.8 Summing Up

Classroom management is one of the basic conditions of effective teaching. A teacher who does not manage the class, he never teaches. So, classroom management can be defined as a set of managerial activities through which a teacher seeks to promote the society's acceptable or desired behaviour within the students and also wants to remove and delete their unwanted

or unacceptable behaviour. It refers to a set of behavioural patterns used by the teacher to provide an appropriate learning environment and maintain it to achieve the desired educational goals. From a technical point of view, this managerial activity depends a lot on the personal capacity of the teacher and his style of dealing with students in the classroom and outside it. Classroom management represents a set of activities through which the teacher seeks to create and provide a classroom atmosphere that is conducive to positive social relations between the teacher and his students and the students themselves within the classroom. It means the smooth operation and control of classroom activities for successful completion of teaching learning process.

5.9 Sample Questions

1. What is the meaning of Classroom management?
2. Define various objectives of Classroom Management?
3. Define the role of teachers as managers in classroom management?
4. What are the principles of Classroom Management?
5. What are the managerial skills of teachers or Effective Techniques of Classroom Management?

5.10 References/Suggested Readings

1. Chauhan, R. M. (2011). *Management of Education*. APH Publishing Corporation, New Delhi.
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BLOCK II:
RESOURCE MANAGEMENT IN EDUCATION

Unit 1 : Resource Management in Education

Unit 2 : Types of Resources

Unit 3 : Importance of Financing Education at different levels

Unit 4 : Resource Mobilization in Educational Institution

Unit 5 : Personal Management in Education

Unit 6 : Staff Development in Education

UNIT 1:

Meaning of Resource — need of resource management in education

Contents:-

1.1 Introduction

1.2 Objectives

1.3 Meaning of resource

1.4 Need of resource management in education

1.5 Summing up

1.6 References and Suggested Readings

1.7 Model Questions

1.8 Answer to check your progress/Possible Answers to SAQ

1.1 Introduction

This is the first unit of the second block of the paper, **Educational planning and management**. In the earlier block of this paper, you have come across the basic concept and aspects of educational planning and management under the six units. This block will deal with resource management in education. As we know that resource is the one of the most significant component of an educational organization. This first unit will deal with the basic concept of resources and the need its management in education. Let's discuss-

1.2 Objectives

After going through this unit you will be able to-

- *understand* the meaning of resources used in education
- *identify* the different forms of resources used in education
- *comprehend* the need of resource management in education

1.3 Meaning of Resource

Resource as the name suggests, are some assets. Resources are the source of utilization and fulfillment of any goal. If we want to accomplish any goal, we need to some resources to invest upon. As such, resources can be defined as of view; resource is a means for implementing a plan, solving problems and achieving success. It is any means that can be used to succeed or arriving at any plan or goal. From a general point Resources may be of different forms. It may be in the form of money, services rendered by human beings, economic goods, commodity, machines, property, assets, equipments, land, buildings, house, and vehicles and so on. Typically resources are those materials or assets that can be transformed to produce benefit.

Ramade (1984) defined resource as "a form of energy and/or matter which is essential for the functioning of organisms, populations and ecosystems". Thus resource is any form of energy or matter essential for the fulfillment of physiological, socioeconomic and cultural needs, both at the individual level and that of the community.

Resources are mainly of two types-natural and men made. Resources that are naturally available in the forms of mineral resources, land and forest resources etc. are called natural resources. With the help of these, men produced equipments like-vehicles, building, houses, machines etc. These are called manmade resources.

Some resources are potentially present, but they need to be developed and utilized such as the skills and capacities of human beings that are potentially present in them, but they have to be developed through education and training so that it can be further utilized for generating other resources.

As we are discussing resources in terms of educational planning and management, we need to know the types of resources that are utilized in the educational institution. As we have already mentioned resources are any means that can be used to succeed or arriving at any plan or goal, in the educational field too they are the major tools that are utilized for realizing the final objective of the very institution. Besides aiding in goal realization, the different resources play a pivotal role for proper functioning of the institution. There are basically three types of resources in an educational institution. These are categorized as-Human Resources, Material resource and financial resource.

Human Resources: They include administration, head of the Institution (Principal/Head Master), Vice-Principal, teachers, Students, and Non-Teaching Employees etc.

Material/ Physical Resources: Material resources include land, Playground, School building, Hostel Compound, Classrooms, Library, Laboratory, Workshop, Reading Room, Auditorium, Museum, Teachers' and Students' Common Room etc.

Financial Resources: Financial resources include grant, funds, expenditure etc. made by the institution.

Detail about these resources will be discussed in the next unit of this block.

Check Your Progress

Question 1: What do you mean by resources?

Question 2: What are the types of resources used in educational institutions?

1.5 Need of resource management in education

For a successful and smooth administration and running of an educational organization, everything needs to be managed. The resources are the means of accomplishing goal in any activity or plan. As stated there are basically three types of resources in an educational institution. These are categorized as-Human Resources, Material resource and financial resource. Each resource has its unique traits and they differ from each other. Proper and intelligent utilization of these three resources leads to successful management of the particular institutions. As such, resource management is one of the important skills that a good manager should possess. Before analyzing the need of resource management in education, it is very essential for you to be clear with the concept of resource management.

Resource management

Resource management is a skill of acquiring, allocating and managing the resources such as the individual, their skill, finances, technology, machines etc. It is a process that ensures that both internal and external resources are used effectively and timely. Resource management in education means the managing and allocating the resources used in education. It includes making a strategic plan for organizing and using the school resources.

Resource management in education plays an important role in managing the whole system of education. As discussed above there are basically three types of resources used in educational institution, the resources management in education is discussed under the three important headings-

A. Human resources management

Human resources management is a process of developing, managing and evaluating the human resources involved in an educational institution with a view to reach its desired objective. It is a set of practice and method of integrating all the members of the educational institution for a common goal. Human resources are also called personnel resources which included Head of the school, mentors, teachers and other staff of the institute.

Need of human resources management

The following are the needs of human resources management-

1. Human resources management is essential to motivate and develop the human resources of the educational institution.
2. It is essential to regain the human resources of the educational institution for realizing its goal
3. Human resources management is essential for training the teachers and other personnel in the different aspects of their duties.
4. Human resources management is essential for developing an insight for the mission of the school or educational institution among the members.
5. Human resources management helps the school administration to keep a track of the member's data and different task regarding the school.
6. It helps the administration to Store and retain important data and information about the human resources for further reference and endeavor.

7. Human resources management acts as a conflict managers as well as trainer for the members of an educational institution through which the can deal with any kind of conflict between students or other members of the educational institution.
8. Human resources management helps the administration in adequate staff maintenance and staff development which are fundamental to reach the goal

B. Material or physical resources management

Material resources management is that process which is concerned with the integrated approach to planning, organizing and controlling the material resources. Material resources management in education stands for a tool for modernization of the existing physical resources and development of their continuous maintenance and reconstruction. Material resources in education or in an educational institution include the school building, classroom, textbooks, or any other materials within the school. Management of these resources means planning, procuring, storing and maintaining the physical resources.

Need of material resources management in education

The following are the needs of material resources management-

1. The material resources management is needed to reduce the cost of production and lead to profit and increased output for the educational institution
2. The material resources management is essential for effective functioning of the school by integrating all the available material resources.
3. The material resources management is essential for make appropriate planning and procurement of the available resources.
4. The material resources management is needed for bringing coordination among the material utilization.
5. The material resources management is essential for reducing the inventory investment.

C. Financial resources management

The financial resources of an educational institution implies the funds, grants meant for the financing the expenses of the school or very institution. Financial resources management refers to the management activities that are concerned with the decision of an institution regarding spending money, fund, procuring, disbursing for implementation of the educational activities.

Financial resources management in a school includes budgeting, auditing, employees or teacher's and other staff salary, school trip, mid day meal etc.

Need of financial resources management in education

The following are the needs of financial resources management-

1. The financial resources management is essential for providing guidance in financial planning for a particular educational institution.
2. It assists in procuring funds from different sources like govt., Trust etc and utilizing it properly.
3. It helps in cutting down additional financial cost by reducing additional expenses.
4. It ensures proper use of the funds and grants.
5. It helps in appropriate and intelligent investment of the funds for the desired educational outcomes.
6. It helps the administration to take appropriate financial decision for smooth running of the educational institution.

Self-Asking Question

1. What do you mean by resources management?

1.6 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the basic concept of resources and its management. Thus we can summarize the unit as-

- Resources are the source of utilization and fulfillment of any goal.

- It may be in the form of money, services rendered by human beings, economic goods, commodity, machines, property, assets, equipments, land, buildings, house, and vehicles and so on.
- **Ramade (1984)** defined resource as "a form of energy and/or matter which is essential for the functioning of organisms, populations and ecosystems".
- Resources are mainly of two types-natural and men made. Resources that are naturally available in the forms of mineral resources, land and forest resources etc. are called natural resources. With the help of these, men produced equipments like-vehicles, building, houses, machines etc. These are called manmade resources.
- There are basically three types of resources in an educational institution. These are categorized as-Human Resources, Material resource and financial resource.
- Resource management is a skill of acquiring, allocating and managing the resources such as the individual, their skill, finances, technology, machines etc
- Resource management in education plays an important role in managing the whole system of education.

1.7 References and Suggested Readings

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1.8 Model Questions

1. What is meant by the term “resources”?
2. What are the types of resources used in educational institutions?
3. Write short notes on-resource management.

4. Discuss the importance of resource management in education.

1.9 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Resource is any form of energy or matter essential for the fulfillment of physiological, socioeconomic and cultural needs, both at the individual level and that of the community.

Answer to question 2:

There are basically three types of resources in an educational institution. These are categorized as-Human Resources, Material resource and financial resource.

Answer to SAQ 1:

Resource management is a skill of acquiring, allocating and managing the resources such as the individual, their skill, finances, technology, machines etc. it is a process that ensures that both internal and external resources are used effectively and timely. Resource management in education means the managing and allocating the resources used in education. It includes making a strategic plan for organizing and using the school resources.

UNIT 2:

Types of resources

Contents:-

2.1 Introduction

2.2 Objectives

2.3 Types of resource

2.4 Material resource

2.5 Human Resource

2.6 Financial resource

2.7 Summing up

2.8 References and Suggested Readings

2.9 Model Questions

2.10 Answer to check your progress/Possible Answers to SAQ

2.1 Introduction

As we know that resource is the one of the most significant component of an educational organization. This first unit has introduced you with the basic concept of resources and the need its management in education. In this unit, we will discuss about the resources used and utilized in an educational institution in detail. As stated already in the previous unit, there are basically three types of resources in an educational institution. These are categorized as-Human Resources, Material resource and financial resource. The following sections of this unit will deal with these resources.

2.2 Objectives

After going through this unit you will be able to-

- *understand* the different types of resources in detail
- *know* about human resources

- *identify* the material resources
- *identify* the financial resources.

2.3 Meaning of Human resources

Human resources comprise very important resources of an educational institution. All the human beings in an educational organization are considered as human resources. Management of an educational institution largely depends upon the effectiveness and capability of these human resources. Human beings who render various services to achieve a goal of a particular institution are known as human resources. Human beings possess physical energy, psychological abilities, motor-skills, and learn different social skills to maintain human relationship in the organization. They use in producing goods and render services. All these put together are known as human resources.

In the words of **Leon Megginson** *“Human resources are the sum total knowledge, skill, creative abilities, talents and aptitudes of an organization’s work force as well as the values, attitudes and beliefs of an individual involved it is the sum total of inherent abilities, acquired knowledge and skills represented by the talents and aptitudes of the employed persons”*.

Following human being comprises the human resources of an educational institution-

- A. **Head of the Institution:** The head of the institution is the supreme manager of the educational institution. He is considered the ‘backbone’ of the educational setting. The 'School or institutional Head has to be skilled in exploring possibilities of identifying and obtaining other human resources to cater to the requirements of the school.
- B. **The Teacher:** Qualified and competent teaching staff comprising teachers in adequate numbers as per the classes (sections), subjects and as per the regulations is a necessity of a school. They are the important human resource of any educational institution. Teachers are considered as the classroom manager.
- C. **Students:** Students comprises another important human resource of a school. They are the focal point in the whole education system. In a classroom, there may be different grades of students with lots of differences. They may be broadly classified into three categories such as superior, average and below average. The pupils are the ones for whom the total schooling programme is meant for. It is the duty of the head and teachers

of the school to deal with them with care and caution as their personality is being shaped through the instruction given by the teacher in the school, classroom and playground.

D. The Supporting Staff

Another integral component of an educational institution is the supporting staff. Staff of an educational institution includes the workers at the grass root level who execute its plan and programme. They include Head assistant, office assistants, cashier, librarian, laboratory and library assistants, peons, gardeners and chowkidars etc. Efficiency of administration and smooth functioning of the institution largely depend on the efficiency of staff working in various levels. There are norms with regard to the supporting staff depending on the size of school- pupil strength and the level.

Self-Asking Question

1. What do you mean by human resources?

2.4 Material Resource

Another important resource of an educational institution is the material resources. The material resources are necessary for organizing teaching-learning in an effective way. It may include textbooks, workbooks, teacher guides, audio-video materials, teaching aids, computers, science kits, library and laboratories etc. The primary material resources of an educational institution includes-site of the school, buildings, classroom, furniture, library Workshop, Reading Room, Auditorium, Museum, Teachers' and Students' Common Room etc. The availability of these resources and proper use may be helpful in enhancing the quality of instruction.

Moreover, material resources of educational institutions also refer to the school building, library, laboratory, aids, equipment, and other furniture. Material Resources are physical in nature and they are available in raw condition or they have to be manufactured. Material Resources can be utilized for a long period. Good material resources increase the efficiency of the teaching learning process as well as it aids in the realization of the goal of the educational institutions. A good material resource symbolizes the efficient educational structure. The Head of the institution is responsible for ensuring availability of such material resources and encourages teachers to use them adequately.

Check Your Progress

Question 1: What are material resources?

Question 2: State some example of material resources.

2.5 Financial resource

Besides the human and material resources, school administration and management rely on another important resources i.e., financial resource. Financial resources include grant, funds, expenditure etc. made by the institution. Finance plays a key role in providing and maintaining other resources of the educational institution. Financial resources provide support to human and material resources to achieve the pre-determined goal of education.

The Sources of educational finance are broadly divided into two types as:

A. Public fund and

B. Private fund.

A. Public funds: Public funds includes- funds from-

- (i) The Government- Union, State or Union Territories
- (ii) Local Bodies- District Bodies, Zila Parishads, Panchayat Samities, Gram Panchayats, Municipalities and Municipal corporation.

- (iii) Education Cess
- (iv) Grant-in-aid etc.

B. Private funds: Private funds includes funds collected from-

- (i) Students' Fees
- (ii) Endowments
- (iii) Donations
- (iv) Miscellaneous sources like sale proceeds, rent, interests on bank balances, securities and loans.

Check Your Progress

Question 3: What is financial resource?

Question 2: What are sources of financial resources?

2.6 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the basic forms and types of resources used in education. Thus we can summarize the unit as-

- There are basically three types of resources in an educational institution. These are categorized as-Human Resources, Material resource and financial resource.
- Human resources comprise very important resources of an educational institution. All the human beings in an educational organization are considered as human resources
- Human beings who render various services to achieve a goal of a particular institution are known as human resources.
- They include administration, head of the Institution (Principal/Head Master), Vice-Principal, teachers, Students, and Non-Teaching Employees etc.
- The material resources are necessary for organizing teaching-learning in an effective way. It may include textbooks, workbooks, teacher guides, audio-video materials, teaching aids, computers, science kits, library and laboratories etc

- Financial resources include grant, funds, expenditure etc. made by the institution. Finance plays a key role in providing and maintaining other resources of the educational institution.
- The Sources of educational finance are broadly divided into two types as- Public fund and private fund.

2.7 References and Suggested Readings

1. Aggarwal. J.C (2004): *School Organization Administration and Management*, Doaba Piblication, New Delhi
2. Bhatnagar S.S &Gupta P.K(2009): *Educational Management*, R.LallBook Depot, Meerut,U.P
3. Pankajam .G: *Education for a global world, Issues in education*, Gyan publishing house 23, Main Ansari Road Darya Ganj, New Delhi.
4. Rao. Digumarti Bhaskar (2004): *Educational Administration* Discovery publishing HouseDelhi.

2.8 Model Questions

1. Discuss the types of resources used in an educational institution.
2. Explain the importance of resources for an educational institution.
3. What are the sources of financial resource of an educational institution? How can they be utilized?

2.9 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Material Resources are physical in nature and they are available in raw condition or they have to be manufactured. Material Resources can be utilized for a long period. Good material resources increase the efficiency of the teaching learning process as well as it aids in the realization of the goal of the educational institutions.

Answer to question 2:

The primary material resources of an educational institution include-site of the school, buildings, classroom, furniture, library etc.

Answer to question 3:

Financial resources include grant, funds, expenditure etc. made by the institution. Finance plays a key role in providing and maintaining other resources of the educational institution.

Answer to question 4:

The Sources of educational finance are broadly divided into two types as:

A. Public fund and

B. Private fund.

Answer to SAQ 1:

Human resources comprise very important resources of an educational institution. All the human beings in an educational organization are considered as human resources. Management of an educational institution largely depends upon the effectiveness and capability of these human resources. Human beings who render various services to achieve a goal of a particular institution are known as human resources

UNIT 3:

Importance of financing education at different levels

Contents:-

3.1 Introduction

3.2 Objectives

3.3 Financing in Education

3.4 Sources of financing in education

3.5 Importance of financing education at different levels

3.6 Summing up

3.7 References and Suggested Readings

3.8 Model Questions

3.9 Answer to check your progress/Possible Answers to SAQ

3.1 Introduction

Finance is one of the important resources required for a smooth management of an educational institution. In the earlier unit, we have discussed about this resource and the importance of its management. Financial resources include grant, funds, expenditure etc. made by the institution. Finance plays a key role in providing and maintaining other resources of the educational institution. Financial resources provide support to human and material resources to achieve the pre-determined goal of education. This unit will introduce you with the basic concept of financing of education, different sources of finance and expenditure at different levels of education.

3.2 Objectives

After going through this unit you will be able to-

- *understand* the meaning of financing in education
- *identify* the sources of financing in education
- *realize* the importance of financing education at different levels

3.3 Financing in Education

Financing in education refers to means by which a government and other stakeholders are able to contribute monetarily for the attainment of the goal of education. Education finance is a term used to describe the financial and all-kind fund resources available for education. The concept of education finance also addresses the questions about how different resources are allocated, utilized and accounted for achieving economic sustainability and quality in education. In general, educational finance refers to governmental and organizational process by which revenues are generated for funding for the institution. It implies consideration of resources and expenditure. Financing in education is concerned with rising funds to meet the various cash flow needs of the educational organization. Resources as we discussed in the earlier units can be categorized as-human, material and financial resources. Skilled manpower and qualified personnel which we need for instruction, supervision, inspection, direction and administration of education are human resources. The physical resources include the building, teaching aids, material etc. to run the educational institution it need money to finance these two resources.

Public education and financing the education are the integral part of the national economy, as money or fund spent on education is a productive investment which is not only fully liquidated but also returns a yield over and above its value. Financing in education is not only the initial expense on building and other material resources. But in addition to it, teaching, staff, clerical and menial staffs have to be paid regularly which comes under the financing. Moreover, school plant, equipment, its replacement on time, expansion of building and teaching staff as per the growing social and educational needs requires financing. All these can be termed as financing in education.

Education in India is financed by both central and state governments. The governments at these levels provide funds for their own institutions and to the institutions set up by private individuals or societies to whom grants are made on the basis of grants-in-aid policies of the government. Besides these, Private financing is also a source of funding for educational institution. It can be domestic and international. While the private sector is frequently thought of as companies, foundations, and investors, private resources for education come

overwhelmingly from individual households. Money sent from relatives working abroad, or remittances, contribute significantly in this regard.

Blended finance refers to the strategic use of capital from public and philanthropic sources to mobilize private sector investment. Blended finance is critical to ensuring inclusive and quality education for all and promoting lifelong learning as outlined in the 2030 Agenda.

Check Your Progress

Question 1: What do you mean by financing in education?

Question 2: What is blended financing?

3.4 Sources of financing in education

While discussing the financing in education, it is very much essential for you to get acquainted with the sources of educational finance. Financing in education can be derived from the fees paid by the parents, repayable loans to parents, local government taxes, general budgetary funds, gift and donation etc. There is no. of sources of financing education. Capital resources or the finance for education are acquired in several ways in our country India. This section will deal with different sources of financing education. The sources can be discussed as follows-

A. Governmental bodies: In India, education is included in the concurrent list i.e. education is considered as the joint responsibility of both center and the state. The government funds are created and distributed through its various agencies like UGC, NCERT, NCTE, NUEPA, AICTE, SCERT etc. The central government of India has been framing several policies and schemes and the state government is required to implement those in every now and then. Besides these, both the central and state government jointly frame enormous schemes to

uplift the financial provisions of the students in the form of scholarships, fellowships etc. from time to time.

B. Local bodies: Another important source of finance in education is local bodies. Different local bodies like Zila Parishad, Panchayat Samities Nagar Panchayats, Gram Panchayats, Municipalities and Corporations etc. are working for the fulfillment of educational goals in the educational institutions at the grass root level.

C. Private funds: Private funds comprise an important source of funding. It denotes the funds which are allocated through the donations, subscriptions, gifts, bequests, fines, sale proceeds, interest on bank balances, rent from buildings etc. These are also called public philanthropy. Private funds for the educational institutions also include those institutions which are run by the private bodies and thus funds are generated through their own income accumulated from various sources.

D. Grant- in-aid: Grants are provided by the government or through its various agencies to the educational institutions. Generally, the financial contribution in the form of money or material goods by a bigger government to a smaller unit of it is called a grant. These grants may be provided with a periodical payment or one time basis by focusing on a specific area under the heads like classified grant, compensatory grant, multiple grants, the negotiable and hoc grant etc.

E. Student's Fees: The fees are collected from the students in return of the tuition or other services provided to them in the educational institution are also a good source of funding. Fees generally includes admission fees, tuition fees, library fees, examination fees, fees collected for co-curricular activities, laboratory fees, electricity fees etc

F. Endowment and land grant: Different social and religious institutions and other organizations like NGOs keep aside some part of their collected money or income for the purpose of spending in education and these organizations donate this amount of money for the welfare of educational institutions and as such the endowed colleges or educational

institutions get benefitted from such endowments. Endowment funds, gifts, donations and other such type of voluntary contributions from individuals or firms, factories, temples, churches etc. are included in the income from endowments for the educational institutions.

G. Other Sources of income: The educational institutions can also generate income from donations, gifts; subscriptions, fines, money from rents, loans, debts etc. and all these are included in the other sources of income

Self-Asking Question

1. What are the sources of funding in education?

3.5 Importance of financing education at different levels

We have discussed about the financing in education in the above section. Finance is the resource which is considered inseparable in an effective management. Across the world, the second half of the twentieth century was marked by the considerable development of the education sector. This development concerns all levels of education, from primary to higher level. And it places a heavy burden on national budgets. All countries are implementing educational funding reforms in order to increase staff numbers, improve outputs, and adapt to the demand of changing society. Finance is the life blood of any system of education. Government around the world are now-a-days widely perceived to be responsible for ensuring the provision of accessible quality education. In most countries, primary education is perceived not only as a right but also as a duty that government are typically expected to ensure access to this education, while citizens are often required by law to attain education up to a certain level. The advancement of the idea to provide education for more and more children only began in the middle of 19th century, when most of today's industrialization countries started expanding primary education. Now, funding for public schools has been

historically a responsibility of local governments in almost all the democratic countries of the world. The last two decades have seen a small but general increase in the share of income that countries devote to education.

Education in our country has become a huge responsibility both in terms of resource allocated and number of person involved like the teachers, the students and the administration. India has a mixed economic framework and hence private and public sectors co-exist in the educational activities. However, education in India is predominantly a state controlled sector. The educational enterprise in India consists of public, quasi-public and private sectors. The public or government sector consists of the central and the state or provincial government. The quasi-public enterprise consists of local bodies, universities and autonomous institution. The private enterprise consists of educational trusts, individual initiative and social and religious organization.

India has a federal structure and hence different layers of government are involved in the educational activities. The constitution of India clearly demonstrates the areas of operation of the central and state governments. The funds for education in India come mainly from the government sources-the central and state government is the major partners in financing education in India. Education is the joint responsibility of both the government. Even then a substantial proportion of the resources for education come from the state government which expects devolution of a larger share of resources from the central government. Besides, there is competition among the states to get larger shares of the central resources.

The implementation of right to education requires funding in order to build schools, pay teachers' salary and training, material etc. under international law; states have the obligation to use the maximum of their available resources to realize the right to education. Even when a state's resources are very limited, it is obliged to prioritize certain immediate obligations, such as-the introduction of free primary education and to guarantee education for all without discrimination. It is also obliged to provide progressively free secondary and higher education and to continuously improve the quality of education. This means that it must take immediate and progressive steps to fully realize the right to education. This is just an example. As such, it can be realized that financing in education is inseparable for goal accomplishment.

3.6 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the basic concept of financing in education and its importance. Thus we can summarize the unit as-

- Finance plays a key role in providing and maintaining other resources of the educational institution.
- Financial resources provide support to human and material resources to achieve the pre-determined goal of education.
- Financing in education refers to means by which a government and other stakeholders are able to contribute monetarily for the attainment of the goal of education.
- Education finance is a term used to describe the financial and all-kind fund resources available for education.
- Education in India is financed by both central and state governments. The governments at these levels provide funds for their own institutions and to the institutions set up by private individuals or societies to whom grants are made on the basis of grants-in-aid policies of the government
- The sources of funding in education are-Governmental bodies, Local bodies, Private funds, Grant- in-aid, Student's Fees, Endowment and land grant etc.

3.7 References and Suggested Readings

1. Ali Lokman(2021): *Educational Administration and management*, Asian Humanities Press
2. Aggarwal. J.C (2004): *School Organization Administration and Management*, Doaba Piblication, New Delhi
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3.8 Model Questions

1. What is your understanding about educational finance?
2. What are the sources of financing in education?
3. What is blended financing?
4. Discuss the educational financing in India.
5. Discuss the importance of financing in education.

3.9 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Financing in education refers to means by which a government and other stakeholders are able to contribute monetarily for the attainment of the goal of education. Education finance is a term used to describe the financial and all-kind fund resources available for education.

Answer to question 2:

Blended finance refers to the strategic use of capital from public and philanthropic sources to mobilize private sector investment. Blended finance is critical to ensuring inclusive and quality education for all and promoting lifelong learning as outlined in the 2030 Agenda.

Answer to SAQ 1:

The sources of funding in education are-Governmental bodies, Local bodies, Private funds, Grant- in-aid, Student's Fees, Endowment and land grant etc.

UNIT 4:

Resource mobilization in educational institution

Contents:-

4.1 Introduction

4.2 Objectives

4.3 Concept and meaning of resource mobilization

4.4 Importance of resource mobilization

4.5 Role of teacher in mobilizing the Institutional Resources

4.6 Summing up

4.7 References and Suggested Readings

4.8 Model Questions

4.9 Answer to check your progress/Possible Answers to SAQ

4.1 Introduction

This first and second unit of this block have introduced you with the basic concept of resources its types and the need its management in education. The educational institution cannot always rely on the resources that are available to them, for realization of its pre-determined goal, sometimes it needs or may require some additional resources, be it human resource, material or finance. For this, they have to plan some activities and execute it properly. This refers to a new term in educational management, i.e., **resource mobilization**. In this unit, we will discuss about the resources mobilization and its need in educational management.

4.2 Objectives

After going through this unit you will be able to-

- *understand* the meaning of resource mobilization
- *realize* the importance of resource mobilization in educational management
- *identify* the role of teachers in resource mobilization.

4.3 Concept and meaning of resource mobilization

As we know re that resource is the one of the most significant component of an educational organization. Sometimes, an educational institution may require additional resources along with the existing resources for realization and meeting the organizational goal as well as to advance its mission. The term resource mobilization refers to all those activities that are involved in securing new and additional resources for an organization. It also involves making better use of and maximizing the existing resources. For sustaining an organization, it has to indulge in some activities which enhance the maximization of the existing resources. As such, it is also considered as a drive for organizational sustainability.

Resource mobilization is actually a process that involves three integrated concepts. The key concepts are in the process of resource mobilization are-organizational management and development, communicating and prospecting, and relationship building among the members.

Self-Asking Question

1. What do you mean by resource mobilization?

4.4 Importance of mobilizing resources in educational institutions

Mobilization of resources of an educational institution is crucial for achieving the objectives of educational institution in a maximum extent and in an effective manner. Importance of resource mobilization in educational institution can be enlisted in the following way-

- ✓ Resource mobilization in educational institution helps in the all round development of the particular school or institution.
- ✓ It helps in maximum utilization of all available or existing material resources in the school.
- ✓ It helps to utilize the available human resources to the fullest extent possible. It helps the teachers to carry out their teaching and other assigned activities effectively.

- ✓ Resource mobilization in educational institution also helps in qualitative improvement of academic functions of the particular institution.
- ✓ Resource mobilization in educational institution helps to organize the curricular as well as co-curricular activities of the school effectively
- ✓ With adequate resource mobilization, excessive expenses of the school gets cut down and it opens out more sources of funds.
- ✓ It helps to generate new sources of resource production and sustainability to the educational organization.
- ✓ It allows the existing human resources for improvement and scale-up for the material resources.
- ✓ It helps the educational institution to plan for better developmental activities for further improvement of the very institution.
- ✓ Community plays an important role in overall smooth functioning of a school by contributing its resources. Resource mobilization in educational institution makes it possible to utilize various community resources to the maximum extent.

Besides these, importance of resource mobilization in educational institution is better realized as the objectives set by the educational institutions can be achieved with the help of mobilization of resources as well as all round development of students of the educational institution is possible with the help of mobilization of resources.

Check Your Progress

Question 1: State the importance of resource mobilization in educational institution.

4.5 Role of Teachers for Mobilizing the Institutional Resources

In an educational institution, teacher is considered as the “spinal cord”, without which, the educational institution cannot operate. Education is basically a man-making process and it is referred as “Human Resource Development” and it implies practising and ensuring transformation of the human staff at various levels of socialization, acculturation, awareness and divine realization.

Teachers’ role in resource mobilization is also very important. For the development of the school and for the qualitative improvement of education teachers should also take the responsibility of resource mobilization. Every teacher must work to mobilize available resources from various sources- community, voluntary organizations and government for the benefit of the school. It is the duty of every teacher to mobilize resources systematically, use them effectively and to protect the assets acquired from different sources.

Teacher itself is the main human resource responsible for the success of educational system. Teachers must continuously try to get the support of community and voluntary organizations. It is a necessary duty of teacher. The headmaster and the entire school system should extend their co-operation to teachers in this task. As teachers have to strictly follow the rules and regulations of the government, sometimes it becomes, difficult for teachers to work with the community to mobilize resources for the school. But, in spite of such occasional difficulties teachers must try to establish cordial relationship with the community using their wisdoms and social skills. With the active cooperation and guidance of the higher authority, the teachers must explore the scope of possible meaningful participation of the community in the matters of school development and functioning for the effective and responsible community participation opportunities like different social and cultural activities, festivals, functions. The relationship between the school and the community is also very essential. As education is considered as a valuable human capital, teachers should try to develop and protect this human capital with community co-operation, because, maximum resources can be mobilized from the community for the educational institution as the former is intimately linked with the later one for its smooth functioning and sustainability. Teachers can play the best and most important role in extracting the best out of it for its own organization.

Self-Asking Question

2. Discuss the role of teachers in resource mobilization.

4.6 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the resource mobilization in educational institution Thus, we can summarize the unit as-

- The educational institution cannot always rely on the resources that are available to them, for realization of its pre-determined goal, sometimes it needs or may require some additional resources, be it human resource, material or finance.
- For this, they have to plan some activities and execute it properly. This refers to a new term in educational management, i.e., **resource mobilization**
- The term resource mobilization refers to all those activities that are involved in securing new and additional resources for an organization.
- It also involves making better use of and maximizing the existing resources.
- Mobilization of resources of an educational institution is crucial for achieving the objectives of educational institution in a maximum extent and in an effective manner.
- For the qualitative improvement of education teachers should also take the responsibility of resource mobilization.
- Every teacher must work to mobilize available resources from various sources- community, voluntary organizations and government for the benefit of the school.
- It is the duty of every teacher to mobilize resources systematically, use them effectively and to protect the assets acquired from different sources

4.7 References and Suggested Readings

1. Aggarwal. J.C (2004): *School Organization Administration and Management*, Doaba Piblication, New Delhi
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4. Rao. Digumarti Bhaskar (2004): *Educational Administration* Discovery publishing HouseDelhi.

4.8 Model Questions

1. What is your understanding about resource mobilization in educational institution?
2. Discuss the importance of resource mobilization in educational institution.
3. As a teacher what role would you play in resource mobilization in your own educational institution?

4.9 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

The importance of resource mobilization in educational institution can be stated as-

- ✓ Resource mobilization in educational institution helps in the all round development of the particular school or institution.
- ✓ It helps in maximum utilization of all available or existing material resources in the school

Answer to SAQ 1:

The term resource mobilization refers to all those activities that are involved in securing new and additional resources for an organization. It also involves making better use of and maximizing the existing resources.

Answer to SAQ 2:

Teachers' role in resource mobilization is also very important. For the development of the school and for the qualitative improvement of education teachers should also take the responsibility of resource mobilization. Every teacher must work to mobilize available resources from various sources- community, voluntary organizations and government for the benefit of the school. It is the duty of every teacher to mobilize resources systematically, use them effectively and to protect the assets acquired from different sources

UNIT 5:

Personnel Management in Education

Contents:-

5.1 Introduction

5.2 Objectives

5.3 Personnel Management in Education

5.3.1 Functions involved in Personnel resource management

5.4 Methods of Personnel Management in Education

5.5 Challenges of Personnel Management in Education

5.6 Summing up

5.7 References and Suggested Readings

5.8 Model Questions

5.9 Answer to check your progress/Possible Answers to SAQ

5.1 Introduction

In this block, we are discussing some of the contemporary concerns in the field of resource management in education. The earlier units have covered the concepts like-importance of resource management, types of resources in education, importance of financial resource and resource mobilization. Here, in this unit, we are going to cover another important concept under the scope of resource management i.e., Personnel management in education. Personnel resource that we have already discussed in the unit 1 and 2 is also called personnel management.

5.2 Objectives

After going through this unit you will be able to-

- *know* about personnel management in education
- *comprehend* the different methods of personnel management in education
- *identify* the challenges of personnel management in education

5.3 Personnel Management in Education

Human resources are considered as personnel resources of education. It constitutes a vital vein of any organization. These are the personnel in a given educational organization. Personnel resources of an educational institution comprise the entire staff, the teaching and non-teaching, teachers, clerks, researchers and other elements such as students, parents, members of the community, members of the managing or governing body and departmental officials.

Personnel resources management is a basic function of management, as the manager uses his capabilities and those of his subordinates to get things done. Personnel resource management can be seen as the design of formal systems in an organization to ensure effective and efficient use of human talents and accomplish organizational goals. Personnel resource management concerns the procurement or recruitment, staffing, welfare, maintenance, training and retraining, placement, promotion, motivation relationship, compensation or rewards, transfer and discipline of staff. It lies at the care of the efficiency of the organization. Personnel resource management is a basic function of management that determines the performance of the personnel in any organization. This can simply be put that it is the co-ordination of the activities and efforts of the workers in educational organization so that educational goals are achieved. Hence personnel resource management in education is the process of motivating the personnel to maximize their performance in order to obtain maximum output starting from the day they are recruited. That means utilizing personnel to perform duties and functions in the school or educational institution.

Self-Asking Question

1. What do you mean by personnel management in education?

Responsibility of a personnel resource manager

The primary responsibility of a personnel resource manager is to ensure that personnel resources are utilized and managed as efficiently and effectively as possible. It includes-

- Recruitment and selection, developing the work place required by the organization.
- Helping in creating a working environment that is conducive for his members of staff so as to promote maximum contentment thereby motivating them.
- Ensuring that the abilities and skills of the workforce are used to the optimum in pursuance of the institution's mission and mandate.
- Ensuring a fair balance between the personal needs of staff and the needs of the institution in general. The effectiveness and success of any organization is dependent on the efficient use of its resources particularly the personnel resource.

5.3.1 Functions involved in Personnel resource management

The functions involved in Personnel resource management can be generally classified into three basic functions --namely *personal utilization to meet organizational needs*, *motivation of employees to meet their needs* and *organizational needs in unison*, *maintenance of human relationships*. Other personnel resource management functions includes-

1. **Recruitment and Selection:** This function involves searching for suitable personnel to fill the vacant position. The basic goal of staffing is to locate qualified applicant who will stay with the organization.
2. **Training and Education:** This involves developing staff to professional growth through training. The training involves induction of new employees, formal training of staff which may include on the job training.
3. **Wages and salary administration:** This refers to the financial benefits that are given to personnel for the jobs they have performed.
4. **Staff appraisals:** This is the continuous process of feedback to subordinates about how well the personnel have performed on their jobs.
5. **Welfare:** In Educational Institution's administration, the main purpose of welfare is to provide assistance to the personnel of staff and also encourage a positive relationship between personnel and the institution by providing extra security comforts.

Thus personnel resource needs are to be identified. Proper selection and recruitment are to be made, demands and supply of services be properly matched and suitable forecasting be made

about the future requirements. There are problems of working conditions, promotion, prospects, appointment and transfer, motivation and security, career development and so on which have to be handled with sympathy, understanding, fellow feeling and co-operation on the one hand and proper sense of commitment and accountability and involvement on the other hand.

5.4 Methods of Personnel resources Management in Education

Personnel resource management in education is a set of practices and methods of integrating and maintaining the teaching staff in the school so that the school can achieve their purpose and as well as meet the goals for which they were established. It is the motivation and co-ordination of the activities and effort to the teachers in school in order to obtain maximum output from them and consequently achieve the goals of education optimally. The various methods of Personnel resource management in education can be listed as-

A. Personnel Maintenance

This includes making the work environment conducive for workers, pertinent practices that include promotion and transfer, motivation, staff safety, security and health services. It is pertinent that educational establishments have sound policies in respect of personnel transfer and promotion to ensure that justice and fairness prevail in dealing with them. For maximum and productive goal attainment, the school head must ensure the comfort and happiness of the workers. That can be done through prompt payment of salary and ensuring a safe and healthy working environment.

B. Personnel relations

There must be a good communication network in the school to enable personnel to be constantly informed of the progress being made in the school. They should be encouraged to participate in planning and decision making in the school. They should also be encourage by recognizing the staff as human beings with feelings, interest, needs and emotions and treating them as such with fairness and respect.

C. Personnel development

This is the method of appraising personnel performances and identifying their key skills and competence that need development or training to improve their skills for better performance. It involves providing development programme and training courses that are suitable for the programme. The success of educational organization hinges on the strength and quality of the staff members. There is need to change through training and to improve and grow competence. This can be done through in –service training, conference, workshop and seminars.

D. Procurement of personnel

Personnel resource management functions start with the process of recruitment and selection by which educational institutions get the best personnel to interpret and implement the curriculum programmes. Staffing of schools is a job performed by the ministry of education through its agencies in the federal and state government. Procurement of personnel in education deals with obtaining people with appropriate and necessary skills, abilities, knowledge and experiences to fill the vacant teaching posts in schools job.

E. Performance rewards

This involves the design and administration of rewards for jobs performed. It is very important that management, ministry of education and its agencies take the issue of reward system very seriously. Personnel’s performance would increase substantially if they are adequately compensated according to the quality and quantity of work done.

Self-Asking Question

2. Discuss the methods of personnel resource management.

5.5 Challenges of Personnel resource Management

Personnel resource management has become notably complex in the sense that as human beings, they are not reliable for doing one thing over and over in exactly the same way. They can be expensive depending on their cadres, qualification and skills. Their productivity is highly

dependent on the person's ability to instruct. The same content cannot be delivered every time. A number of factors have contributed in this complexity. They include the following-----

1. Poor Working condition

It is not out of way if personnel expect to be paid finance reward commensurate with the service performed. The ideal thing is to have a systematic producer for establishing a sound reward system and structure. A good remuneration tends to reduce inequalities between staff earnings, raise their individual morale, motivate them to work for pay increase and promotions, reduces inter group friction and employee grievances. Teachers salaries are not paid along side with other civil servants and in some cases, teachers are owned many months of salary areas.

2. Problems of Staffing

The problem of staffing is enormous. There are problem on the quality and quantity of staff recruited for the education of our citizens. The reason is from poor staff recruitment and selection process including personal judgment. Some staff rarely stays in the remote areas where the management wants their services. They use to stay in the urban areas for self-convenience.

3. Other Issues

Other challenges of personnel resource management that have direct effect on the achievement of our predetermined educational objectives include-High rate of students and staff indiscipline, Funding issues, Poor recruitment process, Little or no induction of personnel resources, Poor supervision/ appraisal of staff, Poor personnel commitment to work and Incessant transfer of teachers etc.

5.6Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with personnel management in education. Thus, we can summarize the unit as-

- Human resources are considered as personnel resources of education. It constitutes a vital vein of any organization.
- Personnel resources management is a basic function of management, as the manager uses his capabilities and those of his subordinates to get things done.

- Personnel resource management can be seen as the design of formal systems in an organization to ensure effective and efficient use of human talents and accomplish organizational goals.
- The functions involved in Personnel resource management can be generally classified into three basic functions --namely personal utilization to meet organizational needs, motivation of employees to meet their needs and organizational needs in unison, maintenance of human relationships.
- Personnel resource management in education is a set of practices and methods of integrating and maintaining the teaching staff in the school so that the school can achieve their purpose and as well as meet the goals for which they were established.
- The method of personnel resource management in education includes-personnel maintenance, personnel relation, rewards etc.
- Personnel resource management has become notably complex in the sense that as human beings, they are not reliable for doing one thing over and over in exactly the same way. They can be expensive depending on their cadres, qualification and skills. The challenges includes-staffing, poor working condition etc.

5.7 References and Suggested Readings

1. Ali Lokman(2021): *Educational Administration and management*, Asian Humanities Press
2. Aggarwal. J.C (2004): *School Organization Administration and Management*, Doaba Piblication, New Delhi
3. Bhatnagar S.S &Gupta P.K(2009): *Educational Management*, R.LallBook Depot, Meerut,U.P
4. Pankajam .G: *Education for a global world, Issues in education*, Gyan publishing house 23, Main Ansari Road Darya Ganj, New Delhi.
5. Rao. Digumarti Bhaskar (2004): *Educational Administration* Discovery publishing HouseDelhi.

5.8 Model Questions

1. What is meant by personnel management in education?
2. Why is personnel management necessary in education?
3. Discuss the process of personnel management in education.
4. Explain the challenges that comes in the path of personnel management in education

5.9 Answer to check your progress/Possible Answers to SAQ

Answer to SAQ 1:

Personnel resource management can be seen as the design of formal systems in an organization to ensure effective and efficient use of human talents and accomplish organizational goals. Personnel resource management concerns the procurement or recruitment, staffing, welfare, maintenance, training and retraining, placement, promotion, motivation relationship, compensation or rewards, transfer and discipline of staff. It lies at the care of the efficiency of the organization.

Answer to SAQ 2:

The various methods of Personnel resource management in education can be listed as-

A. Personnel Maintenance

This includes making the work environment conducive for workers, pertinent practices that include promotion and transfer, motivation, staff safety, security and health services. It is pertinent that educational establishments have sound policies in respect of personnel transfer and promotion to ensure that justice and fairness prevail in dealing with them. For maximum and productive goal attainment, the school head must ensure the comfort and happiness of the workers. That can be done through prompt payment of salary and ensuring a safe and healthy working environment.

B. Personnel relations

There must be a good communication network in the school to enable personnel to be constantly informed of the progress being made in the school. They should be encouraged to participate in planning and decision making in the school. They should also be encourage by recognizing the staff as human beings with feelings, interest, needs and emotions and treating them as such with fairness and respect.

UNIT 6:

Staff Development in Education- Professional preparation of Teacher, Teacher behaviour

Contents:-

6.1 Introduction

6.2 Objectives

6.3 Staff development in Education

6.4 Professional preparation of teacher

6.5 Teacher behaviour

6.5.1 Methods for Modifying Teachers' behaviour

6.6 Summing up

6.7 References and Suggested Readings

6.8 Model Questions

6.9 Answer to check your progress/Possible Answers to SAQ

6.1 Introduction

In this block titled-resource management in education, we have discussed about different resources and how they are managed under different units.. In the earlier unit (5) has covered the discussion on the management of the personnel in an educational institute. Teachers are considered as one of the important human resource in education. Besides the teacher, the other human resources including the non-teaching personnel, administrators also comprise the human resources of an institution. For smooth functioning and running the intuition, timely development and updating of these personnel are essential to meet the need of changing time and society. Hence, this will be discussed under the heading of staff development in this unit. It will also focus on the teacher behavior and their professional preparation .

6.2 Objectives

After going through this unit you will be able to-

- *understand* the meaning of staff development in education

- know about the professional preparation of teachers
- identify the method or devices of modifying teachers' behaviour.

6.3 Staff development in Education

Staff development is a process of practices and procedures that help develop the knowledge, competencies, and skills of the people in the organization. It also improves the effectiveness and efficiency of an individual and the particular institution. Staff development is defined as the process of providing opportunities for employees to improve their knowledge, skills and performance in line with the goals and values of the organization and in relation to the interest and need of the employees. The staff development process is developmental in nature as it emphasizes on continuous growth of the employees. Individual growth that meets the projected needs of an educational institution provides the employee with personalized opportunity to reach higher level of self-fulfillment and gratification. Staff development in education includes two kinds of training-in-service training and advance preparation for the particular profession of teaching. In service education is considered to be any planned programme provided for the purposes of improving the skills and knowledge of the teachers.

Staff development in education refers to the activities and programme including both formal and informal that help the teachers and administrators learn about their responsibilities, develop required skill and competencies necessary to accomplish institutional goal. It helps not only to acquire skills but also helps them to grow personally and professionally to prepare themselves for advancement in the particular educational institution. The objective of staff development is to change the knowledge, understanding, behaviour, skill, values and beliefs of the entire individual involved in an educational institution. Staff development in education focuses on projected needs and objectives that will help the school or educational institution remain creative and productive. Staff development in education is viewed as an important investment in the school future system.

Essentially, staff development in education is an on-going process of education, training, learning and support activities for the members of the educational institution. It is concerned with helping the members or employees to grow within the educational organization, to which they belong. The different task that is associated with staff development in education includes-

teaching and learning, research, scholarship, professional updating, administration and management.

Methods and strategies of staff development

The following are the different methods and strategies of staff development-

A. Consultancy

There are various ways to helping individuals and group to improve professionally. Consultants, mentors, coaches are proved helpful in help these group as they are able to identify the personnel needs of the members or employees. A consultant could be an internal or external specialists called upon to impart needed skills or knowledge that will move the school or educational institution program towards a particular goal.

B. Content Courses

Content courses are conducted to upgrade the teachers in their specialization in terms of knowledge of the latest development, current issues and trends, their application, and their relevance to institutional training. These courses are organized with the help of competent resource person in particular areas of any discipline.

C. Refresher Courses

Refresher courses are generally organized to provide opportunities to teachers to refresh and improve their knowledge of subjects they teach and widen their experience in the methodology of teaching. These courses enable the teachers to keep abreast of progress in educational theories and practice.

D. Career development planning

Career development planning includes activities like-personal counseling, self-concept, assessment, workshop, career opportunities, seminars and close coordination of the organization's human resource process with teacher's career aspiration.

E. Summer Institutes

The summer institutes serves as an important method for staff development in education. Summer institutes can be on one specific topic or area, covering all aspects of teaching-learning process such as-content, methodology, ICT, evaluation etc.

F. Short-term Courses

Some of the short-term courses could be used for teachers for orientation purposes or upgrading the subject knowledge or improving pedagogical skills of teachers.

Besides these, some other methods of staff development in education includes-conference techniques, seminar, workshop technique and brainstorming etc.

Check Your Progress

Question 1: What do you mean by staff development?

Question 2: State two characteristics of staff development.

Question 3: What are the methods of staff development in education?

6.4 Professional preparation of teacher

Teachers are the key figure in any educational institute. They play the most as well as the multiple roles for smooth and effective functioning of the educational institute. Teaching is the most significant and respectful profession among all other profession. Being the noblest one, it is the toughest too. As such, it requires professional preparation on the part of the teachers to accept all the challenges that would come in the path of teaching. The professional preparation of teachers constitutes a central component of the mission of quality teacher education programme. Professional preparation addresses the challenges of ensuring teacher quality in the state and across the nation. The programmes of professional preparation of teachers actively recruit prospective educators who are academically well prepared as well as who are committed to working in high-need urban schools, school system and communities. The professional preparation of teachers ought to be enhanced and broadened to incorporate aspects of professional judgment, professional expertise and moral and ethical commitment. The **pre-service teacher education** helps the prospective teachers to prepare them professionally.

Pre-service Teacher education

Pre-service teaching is a period of guided, supervised teaching. Pre-service teacher education refers to the education and training provided to the prospective teachers before

they enter into the teaching profession. This program aids crucial learning experiences for the teachers and helps them to create a holistic learning environment for the students. It prepares them professionally so that they are able to tackle all the professional issues and handle it with adequate professional judgment. This program is a collection of multi course and field experience.

Self-Asking Question

1. What is Pre-service Teacher education?

6.5 Teacher Behaviour

While discussing about the staff development, the most important component that come across is the teacher behaviour. Teacher is the key figure as well as component in total education system. The teacher's behaviour affects the student's learning process. As such, the behaviour of the teacher matters a lot in successful realization of institutional goal. The teaching behaviour of the teacher must be refined, polished and expertise one. This type of teaching behaviour of the teacher is obtained through training and experience. The different characteristics of a teacher are often imitated by the students. Not only do teachers influence student behaviour, but students influence teacher behaviour as well. In teaching-learning process, teacher's behaviour is instrumental to bring chances in learner's learning and shaping his/her future. The teacher's behaviour in the right direction creates a learning atmosphere in the classroom. This is the success of the teacher.

Characteristics of teacher Behaviour:

- i. **Assertive** – The teacher personality is independent, competitive, and forceful.
- ii. **Responsive** – The teacher has compassion that is helpful, sincere, friendly, and sensitive to student needs.

- iii. Clear** – The teacher presents clear content in ways that students can understand, answers questions.
- iv. Relevant** – The teacher uses examples, explanations, and exercises that make the course content relevant to students' careers and personal goals.
- v. Competent** – The teacher is a content expert, intelligent, and he knows how to teach.
- vi. Trustworthy** – The teacher is honest, genuine, and abides by all the ethical standards of teaching.
- vii. Caring** – The teacher cares about students, understands them, and has their best interests at heart.
- viii.Immediate** – The teacher's nonverbal behaviours are expressive. They make contact with gestures.
- viii.Humorous** – The teacher uses humour time to time to make his class meaningful and interesting
- ix.Discloses** – The teacher reveals an appropriate amount of personal information relevant to the topic taught.

6.5.1 Methods or device for Modifying Teachers' behaviour

For successful implementation and realization of institutional goal, it is essential for modification of teachers' behavior. There are various feedback devices through which modification of teacher behaviour is possible. These are considered new innovations and current practices in teacher – education programme. The following are the main devices or means which are commonly used for the said purpose-

A. Micro- Teaching:

Microteaching is a teacher training technique involving a specific teaching behaviour or skill of short duration of 5 to 6 minutes for a small class comprising 5 or 6 peer teacher trainees or peer group on a single concept of subject matter. Microteaching is one of the most important developments in the field of teaching practice. Microteaching is an innovative technique of improving or bringing a change in the teachers' behaviour.

B. Programmed Instruction

Programmed instruction is a method of presenting new subject matters to teachers' trainee in a graded sequence of controlled steps. They work through the programmed material by themselves at their own speed and after each step test their comprehension by answering an examination question or filling in a diagram. This method consists of a network of tests and statements which direct the trainees accordingly depending on their pattern of errors of behaviour.

C. Interaction Analysis

Interaction Analysis is a system for describing and analyzing teacher-pupil verbal interaction. Basically, interaction Analysis has been used to help quantify teacher verbal behaviour. The system can also be used to study the relationship between teaching style and pupil achievement. Interaction Analysis is a process of encoding and decoding the study pattern of teaching and learning. Interaction Analysis is used as a technique capturing qualitative and quantitative dimensions of teacher's verbal behaviour in the classroom

D. Simulation

Simulated Teaching is a teacher training technique which was developed by Donald R Cruickshank in 1968. Simulation is as an attempt to give the appearance and or to give the effect of something else. All simulations actively involve the trainees in making decisions, playing roles, adopting attitude or operating the simulator.

E. Creativity

Creativity is the act of turning new and imaginative ideas into reality for the trainees. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing.

F. T- Group Training

T- Group is also a feedback device for the modification of teacher- behaviour developed by Bathel and Mine. The T-group provides participants with an opportunity to learn about themselves, their impact on others and how to function more effectively in group and interpersonal situations. It facilitates this learning by bringing together a small group of people for the express purpose of studying their own behavior when they interact within a small group.

Check Your Progress

Question 4: State two characteristics of teacher's behaviour.

Question 5: State two device for Modifying Teachers' behaviour.

Question 6: What is T group Training?

6.6 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with staff development in educational institution and its allied concept. Thus, we can summarize the unit as-

- Staff development is a process of practices and procedures that help develop the knowledge, competencies, and skills of the people in the organization.
- Staff development in education refers to the activities and programme including both formal and informal that help the teachers and administrators learn about their responsibilities, develop required skill and competencies necessary to accomplish institutional goal.
- Staff development in education is an on-going process of education, training, learning and support activities for the members of the educational institution.
- The methods of staff development in education are- Consultant, Content Courses, Refresher Courses, Career development planning, Summer Institutes, Short-term Courses
- Teaching is the most significant and respectful profession among all other profession. Being the noblest one, it is the toughest too. As such, it requires professional preparation on the part of the teachers to accept all the challenges that would come in the path of teaching.
- The pre-service teacher education helps the prospective teachers to prepare them professionally.
- For successful implementation and realization of institutional goal, it is essential for modification of teachers' behavior. There are various feedback devices through which modification of teacher behaviour is possible like- micro teaching, programme instruction, T-group training etc.

6.7 References and Suggested Readings

1. Ali Lokman(2021): *Educational Administration and management*, Asian Humanities Press
2. Aggarwal. J.C (2004): *School Organization Administration and Management*, Doaba Piblication, New Delhi
3. Bhatnagar S.S &Gupta P.K(2009): *Educational Management*, R.LallBook Depot, Meerut,U.P
4. Pankajam .G: *Education for a global world, Issues in education*, Gyan publishing house 23, Main Ansari Road Darya Ganj, New Delhi.
5. Rao. Digumarti Bhaskar (2004): *Educational Administration* Discovery publishing HouseDelhi.

6.8 Model Questions

1. What is your understanding about staff development?
2. What is meant by Staff development in education?
3. Why is staff development important?
4. Discuss the various method of staff development.
5. Why is professional preparation important for teachers?
6. Discuss the important devices of modifying teacher's behaviour.

6.9 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Staff development is a process of practices and procedures that help develop the knowledge, competencies, and skills of the people in the organization. It also improves the effectiveness and efficiency of an individual and the particular institution

Answer to question 2:

Two characteristics of staff development in education are-

- ✓ Staff development in education is an on-going process of education, training, learning and support activities for the members of the educational institution.
- ✓ Staff development in education refers to the activities and programme including both formal and informal that help the teachers and administrators learn about their

responsibilities, develop required skill and competencies necessary to accomplish institutional goal

Answer to question 3:

The methods of staff development in education are- Consultant, Content Courses, Refresher Courses, Career development planning, Summer Institutes, Short-term Courses

Answer to question 4:

Characteristics of teacher Behaviour-

1. Assertive – The teacher personality is independent, competitive, and forceful.
2. Responsive – The teacher has compassion that is helpful, sincere, friendly, and sensitive to student needs.

Answer to question 5:

Two devices for Modifying Teachers' behaviour are-

A. Micro- Teaching:

Microteaching is a teacher training technique involving a specific teaching behaviour or skill of short duration of 5 to 6 minutes for a small class comprising 5 or 6 peer teacher trainees or peer group on a single concept of subject matter.

B. Programmed Instruction

Programmed instruction is a method of presenting new subject matters to teachers' trainee in a graded sequence of controlled steps. They work through the programmed material by themselves at their own speed and after each step test their comprehension by answering an examination question or filling in a diagram. This method consists of a network of tests and statements which direct the trainees accordingly depending on their pattern of errors of behaviour.

Answer to question 6:

T- Group is also a feedback device for the modification of teacher- behaviour developed by Bathel and Mine. The T-group provides participants with an opportunity to learn about themselves, their impact on others and how to function more effectively in group and

interpersonal situations. It facilitates this learning by bringing together a small group of people for the express purpose of studying their own behavior when they interact within a small group.

Answer to SAQ 1:

Pre-service teaching is a period of guided, supervised teaching. Pre-service teacher education refers to the education and training provided to the prospective teachers before they enter into the teaching profession

BLOCK III:
EDUCATIONAL PLANNING

Unit 1 : Meaning, Nature and Importance of Educational Planning

Unit 2 : Principles of Educational Planning

Unit 3 : Approaches of Educational Planning

Unit 4 : Decentralization of Educational Planning

Unit 5 : Institutional Planning

UNIT 1:
Meaning, Nature and importance of Educational Planning

Contents:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning and Nature of Educational Planning
- 1.4 Characteristics of Educational Planning
- 1.5 Importance of Educational Planning
- 1.6 Educational planning in India
- 1.7 Summing Up
- 1.8 Questions and Exercises
- 1.9 References and Suggested Readings
- 1.10 Answers to check your progress

1.1 Introduction:

Planning includes the possibility of better performance on all jobs. In the field of educational administration planning ensures more effective decision-making and more satisfying outcome. Planning in education is an extremely important activity as it forms the basis of all programmes of qualitative and quantitative improvement in education. India is a democratic dynamic and developing country. It is engaged in the task of bringing about social, political, economic, cultural and orderly manner. This can be done only by adopting techniques and approaches of planning.

1.2 Objectives:

After going through this unit you are able to—

- understand the meaning of Educational Planning,

- explain the nature of Educational Planning,
- know the importance of Educational Planning.

1.3 Meaning and Nature of Educational Planning:

Webster's International Dictionary (1981) defines planning as an act or process of making or carrying out plans. A plan is conceptualized as a predetermined strategy, detailed scheme or programme of action related to the accomplishment of an objective. It implies some kind of mental activity during the course of analyzing or laying out a method of achieving something. It focuses on 'what', 'why' and 'how' of achieving some goals. An educational plan refers to efforts on planned and deliberate change to be brought about in the system of education for achieving identified relevant objectives. These changes are visualized in relation to specified objectives and have to be co-ordinate in relation to objectives and conditions in other related aspects, not just in one aspect. They have to be systematically planned also. Planning actually means the process of setting out in advance a pattern of action to bring about over all changes as viewed by national policies by the closest possible articulation of means and ends.

This means that planning is the process of preparing a set of decisions for action in future directed towards realizing some specific goals by the best possible means. The essence of planning is the appraisal of as many operational alternatives as possible and, then, selecting the best for launching action. Planning selects among alternatives, explores routes before travel begins and identifies possible or probable outcomes of action before the executive and his organization is committed to any.

In many countries of the world planning in general and educational planning in particular became one of the early instruments of independent governments. Severe scarcity of resources which were to be used as effectively and systematically as possible and a considerable amount of pressure from both the donors of aids and international organizations made adoption of some form of planning in developed countries unavoidable. As regards educational planning UNESCO and the World Bank became early external assistance. The idea of planning, however, can be traced back to the Dharamshastras of India. In its modern form it appeared in the Soviet Union spreading to the West after the Second World War and, then, to the Third World. It began as a

practice without a theory. In course of time its practice has generated several approaches, concepts, methodologies and theories.

The advancement of theory of planning, in turn, has enriched its practice also. The principles and methods of educational development and planning first developed in the Soviet Union were adopted after the Second World War by the socialist States of Central Europe before many of them were “rediscovered” later in the West.

Recent developments taking place in the field of Education have made educational planning an absolute requirement. It is the complexities of modern technology in society that have given rise to the need for planning in education. Problems such as increasing populations, man-power needs, ecology, decreasing natural resources and haphazard applications of scientific developments- all place demands on educational institutions for solution. If educational organizations are to meet these problems, than, planning becomes a necessity and planning competence becomes mandatory. Planning is unavoidable for bringing about a desirable change in the educational organizations for promoting the organizational health- its effectiveness and functional efficiency.

It is difficult to distinguish educational planning from other administrative functions. It is a process that is utilized by an administrator while performing the role of a leader, decision-maker change-agent and so on. It is basic management task according to some writers. It is a means of achieving higher levels of effectiveness. Its uniqueness, however, lies in its future-orientation or anticipation mode.

Educational planning may be perceived in a number of ways as has been done by the experts in case of planning in general. Following are some of the viewpoints that have been utilized by the experts to **understand and explain the meaning and nature of planning**.

- Educational planning is describing or defining or determining events, conditions and needs of some future point in time. By anticipating what might be, the level of uncertainty is reduced. It implies forecasting or projections of important factor in education such as number and types of student and expansion of facilities needed for them.

- First description of what is likely to happen after some years as stated earlier is not sufficient. Hence, viewpoint on educational planning stresses that it should also call for interpretation of future's data and its translation into competencies or operational capabilities demanded to maintain effectiveness under the conditions anticipated.
- Educational planning is also perceived as a means of generating relevant present or future goals and objectives for the organization.
- Another view point on educational planning considers it as the presentation phase or a precursor in the decision-making process. According to this view educational planning is to help determine the optimal decision or choice rendered. As educational administration is mostly decision-making, planning in education becomes only the other side of it.
- Educational planning is also perceived as operations optimization or performance improvement. It is, according to this view, for the enhancement of existing conditions rather than for those that exist in the uncertain future. Educational planning, in this sense, is to guide the actions of the operations. It must result into standard operating procedures, operations manuals, administrative guidelines or system policies.
- Educational planning is also considered a kind of contingency anticipation or problem-prevention. In this sense, it means that educational planning should minimize the magnitude of an educational problem likely to be encountered at some future point in time. It also implies, in this sense, that educational planning should spell out the procedures to be followed if some crisis or contingencies arise, for example, planning for maintaining quality of teaching in case the teachers go on strike.
- Educational planning may also be seen as the management of change or as a part of organizational renewal. MBO, PERT and various other forecasting techniques may be considered to be a part of the process of educational planning. In this sense educational planning provides a mechanism, a model or a tool for achieving specific objectives of an organization.

A particular point of view considers educational planning as complexity resolution, a process for coordination and control. This is very much needed in large complex projects. These complex projects demand a predetermined strategy for the realization of their goals. Educational planning is in this sense, interpreted as a means of coping with complexity or coordination or facets of such projects. Planning has been defined by Dror as ‘...the process of preparing a set of decisions for action in the future directed at achieving goals by optimal means.’¹ It relates planning to decision-making. Knezevich defines it as a “set of formal and rational activities that seeks to anticipate conditions, directions, and challenges at some future points in the time for the purpose of enhancing the readiness of the personal and organization to perform more effectively and to attain relevant objectives by optional means.” This definition contains four important characteristics of planning (i) future orientation, (ii) goal orientation, (iii) related to performance enhancement and goal achievement by optimal means. But, as may be observed from various viewpoints on planning as discussed earlier, there seems to be some ‘semantic looseness’ and confusion about what planning means. Some people prefer to describe or define planning as ‘to make plans’. They emphasize the plan as the product of planning. If a plan has been prepared it means to them, that they have done planning. However, planning means more than the development of plans. It is, in fact, a process resulting into a product which is the plan proposed. This plan and the process of preparing the plan are, then, future-oriented. They mean the gain some control over future developments. It is largely and essentially playing for future.

Stop to Consider

Planning actually means the process of setting out in advance a pattern of action to bring about over all changes as viewed by national policies by the closest possible articulation of means and ends.

1.4 Characteristics of Educational Planning:

The science of educational planning has tremendously grown during the past few decades with ever increasing complexity of socio-political and economic life of nations. Planning in all

fields has assumed greater significance and has developed new and more sophisticated techniques and strategies. Following are some of the most important characteristics of modern planning. These can be applied to planning in the field of education also.

1. Modern educational planning has attained the status of a logical, systematic and scientific process significantly different from the elementary kinds of procedure utilized in the past for bringing about changes in the system of education. Earlier ad hoc decisions were taken by the administrators to solve immediate problems faced by them. In India this is the case in most situations even now. But, gradually it is being realized more and more that decisions regarding changes in the field of education should be well planned. In view of the well thought out objectives several alternatives may be specified and one, the best of them may be chosen and implemented. This choice of the best determined by a number of considerations discussed with many people at various levels in a logical and systematic manner.
2. Modern educational planning emphasizes that only the top administrator or the government should be involved in planning. Planning should not be regarded a single person's responsibility. Rather, it should be considered a responsibility of all people concerned with the desired change. A team of experts, responsible people and those who are to implement the plan should determine the goals and appropriate ways of attaining them.
3. Modern educational planning emphasizes that the goals of a democratic society should be social and economic concerned with the welfare and progress of all citizens rather than the selfish goals of some special interest groups. The expected good of the society and needs of children and young pupils in the schools and colleges should be the broad frame of reference to be used for educational planning.
4. Modern educational planning emphasizes involvement of representatives of most of the concerned sectors of the society in the process of planning. Cooperative planning is considered an important principle of planning in all fields.
5. Modern educational planning anticipates probable developments and needed change in the future. This is done much ahead of time so that proper facilities, supporting media and required resources for implementing the planned change may be secured. Thus,

irrelevant changes and efforts are avoided and needed changes are effectively implemented.

6. Another characteristic of modern-educational planning is that it is remedial and guidance-oriented in the sense that with appropriate planning procedures it is possible to identify maladjustments or deficiencies in the system that cause educational problems. Identifying causes of the educational problems and suggesting relevant solution is, then, the objective of the educational planning.
7. Changes made on ad hoc piecemeal basis to solve immediate problems may create other kinds of problems in course of time. To avoid this modern educational planning carefully and objectively collects data, interprets and analyzes inter-relationship between present and future needs. It also interprets and analyzes inter-relatedness of the various components of the societal and educational system. On the basis of these analyzes, it suggest solutions to existing problems. This objective and scientific procedure of planning makes it possible to affect significant improvements in the system of education.

Check Your Progress

Q.No 1. Write one definition of educational planning.

.....
.....

Q.No 2. Write any two characteristics of educational planning.

.....
.....
.....

1.5 Importance of Educational Planning:

Planning is essential in each and everyone's life. Similarly, educational planning is equally important for the growth and development of our country. A strong plan can bring

changes in our education system and help us to achieve the educational goal too. Now, let us see why we need a best educational plan in our country.

- **Planning is necessary to ensure success of the enterprise.** It takes in to consideration the important factors, issues and conditions in education. It requires future objectives, good vision and participation and ability to profit from theory in advance of action. It makes the goals and the means to achieve them clear and thus eliminates the chances of failure, and ensures success of the activity.
- **Efficient and effective planning saves time, effort and money.** Because of clear insight it increases the power of efficient accomplishment of the desired purposes. “It is a time-saving, an effort-saving and a money-saving activity.”¹ It is a fundamental part of the successful administrative activity and a vital step in the educational enterprise.
- **Planning is a good method of solving problems.** It eliminates the trail-and-error method of doing things. So it is indispensable for the best utilization of available resources. It checks wastage and failure and contributes to the smoothness, ease and efficiency of the administrative process.
- **The need for planning arises from the two basic reasons.** Firstly, education is the means by which society preserves and improves its future value system and way of life, its knowledge, skills and appreciations, *i. e.*, its culture. Secondly, the operation of the educational system utilities a large proportion of the country’ educated talent and a major part of public expenditure. The educational system, its nature and its ends and means are determined by these things. Hence arises the need for planning.
- **Planning is necessary to keep pace with the time.** Rapid and far-reaching changes are going on economy, industry, commerce, educational theory and practice, social culture and moral values. Educational process has to keep abreast of these changes and shape itself according; otherwise it will become a deed weight on society’s shoulders and prove injurious to its health. Miller says, “In reviewing the quality of any administrative agency, the analyst today usually begins with these questions. What steps are taken to define the purpose and objectives of the agency? Is there a plan of action? How comprehensive is the plan? Is the programme reviewed from

time to time? These are similar questions are vital. Very clearly these questions are a pointer and the need of sound planning.

Stop to Consider

Educational planning is important. Because it ensures success of the enterprise, it saves time, effort and money, solves many problems and also keeps pace with the time.

Check Your Progress

Q.No 3. Answer the following whether Yes or No.

- (a) Efficient and effective planning saves time, effort and money. (Yes/No)
- (b) Planning is not a good method of solving problems. (Yes/No)
- (c) Educational planning is perceived as a means of generating relevant present or future goals and objectives for the organization. (Yes/No)

1.6 Educational planning in India:

The concept of planning in India dates back to 1938 when Indians National Congress appointed a national planning committee. This committee consisted of the representatives of the organization concerned, state ministers, selected economists, public men and government nominees. Sporadic efforts were made by M.N. Roy, M. Visveswarayya and other people on planning in the field of economic development. But, the first effort on planning in the field of education was made as long back as 1854, when a memorable Dispatch of Sir Charles Wood, president of the board of control to the governor-general in council was issued. This dispatch constituted a beginning of planned education in India.

During the Second World War a planning and development department was set up in the government of India, for suggesting relevant development and to boost the war effort. An outcome of this in the field of education was a post-war-educational development plan prepared in 1944 by the Central Advisory Board of Education. The plan prepared by the CAB was known as the Sergeant Report. In 1946 the interim government as the centre setup a planning advisory board to suggest the administrative arrangements for implementing the plans prepared by various provincial governments. In 1980 the Government of India passed a resolution and created a

planning commission. The Commission has been, since then, busy in preparing a number of Five-Year-Plans, Annual Plans and the Rolling Plan (1978-83). With the establishment of this planning commission planning has become an established activity in India. The Prime Minister is the chairman of the planning Commission. There is also a minister for planning who looks after the parliamentary work of the Commission under the guidance of the Prime Minister. The educational division of the Commission is headed by a Chief of education or adviser (education).

Every State Government has a separate department for planning development headed by a secretary, an I.A.S. officer. This department is responsible for coordinating the departmental plans and looks after all the matters relating to over-all planning in the state government. The educational planning is done in the educational department under the charge of the director of education and the secretary of education to the State Government.

1.7 Summing Up:

Educational planning is describing or defining or determining events, conditions and needs of some future point in time. By anticipating what might be, the level of uncertainty is reduced. It implies forecasting or projections of important factors in education such as number and types of students and expansion of facilities needed for them. It is perceived as operations optimization or performance improvement. It is also considered a kind of contingency anticipation or problem-prevention. It may also be seen as the management of change or as a part of organizational renewal.

The science of educational planning has tremendously grown during the past few decades with ever increasing complexity of socio-political and economic life of nations. Planning in all fields has assumed greater significance and has developed new and more sophisticated techniques and strategies.

Educational planning is important. Because it ensures success of the enterprise, it saves time, effort and money, solves many problems and also keeps pace with the time.

Every State Government has a separate department for planning development headed by a secretary, an I.A.S. officer. This department is responsible for coordinating the departmental plans and looks after all the matters relating to over-all planning in the state government. The

educational planning is done in the educational department under the charge of the director of education and the secretary of education to the State Government.

1.8 Questions and Exercises:

Q.1 What do you mean by educational planning. State the characteristics of educational planning.

Q.2. Why is educational planning important in India?

1.9 References and Suggested Readings:

Bhatnagar.R.P , Educational administration, R. Lall Book Depot, Meerut .

Sukla S.P.Educational Administration Organisation and Health Education,shri Vinod Pustak Mandir, Agra- 2

Mathur, S.S, School Organisation and Management,Agrawal Publication, Agra-2

1.10 Answers to check your progress:

Ans No.1. According to Webster's International Dictionary, "Planning as an act or process of making or carrying out plans".

Ans No.2. The modern educational planning has the following characteristics.

- i. It emphasizes on the goals of a democratic society which should be social and economic concerned with the welfare and progress of all citizens rather than the selfish goals of some special interest groups.
- ii. It has attained the status of a logical, systematic and scientific process significantly different from the elementary kinds of procedure utilized in the past for bringing about changes in the system of education.

Ans No.3. (a) Yes, (b) No, (c) Yes.

UNIT 2:

Principles of Educational Planning

Contents:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Principle of Educational Planning
 - 2.3.1 Principle of Educational Planning by Elliot and Mosier
 - 2.3.2 Principle of Educational Planning by Jesse B. Sears
 - 2.3.3 The International Conference on educational planning held at Paris
- 2.4 Working Principles of Educational Planning
- 2.5 Summing Up
- 2.6 Questions and Exercises
- 2.7 References and Suggested Readings
- 2.8 Answers to check your progress

2.1 Introduction:

In this unit, we have to consider the principles of good planning. These principles should be followed for both national education plans as well as the annual institutional plans. Many writers have attempted to enumerate the principles of good planning. So far as the previous unit is concerned, we have studied the meaning, nature and importance of educational planning. Now let us see what are the principles of educational planning.

2.2 Objectives:

After going through this unit you will be able to—

- describe various principles of educational planning.

2.3 Principle of Educational Planning:

Many authors have laid down various types of principles of educational planning. Out of those principles we have to extract some working principles of educational planning.

2.3.1 Principle of Educational Planning by Elliot and Mosier:

Elliot and Mosier have laid down the following principles of educational planning:

- Educational planning must be one aspect of general national planning.
- Research is basic to planning.
- Planning must be a continuous process.
- Planning should find a definite place in educational organization.
- Planning should take into consideration resources and establish conditions of work.
- Planning must be realistic and practical.
- Planning must involve active and continuing participation of all interested individuals and groups.
- The content and scope of planning should be determined by the needs of the individuals and groups to be served.
- Planning should utilize the services of specialist without allowing them to dominate.
- Planning should provide opportunity for all persons and groups to understand and appreciate the plans.
- Planning should provide for continuous evaluation.
- Planning should have opportunity for modification for further action.

2.3.2 Principle of Educational Planning by Jesse B. Sears:

Jesse B. Sears dispassion on planning has stressed the following principles of procedure:

- Initiating the process of planning, which includes authority, knowledge, personality and social forces?
- Formulating the objectives, because planning is the means to an end. It must clarify and define the purposes for which it is done.
- Study of existing facts, which consists of examining the present position of things to be handled in the planning process.
- Preparing the plans, which require setting down in concrete and workable form the actions to be performed after having considered various alternatives.
- Some other factors to be considered are selecting the planners, setting up the planning machinery (generally consisting of committees), and maintaining the planning service.

2.3.3 The International Conference on educational planning held at Paris:

The International Conference on educational planning held at Paris from August 6 to 14, 1968 enunciated the following principles:

- Educational planning should be looked upon as an integral part of the planning of general development.
- Educational planning is pre-eminently long-term, necessitating forward-looking studies, prior to the drawing up by national decisions of medium and short-term plans, programmes and projects.
- Educational planning must be comprehensive and education should be identified with the concept of life-long education in as much as it applies to education at every level and of every type and at all stages of life.
- The funds needed for the implementation of programmes of education and training must be regarded as an essential preinvestment for the general development of a country.
- The planning of education should take into account the structures, methods and content of education as well as its quantitative aspects.

- The preparation of educational and training programmes should be based more particularly upon the following criteria :
- i. The democratization of education and the training of the individuals in preparation for his maximum development and full participation in the life of society in particular, through moral and spiritual development and through action for international cooperation and understanding.
 - ii. The coordination of educational development plans especially at the higher levels, with the requirements for qualified manpower, by utilizing for this purpose a continuous system of forecasting and guidance.
 - iii. A policy of educational development permitting of continuous and balanced expansion.
 - iv. Application of economic analysis (including cost studies) and of education evaluation techniques to ensure the more efficient use of resources devoted to education, whether in terms of investment in plant, equipment and research, training of teachers or organization of the teaching-learning process.
 - v. Special attention to reducing the drop-out rates, especially among the culturally deprived sections of the population.
 - vi. Flexibility of the plan and continuity of the planning process in readiness for any adaptations which may be needed to meet unforeseen requirements.
 - vii. Territorial distribution of education facilities in harmony with the territorial distribution of the population and of economic units.
 - viii. The differentiation and special requirements of planning at local, regional and national or federal level, with a view to increased international action.

Stop to Consider

The International Conference on educational planning held at **Paris** from August 6 to 14, 1968 enunciated various principles on educational planning.

Check Your Progress

Q.No 1. Answer the following whether Yes or No.

- (a) Planning should find a definite place in educational organization. (Yes/No)
- (b) Planning must not be realistic and practical. (Yes/No)
- (c) Planning should have opportunity for modification for further action. (Yes/No)

2.4 Working Principles of Educational Planning:

From these and other considerations we are now in a position to formulate some working principles of educational planning for ourselves. These may be stated as follows:

- Planning procedure and process should be carefully formulated unified and systematically carried out. This principle emphasizes that the planning procedure should be clear and well formulated. That is, its objectives must be clear. How these have to be identified must be known. Who will be involved in taking decisions must be described and known. What will be the sequence of various activities of planning should also be clearly laid down and known. The principle also emphasizes that there should be coordination and integration among various components, activities, teams of people involved in the planning. All the activities of planning, finally, should be carried out systematically.
- Educational planning should be recognized and carried out as an integral aspect of national planning. This is the second principle. This emphasizes that education being one of the several services leading to social and national development, its activities and programmes must take into account the overall national development. Hence, educational planning has to be an integral part of

total national planning. The objectives, activities, programmes, procedures of educational planning, therefore, are determined in the larger context of national planning.

- Educational planning should be based on organized research and also should utilize fully the results of research. This principle asserts that the decisions involved in the plan should not be arbitrary or intuitional. The final choice of the alternatives should be warranted by factual information and results of objective research. For example, if it is suggested in the plan that there should be a five percent yearly increase in the number of schools for primary level children for five years, this decision should be supported by actual projections obtained through research and interpolations. Research based on study of trends, factual relations, surveys, hips new developments, etc, should provide a sound basis for taking decisions incorporated in the plan.
- Educational planning should be a continuous process requiring constant adaptation of plans to meet emergency needs. This principle suggests that no plan should be considered final, rigid and perfect. It may be required to be changed anytime in future depending upon new situations arising, change in the conditions and circumstances and other exigencies. Hence, it should be remembered that whatever the plan once prepared, it is flexible and adaptable to meet emergency needs.
- Educational planning should be functional, realistic and practical. It should not be limited to existing situations only. This principle emphasizes that the plan so prepared should be workable. That is, it must be such as it can be implemented. If for its implementation it requires certain ideal conditions and circumstances which cannot be obtained, it would be an ideal good plan, but not a workable plan. It should be a realistic and feasible plan. It should conform to the situational realities. It should be such as it can achieve the objective in the circumstances and conditions which are obtained there.

- Educational planning should involve the active and continuing participation of interest groups and organizations. This principle emphasizes the importance of involvement of interested and concerned people in the preparation of plans. In all educational organizations, there are many people and several groups of people who are involved at different stages in the implementation of the plans. Involvement of these people in the planning is psychologically significant. They may, with their long experience and expert knowledge, contribute significantly to more functional and practical decision making. Also, they may have a greater sense of identification with the plan so prepared with the result that they may be better motivated to implement the decisions contained in the plan. This participation of interested groups and people should be continuous at all stages so that these people and groups may feel finally when the plan is ready that people and groups may it is their plan, it is the plan that has been prepared by them only and not that plan that has been imposed on them by someone at the top.
- Educational planning should result in specific recommendations which are understood and accepted by those who are participating in the implementation of the plan decisions and suggestions. This principle emphasizes that the plan recommendations should be clear and descriptive of what is to be done, why is it to be done, how is it to be done. It should be, as far as possible, self-explanatory so that people who are involved in its implementation are able to understand what they are required to do. Another thing that is emphasized by this principle is plan's acceptability by those who are involved in its implementation. If there is something in the plan which is not acceptable to the people who have to implement that, it may alienate them with the result that they will not have their heart in the work related to its implementation.
- Modern educational planning calls for continuing evaluation of the planning process. The process of planning implies analysis of the validity of assumptions,

relevance of data used, quality of procedures employed, and soundness of interpretation. These elements are considered important not only before the plan is ready. Even after the plan is ready frequent assessment of these is useful as this enables future adaptation of the plan according to changing conditions possible. In fact, continuing evaluation of the process of planning is considered essential.

- Educational planning should focus on meeting the needs of the people. A question arises; for whom is the plan prepared? All planning for development is done for meeting the needs of the people. Educational planning is done for meeting the needs of the students and all those who are engaged in teaching, research and other related work. Basically, it is the pupils for whom provisions of education are made and plans are prepared. Hence, while preparing plans their needs have to be the center of all considerations. If the plans are being prepared for some other groups such as students, teachers, administrators, etc. it is they whose needs should form the central basis for preparing the plan.
- Another principle of modern educational planning is that plans should be prepared in a comprehensive and well-integrated manner. This means that the plans prepared should describe everything about its every aspect very clearly. No aspect should be left undescribed. Also it should be detailed and well-integrated. All its components and stages should be incorporated in the plan in a sequential and related order.
- Modern educational planning emphasizes that it should be projected in terms of the aims and goals of education of the society concerned. This is an essential principle which stresses the need for identifying and keeping in mind the societal goals while preparing educational plans. Education is considered a means to achieve the social goals. Hence, the guiding principle underlying all educational plans has to be the society and its goals. A contradiction between the societal goals and educational plan cannot be tolerated in any society. Education being a sub-system of the larger societal system, planning in education has to synchronize with the goals of the larger society.

- Modern educational planning emphasizes that the plans should be need-based and situation-oriented. In order to solve immediate problems specific and unitary plans can be prepared. Similarly, depending upon the emerging needs in the near and far-beyond futures short-term and long-term plans may be prepared. The principle emphasizes that there cannot be a single best plan for all purposes and all times. Each plan should have a unique character which should be determined by the needs of the situation.

2.5 Summing Up:

Educational planning must be one aspect of general national planning. Research is basic to planning. Planning must be a continuous process. It should find a definite place in educational organization. Also it should take into consideration resources and establish conditions of work. However, planning must be realistic and practical. Planning must involve active and continuing participation of all interested individuals and groups. The content and scope of planning should be determined by the needs of the individuals and groups to be served. It should utilize the services of specialist without allowing them to dominate. Also it provides opportunity for all persons and groups to understand and appreciate the plans. Finally, planning should provide for continuous evaluation and should have opportunity for modification for further action.

2.6 Questions and Exercises:

Q No1.State the Principles of Educational Planning laid down by Elliot and Mosier?

Q No2.State the Principles of Educational Planning laid down by Jesse B. Sears?

Q No3 Discuss some of the Working Principles of Educational Planning.

2.7 References and Suggested Readings:

Bhatnagar.R.P , Educational administration, R. Lall Book Depot, Meerut .

Sukla S.P. Educational Administration Organisation and Health Education, shri Vinod Pustak Mandir, Agra- 2

Mathur, S.S., School Organisation and Management, Agrawal Publication, Agra-2

2.8 Answers to check your progress:

Ans No.1. (a) Yes, (b) No, (c) Yes.

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UNIT 3:
Approaches of Educational Planning

Contents:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Approaches to Educational Planning
 - 3.3.1 Social Demand Approach
 - 3.3.2 Manpower Requirement Approach
 - 3.3.3 The Rate of Return Approach
- 3.4 Summing Up
- 3.5 Questions and Exercises
- 3.6 References and Suggested Readings
- 3.7 Answers to check your progress

3.1 Introduction:

While preparing educational plans, different considerations and frames of reference are used for taking decisions which finally constitute the plan. Planning is a sort of strategy-building for achieving a central goal. It involves setting of targets, making assumptions and choices and finally preparing a comprehensive plan or a programme of action based on priorities. In the field of education these choices and decisions may be required to be made on the basis of several viewpoints. The viewpoint that constitutes the focus, the central point around which planning is done provides a particular model or approach for planning. There is no one single approach to educational planning. Over the years and across many different countries various approaches to educational planning have been developed. However, in this unit we shall study various approaches to educational planning.

3.2 Objectives:

After going through this unit you will be able to:

- Understand various approaches to educational planning. Particularly,
- Social demand approach.
- Manpower requirement approach and
- The Rate of Return approach or model.

3.3 Approaches to Educational Planning:

Approaches to educational planning can be categorized as follows:

- (a) Social demand approach.
- (b) Manpower requirement approach.
- (c) The Rate of Return approach or model.

These approaches are not mutually exclusive. Each of these approaches, however, has its own premises, a procedural logic and methodology. A brief account of the characteristics of each approach is as follows:

3.3.1 Social Demand Approach:

The number of students trying to enter in schools or trying to stay in and go further reflects society's social demand for education. This is not the same as society's manpower requirement for economic and social development. The two may interact. Yet they behave quite independently. 'Social demand for education has a way of growing faster than manpower requirement, leading, on some occasions to unemployment of the educated. Mounting educational aspirations of parents and children and population explosion account for rapidly rising social demand for education in most countries of the world since the end of the World War II. The crucial relationship between social demand and educational system's capacity to satisfy it is a key point in planning for education. The gap between the desire for education and actual participation in the process of education may lead to several kinds of problems, economic, social and political. There are different strategies an educational system can use to deal with the demand-supply gap. It can, at one extreme, throw open its doors, let everyone be in who wishes,

allow them to stay in for as long as they like, and go as far as they wish. It may lead to bulging enrolments, crowded class-rooms and probably a sharp dip in quality. This strategy may satisfy social demand or at least appear to do so, but at the price of a storm of protest about high drop-out rates, poor quality, and the waste of public resources. India has been facing this problem since long. At the opposite extreme from this there is a "wide-open" system where the policy is that everyone is given a chance for a primary education, but a severely selective process governs who go on from there. This is the policy of competitive selectivity and promotion based on individual's academic performance. The strategy produces "educated elite" considered necessary for nation's essential leadership. Both the strategies, if not judiciously used, may be in deep trouble. Hence, educational planning is required to take special care that a balance between the two is maintained. The social demand approach to planning in education emphasizes that all those who wish to take admission to a particular class or course should be accommodated and provided with all educational facilities, if they possess required qualifications, ability and attainment. This Approach is preferred in those countries which are people-oriented or welfare states. They have more permissive social order and their people play a dominant role in decision-making. India is also one of those countries where social demand for education has always greatly influenced educational planning and policies. Ever since the independence of India, there has been a tremendous increase in the demand for education. Educational planning in India has taken this factor into consideration. Educational planning in India has failed to strike a balance between the need-based (*i.e.* manpower planning) and demand-based approaches to planning in Education. Many a time, restricted 11 admissions to higher education has been vehemently advocated by experts and educationists, but government has failed to check swelling crowds at the doors of educational institutions. Inability to incorporate an element of rationality in the social demand approach to educational planning in India has resulted into lowering of educational standards. Our Universities have been reduced to the level of 'madarsas' and our schools and colleges to the level of huts.

Social demand approach to educational planning emphasizes that educational facilities should be extended in proportion to the degree they are demanded by people. But, this does not mean that there should be no limit to educational expansion. Social demand approach is not the only consideration that should guide educational planning and determine its parameters. Social

demand for education maybe unrealistic and an artifact of socio-cultural environment. In that case educational planning should not be wholly guided by this approach. In a country like India where people live in a democratic set-up, social demand for facilities upto a certain stage of education has to be met. But this need not be overdone. If social demand for education is given the whole of the weight age, it will lead to unemployment and wide-spread underemployment of the educated, which in turn may threaten the social and political` stability.

Stop to Consider

The social demand approach to planning in education emphasizes that all those who wish to take admission to a particular class or course should be accommodated and provided with all educational facilities, if they possess required qualifications, ability and attainment. This Approach is preferred in those countries which are people-oriented or welfare states.

3.3.2 Manpower Requirement Approach:

This approach or model of planning is also known as the “human resource development approach”. This approach implies that the social system, for its efficient functioning and operation, needs educated and trained people who have certain well-defined knowledge, attitudes and skills. It also assumes that the demand for such people, *i.e.* manpower is variable and changes with the technical, economic and social development. Education, training and development of such people is considered as the human resources development due to the fact that for maintaining and improving the social system and also for socio-economic and political modernization of a country human resource is as important as other kind of resource. Since this is possible only through education, this should be considered to be the most important function of educational planning. When this forms the focus of education planning, this is said to be the manpower human resource development approach to planning. This orientation in educational planning emphasizes that educational system should be designed or changes in educational system should be so planned that it should fulfill the country’s man-power requirement. It

should, in other words, produce as many educated and trained people of different categories such as doctors, engineers, teacher, graduates, post-graduates, etc., as are required by the country for its various services. Short production or over production of these will, then, from this point of view be a defect of planning or failure of planning technology. Educational planning in the U. S. S. R. is based largely on this approach. Educational planning in India has failed to adopt this approach as there is fast increasing unemployment in every field of manpower production in education. A large number of engineers, doctors, teachers, graduates and postgraduates are unemployed. This affects national development adversely while educational planning and human resource development should be essentially contributing to national development. Harbison¹ holds that we should visualize all kind of educational institutions as skill-generating centers. The linkage between such centers is analogous to transmission lines. The manpower problems such as unemployment and skill shortage may be thought of as attributable to power-failure in particular generating centers. Manpower planning approach focuses on solving such problems and tries to keep the manpower needs of the country in the center of all considerations and choices. It emphasizes that education should be linked with jobs. This approach supports vocationalization of education, multi-purpose educational courses, trade courses and selective higher education. This approach emphasizes a long term prospective and a thorough study of the occupational changes and technological progress as well as a rise in educational standards. Short and medium- term planning is not very meaningful under this approach as the process of adjustment between education and manpower requirements take time.

Human resource development approach to planning in education assumes a still greater importance of education is regarded as a factor of economic development of a country. New ideas, new techniques and new knowledge of production embodied in physical capital determines the rate at which the economy of a country as a whole can advance. This is the contribution which education makes to country's economic development as it is from higher education and research establishments that the new ideas and technique flow. Skills which individuals acquire through education and training are a result of formal education. Every country, therefore, builds up a system of education to fulfill these needs for trained, skilled and efficient manpower. Educational planning, in certain countries, focuses on this perspective.

Manpower planning approach assumes that education has a place in the economy of the country and positively contributes to the nation's growth. Hence, from this point of view education is regarded as skill-intensive and need-based.

Stop to Consider

Human resource development approach to planning in education assumes a still greater importance of education is regarded as a factor of economic development of a country. New ideas, new techniques and new knowledge of production embodied in physical capital determines the rate at which the economy of a country as a whole can advance.

Check Your Progress

Q No. 1 Manpower Requirement Approach is also known as:

.....

Q No.2 What is the importance of manpower requirement approach in the present day context?

.....

.....

3.3.3 The Rate of Return Approach:

This is also known as cost-benefit or cost-effectiveness approach to educational planning. This approach emphasizes that the investment in education should be based on the benefits or return occurring from that investment. The main assumption underlying this approach is that the expenditure on education should be thought of as a form of national investment which is justified by higher productivity and greater earnings of the educated. UNESCO has been very strongly advocating education as an investment. The assumption underlying this view is that educational systems will produce the kinds and amounts of human resources required for country's economic growth and that the economy will make good use of these resources.

Education, according to this view is as much the investment in human resource as investment in steel, coal, etc. Hence, it is argued that education should not be considered a second order of priority, but should be given the top priority. But, education can never be treated as an end in itself. On the other hand, it cannot be considered only in terms of investment. It has got to be related to economic development. It must have a development bias. Education as an investment means two things:

(i) As a result of training imparted by training institutions the pupil must acquire productive capacity, be in a position to add to the sum-total of production, should do much more than what he was doing without education. Difference between the two should be called **productivity** ascribed to education.

(ii) The levels of earnings of educated people must be higher to those of the people who are not educated. If this is so it may be said that return on education is positive.

Theoretically, investment in education, both at the level of an individual as well as at the level of the nation is bound to be positive as long as there is no unemployment of the educated. Positive investment depends upon a closer relationship between education and manpower requirements of a country. Education is expected to be beneficial to both the individual and the nation as a whole. That is a reason why, in case of an individual, parents want more education for him. More education and higher earnings are supposed to be positively related. That is why people want more education.

But, positive investment is not always the case. If other correlated factors are not meaningfully taken into consideration return on education may be poor or low. That is the case in India. In India return on education is quite low. The relationship between education and the earnings of the educated people is very poor; perhaps, it is negative. It is common experience in India that a graduate clerk earns less than a middle pass semi-skilled worker. It is, therefore, obvious that we have got to reorganize our educational system with a view to giving it a more productivity and work-oriented form and shape. Educational planning has to take note of this and develop a proper perspective for bringing about changes in the system of education. Rate of return on education approach of educational planning emphasizes that change in educational system should be so planned that the individual citizens and the nation both are benefitted by the

education of the people in the country. In other words, it means that educational planning should provide for increase in the earnings of the individuals with more education and also for greater contribution by more educated people to the economic and social growth of the country. This approach requires working out the costs of various types and stages of education and comparing them with expected returns in the form of benefits to the individuals as well as to the society.

This approach has certain difficulties in actual planning. Measurement of return is not easy. They have developed certain criteria no daunt. But, these criteria are not comprehensive enough. It is difficult to obtain data on cost-benefit or cost-effectiveness. Additionally, it ignores the non-economic benefits and indirect returns of education; for example, personal satisfaction and cultural growth of the individual and the society.

Stop to Consider

The Rate of Return approach emphasizes that the investment in education should be based on the benefits or return occurring from that investment. The main assumption underlying this approach is that the expenditure on education should be thought of as a form of national investment which is justified by higher productivity and greater earnings of the educated.

Check Your Progress

Q No. 3 The Rate of Return Approach is also known as:

.....

Q No.4 What are the difficulties in planning the rate of return approach?

.....

.....

3.4 Summing Up:

There are various approaches of educational planning and management. In this unit we have studied social demand approach, manpower requirement approach and the rate of return

approach. All the approaches of educational planning and management are important and these approaches have emphasized in their own areas. The social demand approach to planning in education emphasizes that all those who wish to take admission to a particular class or course should be accommodated and provided with all educational facilities, if they possess required qualifications, ability and attainment. This Approach is preferred in those countries which are people-oriented or welfare states. They have more permissive social order and their people play a dominant role in decision-making. India is also one of those countries where social demand for education has always greatly influenced educational planning and policies. Similarly, manpower requirement approach emphasizes that education should be linked with jobs. This approach supports vocationalization of education, multi-purpose educational courses, trade courses and selective higher education. Also, this approach emphasizes a long term prospective and a thorough study of the occupational changes and technological progress as well as a rise in educational standards. Moreover, the rate of return approach emphasizes that the investment in education should be based on the benefits or return occurring from that investment. The main assumption underlying this approach is that the expenditure on education should be thought of as a form of national investment which is justified by higher productivity and greater earnings of the educated. However, this approach has certain difficulties in actual planning too.

3.5 Questions and Exercises:

Q.No 1. Discuss various approaches of educational planning and management.

Q.No 2. Discuss the importance of social demand approach and man power requirement approach in the present day context.

Q.No 3. “ Education as an investment”. Ellaborate.

3.6 References and Suggested Readings:

Bhatnagar.R.P , Educational administration, R. Lall Book Depot, Meerut .

Sukla S.P.Educational Administration Organisation and Health Education,shri Vinod Pustak Mandir, Agra- 2

Mathur, S.S, School Organisation and Management,Agrawal Publication, Agra-2

3.7 Answers to check your progress:

Ans No. 1: Manpower Requirement Approach is also known as human resource development approach.

Ans No. 2: Manpower planning approach is important because it solves the problems of unemployment and tries to keep the manpower needs of the country in the center of all considerations and choices. It emphasizes that education should be linked with jobs. This approach supports vocationalization of education, multi-purpose educational courses, trade courses and selective higher education. This approach emphasizes a long term prospective and a thorough study of the occupational changes and technological progress as well as a rise in educational standards.

Ans No. 3: The Rate of Return Approach is also known as cost-benefit or cost-effectiveness approach.

Ans No. 4: The rate of return approach has certain difficulties in planning. Measurement of return is not easy. They have developed certain criteria no daunt. But, these criteria are not comprehensive enough. It is difficult to obtain data on cost-benefit or cost-effectiveness. Additionally, it ignores the non-economic benefits and indirect returns of education.

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UNIT 4:

Decentralization of Educational Planning

Contents:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Meaning of Decentralization in Education
- 4.4 The Main purposes of Provincial Education Planning
- 4.5 The principal steps of Provincial Education Planning
- 4.6 Operational areas of Planning and Management in Education
- 4.7 Decentralized educational planning and management
- 4.8 Summing Up
- 4.9 Questions and Exercises
- 4.10 References and Suggested Readings
- 4.11 Answers to check your progress

4.1 Introduction:

Many countries are currently in a process of modernizing the management of public sectors. Education is one of the largest sectors in terms of personnel and recurrent expenditure and is also among the larger public sectors in terms of capital expenditure.

Strategies and activities aimed at modernization of public sector management therefore we have a significant impact on education sector management.

Of the principle features of public sector modernization, there are directly relevant for education: decentralization, international commitments, and new forms of programme-based resource allocation to education. These trends will shape the way in which the education sector will be functioning in the future.

4.2 Objectives:

After going through this unit you will be able to—

- Understand the meaning of Decentralization in Education,

- Identify the purposes of Provincial Education Planning,
- Know the principal steps of Provincial Education Planning,
- Identify the operational areas of Planning and Management in Education,
- Understand the decentralized educational planning and management.

4.3 Meaning of Decentralization in Education:

Decentralization implies increasing responsibilities for efficient resource management and education quality improvements at levels below the central level. However, decentralization also calls for greater responsibilities for policy making and implementation monitoring at the central level, in particular by the Ministry of education.

The modernization of education sector management is a challenge to both the Ministry of Education and to provincial level education authorities.

The challenges are

- (i) Strengthening the professional and technical knowledge. Of staff at both levels is an essential condition for the successful modernization of education sector management.
- (ii) Management staff needs to be able to—
 - a) actively contribute to the shaping of the new functions, and
 - b) to carry out new management tasks in the areas of planning, programme preparation, and implementation monitoring.

4.4 The Main purposes of Provincial Education Planning:

- To ensure that national education policies are effectively implemented and that national goals and targets are reached
- To ensure that targets are set and reached which respond to particular needs of the province
- To convince Ministries, provincial education reforms
- To convince the Ministry of Finance (and other public funding sources) to provide the required funds
- To mobilize private sector and community contribution, particularly for education sub-sectors that are not compulsory and not free (e.g. Secondary Education and Pre-school)

Check Your Progress

Q.No 1: What do you mean by decentralization in education?

.....
.....

Q No 2: Write any two main purposes of provincial education planning.

.....
.....

4.5 The principal steps of Provincial Education Planning Include:

- To obtain a comprehensive factual and analytical overview of the present situation
- To set the targets to be reached during the planning period.
- To assess the resource implications of the proposed targets.
- To assess the resource gap.
- To outline implantation action programmes.
- To evaluate progress made during plan implementation
- To write the plan document and given it adequate layout.

4.6 Operational areas of Planning and Management in Education:

ACCESS covers all actions required in order to attain those targets which are directly aimed at ensuring that every child of school age is enrolled in school and has the possibility of completing the full education cycle. The operational area ACCESS comprises actions needed to ensure that every child enrolled in the first grade of the cycle stays in school for the entire primary cycle. The actions include construction of schools, provision of teachers, provision of teaching and learning materials, and particular provisions for specific population groups such as ethnic minority groups. QUALITY comprises all actions needed to attain those targets that are specifically aimed at improving the quality of education. These actions concern curriculum development, teaching-learning materials, teacher training, students, assessment, and special

actions for specific population groups. MANAGEMENT concerns actions that are specifically aimed at improving the management of education at all levels. This includes planning.

Stop to Consider

Access, Quality and Management are the chief operational areas of planning and management in education.

4.7 Decentralized educational planning and management:

(a) Grama Panchayat:

1. Grama panchayat will be formed by for a village or a group of villages. The panchayat will have elected representatives. Besides, each panchayat may constitute a village education committee (VEC) which would be responsible for administration of the delegated programmes in the field of education at the village level.
2. The major responsibility of the VECs should be operationalization of house survey and periodic discussion with the parents. It should be the endeavor of the committee that every child in every family participates in the primary education. These activities will be provided expert guidance and support by DIET.

The State governments may consider entrusting the following functions of the VEC:

1. Generation and sustenance of awareness among the village community ensuring participation of all segments of population and developing teacher/instructor and community partnership to oversee and manage the effective and regular functioning of the schools and centers.
2. In view of the critical role and functions of VEC, it should be vested with appropriate statutory and necessary financial and administrative authority.

(b) Block Panchayat:

It is observed that the block level set of educational administration is very weak almost all over the country. The supervisors often have little contact with the schools. The routine

administrative duties such as collecting statistics, disbursement of salaries, posting and transfer of the staff take up most of their time.

The following steps to be taken to improve the functioning of block level education set up.

1. Norms, not only on the basis of number of schools but also number of teachers should be evolved through systematic studies so that the block level education officer may effectively cope with his administrative responsibilities and supervisory functions.
2. Most of the time block level education officers is spent on routine administrative work. Their duties may be laid down in detail so that their support for the academic programmes gets due importance.

(c) District Panchayat:

1. The jurisdiction of a district for the educational purpose may be co-terminus with its revenue jurisdiction.
2. The big districts would be divided into sub-educational districts but these will be coordinated and controlled by a chief education officer (CEO) for the whole district. He will look after levels of education-primary, middle, secondary and higher secondary, non-formal and adult education.
3. The planning and statistics branch of CEO will be provided with computer facilities for educational management information system (EMIS)

Stop to Consider

Grama panchayat, Block panchayat and District panchayat are playing a significant role in decentralization of planning and management in education.

Advantage of decentralization:

1. It will create awakening and a feeling of self-dependence.

2. It will inculcate qualities of responsible behaviour and loyalty in the employees and authorities of administration.
3. It makes familiarity with the needs of the people easier and shape education accordingly.
4. It makes a possible regarding educational affairs and policies.
5. As the main responsibility of education his lies with the people and local units, so the government has to bear lesser burden of education expenditure.

Disadvantage of decentralization:

1. As the educational system is generally influenced by local opinion, soften, the tendency of favouritism towards a particular class, caste, community, religion, race or political party is generated in and children of all the areas do not get equal educational opportunity.
2. Indian situation is not suitable for it. There is much difference in different regions. There are economic inequalities between different classes of society. All the local units are not equally rich in resources while the rich local units can make better arrangement. Poor units fail in their educational effects. Decentralization at primary level is a glaring example of the fact that Indian conditions are not suitable for decentralization in education.

In the decentralized Indian educational system educational supervision and control should be effective. However, the education commissions appointed from time to time for studying the prevailing educational system and advise for its improvement.

4.8 Summing Up:

The decentralized system has been implemented in all parts of the country. The success of this decentralized system of evaluation depends on how the monitoring agencies such as the government at the centre and state level with its officials to coordinate it, and the educational institution/school management at the local level respond to it with the help of principal, teaching and non-teaching staff, parents, students and local society at large.

4.9 Questions and Exercises:

Q.No 1. What do you mean by decentralization in education? What are the main purposes of provincial education planning.

Q.No 2. Discuss various Operational areas of Planning and Management in Education.

4.10 References and Suggested Readings:

<http://siva8622edu.blogspot.com/2015/10/decentralized-educational-planning-and.html>

4.11 Answers to check your progress:

Ans. No. 1: Decentralization means increasing responsibilities for efficient resource management and education quality improvements at levels below the central level.

Ans. No. 2: The main purposes of provincial education planning is –

- to ensure that national education policies are effectively implemented and that national goals and targets are reached and
- to ensure that targets are set and reached which respond to particular needs of the province.

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UNIT 5:

Institutional Planning

Contents:

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Concept of Institutional Planning
- 5.4 Nature of Institutional Planning
- 5.5 Types of Institutional Planning
- 5.6 Importance of Institutional Planning
- 5.7 Procedure of Institutional Planning
- 5.8 A few areas of the institutional plan and research
- 5.9 Summing Up
- 5.10 Questions and Exercises
- 5.11 References and Suggested Readings
- 5.12 Answers to check your progress

5.1 Introduction:

New thoughts can enter the social life only when the education system of that society is dynamic. Dynamic education system is capable for adaptation according to time and situations. That makes progress possible. In this context Education Commission (1964-66) is worthy to quote:

If the education system does not renovate itself continuously that goes out of time and situations and prevent the progress, because that creates a quantitative and qualitative ditch in between its working system and objectives, and new demands of development and requisitions.

Thus, for reconstruction of society and development education has to be re-organised and developed. Education can be agreeable to needs and demands of society only when its schools or institutes bring in themselves qualitative and quantitative for progress and development of self by institutes which programmes or plans are made ultimately they only provide help in re-

construction and development of education. Thus, educational planning should not be kept limited to centre, notwithstanding that should also be carried to institute which is supposed to be a unit. In other words, we can fulfill the need of organization and reconstruction of education widely by bringing planning to schools or institutes which form units.

5.2 Objectives:

After going through this unit you will be able to—

- Understand the concept of Institutional Planning,
- Know the nature of Institutional Planning,
- Distinguish various types of Institutional Planning,
- Know the importance of Institutional Planning,
- Identify the procedure of Institutional Planning,
- Identify few areas of the institutional plan and research.

5.3 Concept of Institutional Planning:

Institutional planning is the description of programmes constructed by some institution. This is the detailed description of those programmes and activities which are to be performed by school or institute throughout the session. Prof. M.B.Buch has defined the institutional planning this way- “An institutional plan is a set of programmes prepared by an institution on the basis of its felt needs and the knowledge of its resources available and likely to be available with a view to improve the school standards and practices and with a view to provide for the future development of the institution.” This plan can be also of short term and of long term too. It is based on the principle of maximum utility of resources available with school and the community.

By foregoing discussion, the following points are threshed out-

1. Institutional planning is a means of accomplishing widespread targets of education.

2. For the construction of institutional planning knowledge is necessary of human and physical resources.
3. Maximum utilization of available resources which are available with institution and community.
4. This plan may be of long and short term both.

Stop to Consider

Prof. M.B.Buch has defined the institutional planning this way- “An institutional plan is a set of programmes prepared by an institution on the basis of its felt needs and the knowledge of its resources available and likely to be available with a view to improve the school standards and practices and with a view to provide for the future development of the institution.”

5.4 Nature /characteristics of Institutional Planning:

The nature/characteristics of institutional planning are as follows.

1. **Need Based:** institutional planning is prepared on the basis of felt need of school by officials of particular institution. These needs may be relating to school organization, curriculum, co-curricular activities etc. study teaching programme, class teaching-teaching method, vocational development of teachers and improvement in environmental conditions etc. needs related with this aspect which leave direct effect on learning of students, come under extension areas of institutional planning. Thus institutional planning is based on felt needs.
2. **Specificity:** Each institution in itself is unit and that unit has its specificity. Along with, it has its specific problems. It has got its speed of development. It has got its own specific resources available with it. Thus, institutional planning is the plan of particular institution. That plan cannot be applied on all institutions.

- 3. Principle of Optimum Utilisation:** Institutional planning is not expenditure oriented not withstanding it is based on the principle of optimum utilization of available resources of the institution. At the time of construction of plan, this fact is estimated that how many and what type of resources are available in the institution. How far community can manage the additional resources and what can be the optimum use of these resources. Thus, institutional planning is based on capacity and power of institution.
- 4. Augmenting Human Efforts:** Institutional planning on one hand stresses on optimum utilization of human and materialistic resources and on the other hand also pays accent on augmenting human efforts. That stresses on augmenting their working capacity, experience, presence of mind etc.
- 5. Goal oriented:** Institutional planning is a goal oriented. End of this planning is to achieve the goals of education. These goals are qualitative and quantitative both. To achieve these is the end of institutional planning.
- 6. Co-operative:** Institutional planning is co-operative in its nature. In it at all levels, participation of related person and the agencies, is sought. Roles of all are included in it.
- 7. Reflex the State and National Education Policy:** In Institutional planning with ones view, the national and state educational policies are also reflected. Because, the institutions are the units of accomplishing national and state educational policies and their goals.
- 8. Flexibility:** In Institutional planning schools are at liberty for preparing their efforts and programmes according to situation and demand. This liberty takes out Institutional plannings from the circumference of hardness. In it, opportunities are available for rectification, improvement or continuous advancement. Such become possible due to its flexibility.
- 9. Community Support:** Institutional planning is based on community support. With the support of community, institution succeeds in accomplishing its efforts. These two institutions and community established healthy relation.
- 10. Democratic Set-up:** Institutional planning is democratic set-up. It is based on representation, participation and mutual give and take. The stress is given on collective

decision in it. In its planning and implementation stress is given on participation of all persons. Institutional planning lays stress on improvement and development both.

Check Your Progress

1. Write any two characteristics of Institutional planning?

.....
.....

5.5 Types of Institutional Planning:

Time factor is important for institutional planning. On the basis of time factor, institutional plans are of three types.

➤ **Annual Plan (short-term plan):**

A short-term plan for a year is an annual plan. Annual plans are prepared for immediate needs and immediate action.

For example, planning for organization of in-service programs for the professional development of teachers in a school for two weeks is an annual plan.

A short-term plan of an institution takes into consideration of the tasks, which require immediate attention. The analysis of the institutional situation will reveal what tasks are to be performed in relation to the institute's goals and objectives. In general, a short-term plan provides a base for medium-term and long-term plan.

➤ **Advantages of short-term planning**

The following are the major advantages of short-term plan.

- ❖ Short-term plan figures out the strategies related to day-to-day existence of the institution.
- ❖ It helps the institution to build up a scenario.
- ❖ It helps the institute to prioritize its tasks.

❖ It builds up the base for the long-term plan.

➤ **Medium-term Planning:**

Medium-term planning is a go-between short-term and long-term planning. Many tasks may not be undertaken in short-term planning. Hence, some tasks are spread out to be performed in medium-term planning.

➤ **Advantages of Medium –term Planning:**

The important advantage of medium-term planning are that it provides the institution time enough to develop a perspective long-term planning by planning and delineating various activities according to its implications to the institution.

➤ **Long term planning:**

A long-term plan is a perspective plan and is spread over several years.

Perspective plans are developed for achieving future needs of the school.

For example, constructing and expanding large buildings for the school on the basis of population trends is a perspective plan.

Perspective plans are important because they help the school to progress with the demands of the changing society.

➤ **Advantages of long-term planning**

- ❖ Long-range planning provides a commonality of understanding about the mission and goals of the institution and the strategies to implement them.
- ❖ It summarizes the profile for the institution in quantitative terms.
- ❖ It encourages better allocation and utilization of resources.
- ❖ It helps direct energies away from the non-essential to the essential activities.
- ❖ It makes evaluation possible in objective terms simultaneously with implementation. 6. It assists in generating funds by strengthening the institutional case with granting agencies, governmental and corporate.

❖ It helps ensure survival and growth of the institution.

- **Individual Planning Vs Co-operative Planning:**

Individual planning depends on the decisions of the school head. On the other hand, cooperative planning is based on the decisions of the school head, teachers and parents in the community. Individual planning is essential because it provides a conception of a plan. But cooperative planning provides effectiveness to the plan.

Stop to Consider

Institutional plans are of three types:

- Annual Plan
- Mid-term Plan and
- Long term plan.

5.6 Importance of Institutional Planning:

The importance of planning at grass-roots level has already been discussed. Institutional planning is one of these levels perhaps the lowest level at which planning is required to be undertaken. The importance of institutional planning lies in the same argument that has been given in case of grass-roots level planning. It ensures better and more fruitful use of the resources which the institution has or can have. It is the institution that knows best its needs and problems that have to be solved. Hence, it is the institution that can best plan for its welfare and development.

So far as educational planning is concerned this responsibility can be best discharged by individual institutions through planned and systematic development and progress. This means that the needs and requirements of every institution should be taken into consideration and that it should not only be associated with educational planning but also a "planning atmosphere" be built up and maintained in each institution. The Education Commission (1964-6) has recommended institutional planning for this purpose. Each institution should have its own long-

term and short-term plans. By "institutional planning" we mean the plans initiated, formulated and implemented by individual educational institutions.

Institutional planning can serve many useful purposes some of which are given below:

Ensures Autonomy—Educational institutions often plead for their autonomy. The meaning of autonomy is freedom to plan its own progress and development and to take necessary steps to realize its own freely decided aims and objectives. The autonomy and freedom of an institution can be measured by the extent to which its members are conscious of its needs for improvement, of setting up realistic and practicable goals and of successfully achieving them. Institutional planning is, therefore, an index of the autonomy of the institution.

Gives Stability—For its smooth working an institution needs stability. In doing things in a planned and systematic manner both continuity and improvement of policies, programmes and procedures are assured. Thus institutional planning gives stability and strength to the institution.

Helps Solve Problems—Educational administration is influenced by several factors of which the most important are the diverse personalities of the staff and students and the changing situations of environment. Everything does not proceed according to expectations, giving rise to problems of many kinds. Most of these problems are particular to the institution and a few are common with others. Institutional planning takes cognizance of these problems, forestalls many of them and helps solve them, thus making the working of the institution easy and smooth.

Brings about Improvement—Education is a dynamic process. Its needs and problems are changing according to situations and circumstances. Good educational workers are never satisfied with their present achievement, but continue to do better things in a better way. Institutional planning takes care of the desired improvement in the day-to-day working of the institution. Thus the teaching-learning process, curricular and co-curricular programmes, etc., are all upgraded. The improvement of the staff and students creates favourable conditions for improving their capacity and efficiency and checks the educational standards from falling. Institutional planning improves both the external or physical conditions and the internal conditions of the workers such as their attitudes.

Secures Future Progress: Life is dynamic and so is education. Educational administration has to be pragmatic and progressive in outlook. The good administrator aims at continuous future progress. Institutional planning is forward-looking both long-term and short-term. It helps achieve continuous future progress through self-help and self-effort. It provides a suitable opportunity to the staff and students for their respective development. Besides giving them the joy and satisfaction of achievement it helps the institution in acquiring a distinct personality.

Promotes Utilization of Resources. Ours is a poor country and funds for education are and will continue to be limited. It is our duty not only to balance educational outputs with the inputs, but also to make every rupee go as far as we can. It is a sad experience that in most educational institutions there is a cry for more and more funds while the existing resources and equipment are not fully utilized by staff and students alike. Library books and teaching aids just rest on the shelves. Lot of science apparatus just adorns the show cases. Institutional planning remedies this situation and develops in the staff and students capacity to fully utilize the resources, facilities and services provided for their benefit by the institution. It develops the teachers' attitudes towards improving the final product.

Proves Beneficial to the Local Community—Institutional planning can help the institution establish close relationship with its environment if planning is efficient and has a general outlook. It can successfully resist and eliminate local political pressures. It can help build up modern and enlightened atmosphere dispelling the darkness of tradition and blind belief. If the institution through its plans presents its viewpoints and programmes for the benefit and welfare of the local community it can win its support and cooperation. The teachers and the administrator get public recognition and good status in society.

Contributes to General Planning—Institutional planning may not only aim at the improvement and progress of the institution but may also plan for the development of the other local institutions of the area. The plans may be both long-term and short-term. Some of the projects may spread over and continue for considerably long periods of time. If prepared with a good foresight and vision these plans may become part of, and integrated with, the district, State

or even the national plans. An institution can very well assume the rule of leadership and service in the areas of its vicinity.

Check Your Progress

2. Write any two importance of Institutional planning?

.....
.....

5.7 Procedure of Institutional Planning:

1. Analysis of the present situation: The existing condition of the school is analyzed.

2. Survey of the resources: A survey of the existing resources in the school and community is conducted.

3. Preparation of improvement program: Both short-term and long-term programs /projects are planned.

For example:

- Provision of drinking water facilities.
- Beautification of the campus.
- Setting up of science clubs.
- Providing remedial teaching programs.
- Special programs for the talented.

4. Implementation of the Program: The program implementation is shared by the headmaster, teachers, students and the community.

5. Evaluation of Program: The outcome / achievement should be evaluated both qualitatively and quantitatively. Self-evaluation in terms of objectives, achievements, procedures and difficulties is done.

There are two aspects of institutional planning, viz, (1) formulation and implementation, and (2) evaluation and modification.

(1) Formulation and implementation: Institutional planning should be based on the national policy, educational aims and objectives and the latest educational theory. It should be closely related to the community's needs, availability of resources and utilization of manpower. It should take into consideration the pressing needs for the improvement of the staff, students, teaching-learning Programmes and procedures as well as the institution's resources. Institutional planning should be undertaken for real reform and not for show. Priorities should be assigned in order of importance. A high priority should be given to youth services, such as instruction, curriculum, library and social, activities and a lower priority to things like the school plant etc. The projects must be continuous and fully articulated with each other. They should be kept flexible and modifiable in the light of experience.

Formulation is best done through committees of staff, students, local social workers, parents and public. Institutional planning will "make it possible to involve not only teachers, but also parents and even students effectively in the planning process and what is more important, they will provide adequate scope for initiative, creativity, freedom and experimentation by teachers."¹ The close cooperation of staff and students must be secured and consultation with educational experts and leaders of public opinion must be obtained. Teachers and students must be encouraged to formulate individual plans which may later be combined into the larger institutional plan. The institution's short-comings should receive the first consideration. The best way to prepare institutional plans is to review the session's work at the end of the school year in a well-attended staff meeting where every participant gets opportunity to freely express himself. This must be followed by another meeting before the next session starts when proposals are invited, discussed and finalised for action.

(2) Evaluation and Modification: When implementation begins evaluation must be done periodically from time to time. This is necessary to know the shortcomings and to adopt remedial measures. This also brings to the surface the good points. Success encourages the workers to do still better. When defects have been noted there should be no hesitation to make necessary modifications. The main purpose of institutional planning is to improve the working of the institution and that of evaluation is to improve the plans.

5.8 A few areas of the institutional plan and research:

1. Curricular activities.
2. Co-curricular activities.
3. Resources of the school and community.
4. School services like guidance and counseling and health services.
5. Discipline and school climate.
6. Teaching-learning aids.
7. Professional growth of teachers.

5.9 Summing Up:

In institutional planning the role of principle is important. This person is that link which acts for joining various links involved in planning and execution. Same is the person who creates faith and trust in his colleagues. The success of institutional planning is depends on his role. If he accomplishes, his role like friend, philosopher and guide at each step, the institution would go ahead on the path of progress and development.

5.10 Questions and Exercises:

Q. No. 1: Explain meaning and importance of institutional planning?

Q. No. 2: What are various features of institutional planning?

Q. No. 3: At the time of institutional planning which points should be kept in mind?

5.11 References and Suggested Readings:

- 1 **Bhatnagar.R.P** , Educational administration, R. Lall Book Depot, Meerut .
- 2 **Sukla S.P.**Educational Administration Organisation and Health Education,shri Vinod Pustak Mandir, Agra- 2
- 3 **Mathur, S.S,** School Organisation and Management,Agrawal Publication, Agra-2

5.12 Answers to check your progress:

Ans. No 1: Institutional planning need based and also flexible.

Ans.No 2: Institutional planning helps to solve problems and it promotes utilization of resources.

BLOCK IV:
EDUCATIONAL LEADERSHIP,
SUPERVISION AND INSPECTION

Unit 1 : Meaning, Nature and Styles of Leadership

Unit 2 : Teachers as Educational Leader

Unit 3 : Meaning, Nature and scope of Educational
Supervision

Unit 4 : Objectives and Functions of Educational Supervision

Unit 5 : Defects of existing system of supervision and
remedies

Unit 6 : Educational Inspection

Unit 7 : Qualities of Good Educational Inspector

UNIT: 1
MEANING, NATURE AND STYLE OF LEADERSHIP

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Concept of Leadership
- 1.4 Meaning and Definitions of Leadership
- 1.5 Characteristics/ Nature of Leadership
- 1.6 Types of Leadership
- 1.7 Importance of Leadership
- 1.8 Leadership Qualities
- 1.9 Styles of Leadership
- 1.10 Effective Leadership in Education
- 1.11 Personal Characteristics of Leader
- 1.12 Summing Up
- 1.13 Questions and Exercises
- 1.14 References/Suggested Readings

1.1 Introduction

Leadership is an integral part of management and plays a vital role in managerial operations. If there is any single factor that differentiates between successful and unsuccessful organizations, it is dynamic and effective leadership. Perhaps, it would be a valid assumption to state that the major cause of most business failures would be ineffective leadership. All managers, in a way, are business leaders, even though management primarily relies on formal position power to influence people whereas leadership stems from a social influence process. However, management is an integral component of technical as well as social processes.

Leadership is not an attribute of business alone. In the army, in the government, in universities, in hospitals and anywhere else where people work in groups, the leadership function emerges. There must be somebody to guide that group. The group leader may also be an informal leader, one who emerges from the ranks of the group according to consensus of the members.

1.2 Objectives

After going through this unit you will be able to:--

- *understand* the Concept of Leadership
- *know* the meaning and Definitions of Leadership
- *define* the Characteristics/Nature of Leadership
- *understand* the different types of Leadership
- *know* the Importance of Leadership
- *identify* the leadership qualities
- *analyse* different styles of Leadership

1.3 Concept of Leadership

Leadership is the process of influencing the behaviour of others to work willingly and enthusiastically for achieving predetermined goals. It is seen that the targets' responses to use of power vary along a continuum ranging from resistance to commitment. Any type of compliance tending towards resistance is unwillingly and that tending towards commitment is willingly and enthusiastically. The latter type of response is the objective of leadership. Now we can move to a formal definition of leadership. Tennenbaum et al have defined leadership as follows:

Leadership may be defined as the art of influencing and inspiring subordinates to perform their duties willingly, competently and

enthusiastically for achievement of group objectives. Most management writers agree that, "leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation."¹

It is important to have the element of willingness in the above definition. This element differentiates successful and effective leaders from the "common run of the managers". Motivating and influencing people to move towards a common goal are all essential elements of management but the "willingness" of the followers to be led, highlights a special quality that puts a leader high above others.

Based on these elements of the leadership function, the leadership may be defined as:

$L = F(f, g, w, s)$ where leadership (L) is a function (F) of

F = followers

G = goal

W = a measure of willingness on the part of subordinates, and

S = a given situation

1.4 Meaning and Definitions of Leadership

Now we can move to a formal definition of leadership. Tannenbaum et al have defined leadership as follows:

"Leadership is interpersonal influence exercised in a situation and directed through communication process, towards the attainment of a specified goal or goals".

This definition puts emphasis on influencing through communication. However, it does not emphasize the enthusiasm with which

the receiver of the communication will act. Terry has defined leadership in the context of enthusiastic contribution. He says that:

"Leadership is essentially a continuous process of influencing behaviour. A leader breathes life into the group and motivates it towards goals. The lukewarm desires for achievement are transformed into a burning passion for accomplishment"

A more recent definition of leadership is as follows:

"Leadership is the process of influencing and supporting others to work enthusiastically toward achieving objectives".

An analysis of these definitions brings certain features of leadership which are as follows:

1. Leadership is a continuous process of behaviour; it is not one-shot activity.
2. Leadership may be seen in terms of relationship between a leader and his followers (individuals and/or groups) which arises out of their functioning for common goals.
3. By exercising his leadership, the leader tries to influence the behaviour of individuals or group of individuals around him to achieve common goals.
4. The followers work willingly and enthusiastically to achieve those goals. Thus, there is no coercive force which induces the followers to work.
5. Leadership gives an experience of help to followers to attain common goals. It happens when the leader feels the importance of individuals, gives them recognition, and conveys them about the importance of activities performed by them.
6. Leadership is exercised in a particular situation, at a given point of time, and under specific set of circumstances. It implies that leadership styles may be different under different situations.

Human beings are the most precious part of the organization. In the organization, effective utilization of the capacity of human resources depends upon management. Management can get the results from the people in the organization in two ways: (i) by exercise of authority vested in it, or (ii) by winning support of the people. Out of these, the second method is better as it has a lasting effect over the people's motivation. However, it is only possible when a manager becomes their leader in the real sense to influence their behaviour in desired direction. This leadership is an essential ingredient for successful organization. The successful organization has one major attribute that sets it apart from unsuccessful organization that is dynamic and effective leadership.

1.5 Characteristics/ Nature of Leadership

A leader has certain inherent qualities and traits that assist him in playing a directing role and wielding commanding influence over others. Some of these traits are as follows:

1. Energy, drive
2. Appearance, present ability
3. A sense of co-operation
4. Enthusiasm
5. Personality — height and weight
6. Initiative
7. Intelligence
8. Judgment
9. Self-confidence
10. Sociability
11. Tact and diplomacy
12. Moral courage and integrity.
13. Will power and flexibility
14. Emotional stability
15. Knowledge of human relations

These traits are not universal in nature, nor do all the leaders have all these traits. Not all these traits work all the time. While some of these characteristics differentiate successful managers and leaders from unsuccessful ones, it is the behaviour of the leaders, either as a result of these characteristics or otherwise, that is more tangible and obvious and less abstract in nature. The leadership behaviour is directly related to individual and group work activity, loyalty of the group, absenteeism, turnover and employee morale. These are some of the indicators, that some degree reflects the effectiveness of leadership behaviour.

Many studies have been conducted in order to identify and separate such characteristics and personal traits that are unique to the behaviour of successful leaders. These traits could then be set up as standards against which the profiles of leaders could be matched and judged. However, such attempts have not been successful. According to Ralph Stogdill,³ who studied the subject of leadership most extensively, "a person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities and goals of the followers."

1.6 Types of Leadership

Formal and Informal Leadership:

Leadership can be formal or informal. The formal leadership occurs when a person is appointed or elected as an authority figure. For example, anyone who is appointed to the job of a manager is also given the authority to exercise formal leadership in relationship to his subordinates. Similarly, a formally elected leader of a country or a state acquires the authority of leadership in giving direction to the country or state. The informal leadership emerges when a person uses interpersonal influence in a group

without designated authority or power. These leaders emerge in certain situations because of their charm, intelligence, skills or other traits and to whom other people turn to for advice, direction and guidance. Religious and civic leaders fit into this category. Successful managers who exercise their given authority in a formal way are also capable of exercising informal leadership relationships with people both within as well as outside the organization.

1.7 Importance of Leadership

Leadership is an important factor for making any type of organisations successful. Throughout the history, it has been recognised that the difference between success and failure, whether in a war, a political movement, a business, or a team game, can be attributed largely to leadership.

Here we are more concerned about manager as a leader. Without a good leader, organisation cannot function efficiently and effectively. Since the organisation is basically a deliberate creation of human beings for certain specified objectives, the activities of its members need to be directed in a certain way. Any departure from this way will lead to inefficiency in the organisation. Direction of activities in the organisation is affected by the leader. The importance of good leadership can be discussed as follows:

1. Motivating employees. As discussed earlier, motivation is necessary for work performance. Higher the motivation better would be the performance. A good leader, by exercising his leadership, motivates the employees for high performance. Good leadership in the organisation itself is a motivating factor for the individuals.

2. Creating confidence. A good leader may create confidence in his followers by directing them, giving them advice and getting through them good results in the organisation. Once an individual, with the help of a

leader, puts high efficiency, he tries to maintain it as he acquires certain level of confidence towards his capacity. Sometimes, individuals fail to recognise their qualities and capabilities to work in the absence of good direction.

3. Building morale. Morale is expressed as attitudes of employees towards organisation, management and voluntary cooperation to offer their ability to the organisation. High morale leads to high productivity and organisational stability. Through providing good leadership in the organisation, employees' morale can be raised high ensuring high productivity and stability in the organisation.

Thus, good leadership is essential in all aspects of managerial functions whether it be motivation, communication or direction. Good leadership ensures success in the organisation, and unsatisfactory human performance in any organisation can be primarily attributed to poor leadership.

The various studies show wide variations in leadership traits. The various traits can be classified into innate and acquirable traits, on the basis of their source.

1.8 Leadership Qualities

Innate qualities are those which are possessed by various individuals since their birth. These qualities are natural and often known as God-gifted. On the basis of such qualities, it is said that 'leaders are born and not made.' These qualities cannot be acquired by the individuals. The following are the major innate qualities in a successful leader:

1. Physical Features. Physical features of a man are determined by heredity factors. Heredity is the transmission of the qualities from ancestor to descendant through a mechanism lying primarily in the chromosomes of the germ cells. Physical characteristics and rate of maturation determine the personality formation which is an important factor in determining

leadership success. To some extent, height, weight, physique, health and appearance are important for leadership.

2. Intelligence. For leadership, higher level of intelligence is required. Intelligence is generally expressed in terms of mental ability. Intelligence, to a very great extent, is a natural quality in the individuals because it is directly related with brain. The composition of brain is a natural factor, though many psychologists claim that the level of intelligence in an individual can be increased through various training methods.

Acquirable qualities of leadership are those which can be acquired and increased through various processes. In fact, when a child is born, he learns many of the behavioural patterns through socialisation and identification processes. Such behavioural patterns are developed among the child as various traits over a period of time. Many of these traits can be increased through training programmes. Following are the major qualities essential for leadership:

1. Emotional Stability. A leader should have high level of emotional stability. He should be free from bias, is consistent in action, and refrains from anger. He is well-adjusted, and has no anti-social attitudes. He is self-confident and believes that he can meet most situations successfully.

2. Human Relations. A successful leader should have adequate knowledge of human relations, that is, how he should deal with human beings. Since an important part of a leader's job is to develop people and get their voluntary cooperation for achieving work, he should have intimate knowledge of people and their relationship to each other. The knowledge of how human beings behave and how they react to various situations is quite meaningful to a leader.

3. Empathy. Empathy relates to observing the things or situations from others' points of view. The ability to look at things objectively and understanding them from others' point of view is an important aspect of successful leadership. When one is empathetic, he knows what makes the

other fellows think as they do, even though he does not necessarily agree with others' thoughts. Empathy requires respect for the other persons, their rights, beliefs, values and feelings.

4. Objectivity. Objectivity implies that what a leader does should be based on relevant facts and information. He must assess these without any bias or prejudice. The leader must base his relationship on his objectivity. He is objective and does not permit himself to get emotionally involved to the extent that he finds it difficult to make an objective diagnosis and implement the action required.

5. Motivating Skills. Not only a leader is self-motivated but he has requisite quality to motivate his followers. Though there are many external forces which motivate a person for higher performance, there is inner drive in people also for motivation to work. The leader can play active role in stimulating these inner drives of his followers. Thus, a leader must understand his people to the extent that he knows how he can activate them.

6. Technical Skills. The leading of people requires adherence to definite principles which must be understood and followed for greater success. The ability to plan, organise, delegate, analyse, seek advice, make decision, control, and win cooperation requires the use of important abilities which constitute technical competence of leadership. The technical competence of leader may win support from the followers.

7. Communicative Skills. A successful leader knows how to communicate effectively. Communication has great force in getting the acceptance from the receivers of communication. A leader uses communication skillfully for persuasive, informative, and stimulating purposes. Normally, a successful leader is extrovert as compared to introvert.

8. Social Skills. A successful leader has social skills. He understands people and knows their strengths and weaknesses. He has the ability to work with people and conducts himself so that he gains their confidence and loyalty, and people cooperate willingly with him. Though all these qualities

contribute to the success of leadership, but it cannot be said for certain about the relative contributions of these qualities. Moreover, it is not necessary that all these qualities are possessed by a successful leader in equal quantity. The list of qualities may be only suggestive and not comprehensive. Leadership is too nebulous a concept to be definitely identified by listing of its important attributes.

1.9 Styles of Leadership

The leadership styles can be classified according to the philosophy of the leaders. What the leader does determines how well he leads. A style of leadership is a "relatively enduring set of behaviors which is a characteristic of the individual, regardless of the situation."²⁶ Some of the more significant leadership styles are discussed as follows:

- **Autocratic or Dictatorial Leadership:**

Autocratic leaders keep the decision making authority and control in their own hands and assume full responsibility for all actions. Also, they structure the entire work situation in their own way and expect the workers to follow their orders and tolerate no deviation from their orders. The subordinates are required to implement instructions of their leaders without question. They are entirely dependent on their leader and the output suffers in the absence of the leader.

The autocratic leadership style ranges from tough and highly dictatorial to paternalistic, depending upon whether the leader's motivational approach is threat and punishment or appreciation and rewards. In highly autocratic situations, the subordinates develop a sense of insecurity, frustration, low morale and they are induced to avoid responsibility, initiative and innovative behaviour. The autocratic leader believes that his leadership is based upon the authority conferred upon him by some source such as his position, knowledge, strength or the power to

punish and reward. Some of the advantages and disadvantages of autocratic leadership are as follows:

- **Advantages:**

1. Autocratic leadership is useful when the subordinates are new on the job and have had no experience either in the managerial decision making process or in performing without active supervision.
2. It can increase efficiency and even morale and get quicker results, specially in a crisis or emergency when the decision must be taken immediately.
3. The paternalistic leadership is useful when the subordinates are not interested in seeking responsibility or when they feel insecure at the job or when they work better under clear and detailed directives.
4. It is useful when the chain of command and the division of work is clear and understood by all and there is little room for error in the final accomplishment.

- **Disadvantages:**

1. One-way communication without feedback leads to misunderstanding and communications breakdown.
2. An autocratic leader makes his own decisions that can be very dangerous in this age of technological and sociological complexity.
3. Since it inhibits the subordinate's freedom, it fails to develop his commitment to the goals and objectives of the organization.

4. Since it creates an environment that provides for worker resentment, it creates problems with their morale resulting in poor productivity in the long run.
5. It is unsuitable when the workforce is knowledgeable about their jobs and the job calls for teamwork and cooperative spirit.

- **Participative or Democratic Leadership:**

In this type of leadership, the subordinates are consulted and their feedback is taken into the decision making process. The leader's job is primarily of a moderator, even though he makes the final decision and he alone is responsible for the results. The management recognizes that the subordinates are equipped with talents and abilities and that they are capable of bringing new ideas and new methodologies to work setting. Thus, the group members are encouraged to demonstrate initiative and creativity and take intelligent interest in setting plans and policies and have maximum participation in decision making. This ensures better management-labour relations, higher morale and greater job satisfaction. This type of leadership is specially effective when the workforce is experienced and dedicated and is able to work independently with least directives, thereby developing a climate that is conducive to growth and development of the organization as well as the individual personality. The feasibility and usefulness of the participative decision making style is dependent on the following factors:²⁷

1. Since participative decision making process is time consuming, there should be no urgency to the decision.
2. The cost of participation of subordinates in the decision making should not be more than the benefits derived from the decision.

3. The input from the subordinates should be free from any fear of repercussions in case such input is in conflict with the views held by the management.

4. The participation of subordinates should not be of such a degree as to be perceived as a threat to the formal authority of management.

5. Subordinates should be sufficiently responsible so that there is no leakage of confidential information to outside elements.

- **Advantages:**

1. Active participation in the managerial operations by labour assures rising productivity and satisfaction.

2. Workers develop a greater sense of self-esteem due to importance given to their ideas and their contributions.

3. The employees become more committed to changes that may be brought by policy changes, since they themselves participated in bringing about these changes.

4. The leadership induces confidence, cooperation and loyalty among workers.

5. It results in higher employee morale.

6. It increases the participants' understanding of each other that results in greater tolerance and patience towards others.

It has been demonstrated by numerous researchers that participation by subordinates improves quality of work, enhances an easy acceptance of changes in the organization and improves morale and loyalty.

Notwithstanding numerous advantages and great reliance on participative leadership, it has several disadvantages also.

- **Disadvantages:**

- (a) The democratic leadership requires some favorable conditions in that the labour must be literate, informed and organized. This is not always possible.
- (b) This approach assumes that all workers are genuinely interested in the organization and that their individual goals are successfully fused with the organizational goals. This assumption may not always be valid.
- (c) There must be total trust on the part of management as well as employees. Some employees may consider this approach simply an attempt to manipulate them. Accordingly, the employees must be fully receptive to this approach to make it meaningful.
- (d) Some group members may feel alienated if their ideas are not accepted for action. This may create a feeling of frustration and
- (e) This approach is very time consuming and too many viewpoints and ideas may make coming to a decision more difficult and may be a source of frustration to impatient management.
- (f) Some managers may be uncomfortable with this approach because they may fear an erosion of their power base and their control over labour.
- (g) This approach relies heavily on incentives and motivation of recognition, appreciation, status and prestige. However, labour may be interested in financial incentives instead of prestige.

- **Laissez-faire or Free-reign Leadership:**

In this type of leadership, the leader is just a figure-head and does not give any direction but delegates the authority to subordinates so that they must plan, motivate, control and otherwise be responsible for their own actions. The leader acts principally as a liaison between the group and the outside elements and supplies necessary materials and information to group members. He lets the subordinates develop their own techniques for accomplishing goals within the generalized organizational policies and objectives. The leader participates very little and instead of leading and directing, he becomes just one of the members. He does not attempt to intervene or regulate or control and there is complete group or individual freedom in decision making. This type of leadership is highly effective when the group members are highly intelligent and are fully aware of their roles and responsibilities and have the knowledge and skills to accomplish these tasks without direct supervision. This type of leadership is evident in research laboratories where the scientists are fairly free to conduct their research and make their decisions. Similarly, in a university or a college, the chairperson of a division does not interfere in the professor's teaching method, but only assigns the courses to be taught. From then onwards, the professors are very much their own leaders.

- **Advantages :**

- (a) It creates an environment of freedom, individuality as well as team spirit.
- (b) It is highly creative with a free and informal work environment.
- (c) This approach is very useful where people are highly motivated and achievement oriented.

- **Disadvantages:**

- (a) It may result in disorganized activities that may lead to inefficiency and chaos.
- (b) Insecurity and frustration may develop due to lack of specific decision making authority and guidance.
- (c) The team spirit may suffer due to possible presence of some uncooperative members.
- (d) Some members may put their own interests above the group and team interests.

Apart from the styles of leadership as stated earlier, some other styles can be briefly mentioned below:

(a) Charismatic Leadership

This leadership assumes that charisma is an individual characteristic of a leader. Charisma, according to Moorhead and Griffin (2000) "is a form of interpersonal attraction that inspires support and acceptance and is likely to make a highly charismatic supervisor more successful in influencing subordinate behaviour than a supervisor who lacks charisma." The charismatic leader is supposed to be highly energetic and extrovert. He is quick in taking initiatives and in using opportunities. The followers accept the leader unquestionably. They trust the correctness of the leader's beliefs and they feel that their belief is the same as leader's belief. Moreover, due to the charisma of a leader, the followers have an emotional involvement in the organisation's mission and they heighten the performance goals.

(b) Transformational Leadership

It focuses on the basic distinction between leading for change and leading for stability. According to this style, occasionally the leader has to initiate

and manage major change, such as managing a merger, creating a work group, or defining the organisation's culture. The concept of this leadership has different interpretations. But the commonest concept clarifies by Burns (1978), "Transforming leadership ultimately becomes moral in that it raises the level of ethical aspiration of both leader and led, and thus has a transforming effect on both." This is done by raising their levels of commitment to mutual purposes and by further developing their capacities for achieving these purposes.

(c) Instructional Leadership

Burns (1978) says that this style of leadership focuses "on the behaviors of teachers as they engage in activities directly affecting the growth of students." Most conceptions of instructional leadership allocate authority and influence to formal administrative roles, usually in building principal. But it is true that principals alone cannot fulfill all of a school's needs for this type of leadership. However, the maximum persons concern the effects of leadership behaviours on student achievement and other important school outcomes.

(d) Consultative Leadership.

In this leadership, leaders approach one or more employees and ask them for inputs to make a decision. These leaders may then choose to use or ignore the information and advice received, however. If the inputs are seen as used, employees are likely to feel as though they had a positive impact; if the inputs are consistently rejected, employees are likely to feel that their time has been wasted.

(e) Moral Leadership

This leadership stresses on the values and ethics of leadership, so authority and influence are to be derived from defensible conceptions of what is right and good. Lunenberg and Ornstein (2008) ensures that various researches

illustrate quite different approaches to moral leadership. However, they said, "all seem to agree that leadership in a democratic society entails a moral imperative to promote equity, democratic community and social justice."

(D) Contingency Leadership

This leadership includes, as Leithwood and Duke viewed, "how leaders respond to the unique organisational circumstances or problems that they face." It comes as a consequence of the preferences of co-workers, conditions of work and the tasks to be completed. It attaches two basic assumptions

(i) There are wide variations in the contexts for leadership and these different contexts require different leadership styles for their effectiveness.

(ii) Individuals providing this type of leadership, typically those in formal administrative roles, are capable of mastering a large repertoire of leadership styles. Their influence depends, to a large extent, on matching the appropriate leadership style to the situation.

(g) Paternalistic Leadership

Under this style the leader thinks that his function is paternal of fatherly. He treats the relationship between the leader and his group as a family in which the leader is supposed to be the head of the family. As family members do, so the leader works to help, guide, protect and keep his followers happily working together. He provides them good working conditions, possible benefits and employee services. This style has been successfully implemented in Japan because of its cultural background. In a modern complex world and critical industrial relations system, this attitude may not result in maximum motivation. In stead of practising gratitude, this leadership might generate resentment among the sub-ordinates.

Ultimately, we underline the concept that there is no clear, agreed - on definition of leadership in schools. But whatever the style is followed by a school, is able to inspire the members' commitments to collective aspirations and the desire to accomplish collective goals.

1.10 Effective Leadership in Education

The headmasters not only provide leadership in educational institutions, assistant headmaster, teachers, departmental head, team teachers and class teachers - everybody in different times, plays the role of the leader. Truly speaking, whoever the person as supervisor or administrator plays his roles, he always work for exemplary leadership behaviour in order to develop and progress of the organisation.

In educational institution, the leadership can be divided into two types - administrative and instructional leadership. The first type utilizes human resources and material resources according to the requirements of the institution. The instructional leadership relies on preparing the objectives of learning and planning for implementing these objectives. Certainly in this regard, the administration will help in following various functions of education. In what way or ways the headmaster and other teachers of educational institutions would use their authoritative power and control, that depends on the method of leadership they would like to exert. Now, to understand the characteristics of effective leadership we would like to know what effective leadership is. The credibility or effectiveness of an educational system includes the following issues in itself.

1. The results of examination
2. Rate of student attendance or the number of educated persons.

3. The retention power of educational institutions, especially in case of students
4. The schpe for employment or for taking entry in higher education institutions
5. Development of economics and social progress too.

If an institution holds this standard, then it can be called as effective institution and leadership here would be efficient leadership.

Another thing is that as we know, apart from headmaster, teachers are also treated as good leaders. They are the main active workers in the educational institution. Their role is very important in both teaching and learning process. Hence, to identify their leadership activities in teaching, the procedures and interaction style in classroom teaching should be understood properly. Normally, related to teaching, a teacher does the tasks of teaching which are stated below:

- (a) Planning for curricular and co-curricular programmes.
- (b) Organisation of those programmes.
- (c) Determination of appropriate teaching method.
- (d) Making lesson plan, students' activities and teaching aids
- (e) Creating appropriate learning environment.
- (f) Explaining different concepts, making understand with examples and pictures and asking questions
- (g) Encouraging motivation and increasing power of acquired knowledge
- (h) Collecting proper data relating to teaching from students
- (i) Evaluating student learning
- (j) Working on supervision and inspection
- (k) Discussing with parents and guardians
- (l) Enlisting characteristics of continuous evaluation of students
- (m) Arranging continuous development of teaching
- (n) Promoting mutual relationship.

Different changes are faced by modern world. Various factors are storming our mind and the leadership is also sufficiently changing its nature. The factors, like decentralisation of education, attestation in the curriculum, globalisation and privatisation, attitudinal change of guardians etc. are influencing our global education system too. The following factors are essential for effective leadership which are also influenced by the global change.

- (i) Leader - his knowledge, skill and personality,
- (ii) Functions/objectives - variety of functions, complexity and clearness of objectives;
- (iii) Members of the Group - their motivation and skills;
- (iv) Environment and Working Situation-the pattern of changes in the environment, complexity and impact.

As the factors are to a large extent, influential in exercising leadership in educational institutions, so leader should always concentrate on fulfilling the needs of work, individual and group. If a leader shows some traits, then he can prove himself as a successful and effective leader. Some of the important traits are sociability, intelligence, self-esteem, adjustment power, responsibility, loyalty. energy for initiating new work, creativity, co-operative attitude. knowledge ability, accepting challenges and verbal clarity etc. The educational administrator, being a leader, must possess these qualities and if he really possesses such, then he would find no difficulty at all for smooth running of the educational institution.

1.11 Personal Characteristics of Leader

Leadership is an intangible quality and its effectiveness can best be judged by the behaviour and attitudes of followers. Even though, personal backgrounds and personalities differ widely, some of the factors such as education and socio-economic status are poor indicators of judgments of successful leaders. However, some behavioural characteristics may be

common to most of the successful and effective leaders. Some of these characteristics are:

Ability to inspire others This ability may be due to an internal "charisma" that is an inborn trait and may not be a learnable factor.

Problem solving skills An effective leader has developed the patience and ability to look at the problem from various angles and get down to the cause of the problem and he tries to solve the problem from its roots rather than the symptoms of the problem.

Emotional maturity Emotional stability and maturity is a major ingredient for effective leadership. It pertains to good adjustment to life, calm, cool and calculated reaction to undesirable situations and obstacles and normal acceptance of success as well as failure. Such leaders are self-confident, rational and are open hearted towards differences in opinions and opposing viewpoints. They generally have a happy family life and have a balanced outlook towards life and the world. They are warm and sensitive and not vindictive in nature.

Ability to understand human behaviour A leader must understand the needs, desires and behaviour of his subordinates and show respect for such desires. He is emotionally supportive and is careful enough to avoid ego threatening behaviour. He must give credit to subordinates when their efforts are successful.

Verbal assertiveness A leader must be an effective orator and must be confident of his views and opinions. He must communicate his views honestly and in a straight forward manner without fear of consequences.

Willingness to take risks Routine work, no matter how well-done, never makes a leader. Successful leaders always charter the unknown. They must accept and seek new challenges. However, the risks must be calculated ones and outcomes of actions be reasonably predicted. Should these risks result

in failure, a leader must take full blame and responsibility and not shift blame on others, even though they may be operative factors. He must be willing to tolerate frustration and defeat and learn from these failures.

Dedication to organizational goals A leader must demonstrate his dedication and commitment to the organization's mission, goals and objectives by hard work and self-sacrifice. He must make sure that his followers fully understand the organizational objectives and are equally dedicated and willing to work for these objectives.

Skill in the art of compromise Settling differences is a vital part of leadership and genuine differences must be solved by compromise and consensus. This will induce faith in the fairness of the leader. He must be willing to give in where necessary and must be able to take criticism with grace. However, he must not compromise for the sake of compromising or just smooth sailing but must be willing to take a stand on controversial issues and accept the consequences of his stand.

1.12 Summing Up

Leadership can be defined as the art of influencing and inspiring subordinates to perform their duties willingly, competently and enthusiastically in order to achieve the desired organizational goals. A dictatorship, under which the subordinates have to perform, would not be considered as leadership. A true leader motivates the followers to follow and induces a belief that the followers will gain by the policies of the leader.

Generally speaking, leaders are known to possess energy, intelligence, self-confidence, patience, maturity and a charismatic appearance and attitude. Whether these characteristics are inherited or learned is still a subject of debate. Which ones of these characteristics are important and necessary for leadership is not explainable. Many of these traits are also exhibited by

followers and it is not explained as to why followers could not become leaders.

Leaders are also judged by their behaviors as leaders irrespective of the characteristics. If a manager has high consideration for the welfare of his subordinates and his policies, procedures and work assignments are all acceptable to the subordinates, then such a manager would be considered a good leader.

There are three different types of leadership styles. There are autocratic leaders who make their own decisions and expect the subordinates to implement these decisions and accept no deviation from it. Then there is democratic type of leaders where the leaders ask the subordinates for input and feedback before making decisions and such input and feedback is taken into consideration very seriously. Finally there is laissez-faire style of leadership where the leader is simply the provider of information and resources and the subordinates are free to chart their own courses of actions and activities. The leader lets the subordinates develop their own techniques for accomplishing goals within the generalized organizational policies and objectives.

All leaders are expected to be able to inspire and motivate others. They should possess the skills of problem solving as well as skills of effective communication. They should be emotionally mature and should be able to understand human behaviour. They should be dedicated to the purpose of achieving organizational objectives and should be willing to take limited calculated risks when making decisions and during the decision implementation process.

1.13 Questions and Exercises

1. What do you understand by the concept of leadership? Discuss the characteristics of a leader with suitable examples.

2. Define the term leadership and distinguished between democratic and authoritarian leadership.
3. Innumerate different types of leaders and give the characteristics of democratic and autocratic leaders in detail.
4. Explain how leadership emerges in various situations. What are the functions of a leader?
5. Define leadership and explain the role of leader in social life.
6. Describe the characteristics of a successful leader?

1.14 References / Suggested Readings

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UNIT: 2

TEACHERS AS EDUCATIONAL LEADER

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Teachers as Educational Leader
- 2.4 Functions of Teacher as Educational Leader
- 2.5 Managerial skills of Teachers
- 2.6 Functions of a Teacher as a Leader in the classroom
- 2.7 Summing Up
- 2.8 Questions and Exercises
- 2.9 References/Suggested Readings

2.1 Introduction

The tasks of the teacher in today's context are demanding and very complex. With increased availability of knowledge centers and a rapid rise in enrolment of students, the responsibilities of the teacher have also increased. Teachers have to manage larger classrooms, dealing with varying learning abilities, cultural contexts, cognitive skills and motivational levels of students. Today, teachers are viewed not merely as providers but as facilitators of knowledge helping students create and apply knowledge to suit their unique contexts. There is the additional pressure of expectations of the stakeholders- job market, parents and changes and challenges necessitate the teacher to be a good manager and the need for effective managerial skill both inside and outside the classroom.

2.2 Objectives

After going through this unit you will be able to:--

- *understand* the concept of teacher as educational leader,
- *know* various functions of teacher as educational leader,
- *understand* various managerial skills of teachers.

2.3 Teachers as Educational Leader

Great teachers are also good managers. Teachers at all levels are also considered as managers some trained others not, yet they are expected to manage the most difficult and arguably the most demanding of professions-teaching. The styles of managing learning situations largely determine the effectiveness of teachers. A teacher needs managerial skills not only to effectively to plan, organize and execute tasks but also to enable him/her to relate to people. The task of overall development of future citizens is an enormous task for provide motivation to co-workers and students are skills that teachers must inculcate. The teacher as a manager has to perform the following functions.

2.4 Functions of Teacher as Educational Leader

Planning Function: Planning is an important attribute of management in achieving the aims and objectives required of education. Planning is a process that determines the future course of action and is undertaken at all levels of management. It is continuous and includes the process of perception, analysis and conceptual issue. Planning is the foundation of all management. In education it involves teachers, making curricular decisions regarding what students are to learn and instructional decisions regarding the learning experiences to be provided in the classroom. The scheduling of learning activities is a major planning task. Planning is ordinary done without the presence of students and even when students participate in the process, pre planning on the part of the teachers in necessary.

Organizing Function: Organisation is a means to bring the plan into existence. It is a media through which goals and the objectives of administration are achieved. The organizing function entails primarily the structuring of student sub groups and defining of rules, as well as making preparations for the implementing of plans. The organizing role expects teachers to make arrangements and develop an orderly structure to combine

all elements in classroom process into a unified whole. Well organizing is closely associated with systematic planning. Further, planning is concerned with identification of appropriate activities, organizing is activities. The role of teacher as an organizer is to link planning with all other roles of communicating, motivating and controlling.

Supervising Function: The teacher has to perform supervisory duties in school management. He has to supervise the following.

- To check attendance of the pupils and detect irregular and truant pupils.
- To check the practical work.
- To check the home assignment thoroughly and make necessary corrections.
- To supervise self-study made by the students in the library.
- To supervise the general welfare of his pupils.
- To supervise the work and conduct of the pupils in the hostel.
- To supervise their general behaviour and discipline in the campus

Recording Function: Recording is another important function of the teacher. In school the teacher has to maintain the following records and registers :

- Record of class attendance
- Record of realization of fees and fines
- Record of periodical tests in his subjects
- Record of medical inspection of his pupils
- Cumulative record card of his pupils

Reporting Function: When the achievement of the pupils has been assessed and the position of the child is ascertained, the parents are kept informed by the teacher.

Guidance Functions: Guidance is another management function performed by each and every teacher. The teacher has to guide the students in the following areas :

- In the selection of subjects
- In the selection of books
- In the selection of co-curricular activities
- In making the best use of library
- In developing regular study habits
- In developing healthy and scientific attitudes in life
- In improving their behaviour
- In making adequate educational progress

Evaluating Function: The teacher has to perform the duties of testing examining and evaluating the learners. He must evaluate the achievement of the pupils diagnose weakness spotlight brightness and provide guidance in the light of achievement. For the purpose of evaluating the pupils he has to conduct weekly, fortnightly, monthly and terminal tests score papers and tabulate results. The teacher must be fully conversant with the latest techniques of evaluation.

Classrooms are now considered to be the centers to facilitate learning among children. Teachers are at the heart of the learning process. They strongly influence both the quality of education that children receive at school and eventually their learning outcomes. The NCF-2005 considers teachers as facilitators of learning. Students are treated as creative learners. The teachers are supposed to create congenial environment for facilitating learning. This demands creative thinking, planning, organisation and management of classroom processes on the part of the teacher. It is very essential that teachers need to be trained in these areas so as to make them managers and facilitators of learning in real and practical sense.

2.5 Managerial skills of Teachers

Teachers, who can effectively demonstrate managing skills, whether consciously or unconsciously, appear to be some of our better teachers. Teaching is a noble profession and a teacher is a dedicated professional. As a professional, the teacher is required to make professional decisions each day. Some of the decisions are routine and hardly take efforts to make. But many are so important that if wrongly made will have fatal effects on his/her students' future life. A teacher, therefore, should deeply consider the manageability of his/her programmes so as not to fail in achieving the goals. A teacher is also a manager. Being a manager a teacher should be a good planner, organizer, executer and evaluator of his own job. In order to function effectively as a manager, a teacher should be knowledgeable, well-informed and skillful. He/she should also be open-minded, adaptive, creative, innovative and also critical. In order words, a teacher should be a dynamic developer of one's own personality and profession.

A skill is an individual's ability to translate knowledge into action. Hence, it is manifested in an individual's performance. Skill is not necessarily inborn. It can be developed through practice and through relating learning to one's own personal experience and background. In order to be able to successfully discharge his roles as a manager the teacher should possess some major skills. These are conceptual skill, human relations skill, communication skill, motivation skill and technical skill. Conceptual skill deals with ideas, technical skill with things and human skill with people. We may discuss the essential managerial skills of the teacher as under.

The Conceptual Skill:

Conceptual skill refers to the ability of a teacher to take a broad and farsighted view of the organization and its future, his ability to think in abstract, his ability to analyze the forces working in a situation, his creative and innovative ability and his ability to assess the environment and the

changes taking place in it. In short, it is his ability to conceptualize the environment, the organization, for himself and for his team. This skill seems to increase in importance as manager moves up to higher positions of responsibility in the school organization.

The Technical Skill:

Team teaching skill is the teachers' understanding of the nature of job that people under him have to perform. It refers to be persons's knowledge and proficiency in any type of process or technique. In a production department this would mean n understanding of the technicalities of the process of production. Whereas this type of skill and competence seems to be more important at the lower levels of management, its relative importance as a part of the managerial role diminishes as the manager moves to higher positions.

Human Relations Skill:

It is the ability of the teacher to interact effectively with people at all levels. This skill develops in the manager sufficient ability (a) to recognize the feelings and sentiments of others; (b) to judge the possible actions to and outcomes of various courses of action he may undertake and (c) to examine his own concepts and values which may enable him to develop more useful attitudes about himself. This type of skill remains consistently important for mangers at all levels.

Communication Skill:

Communication may be defined as the process of sending a message by one person and receiving the same by others that have meaning. The person conveying or sending information is called the 'sender' or the 'communication' and the person receiving information is called the 'receiver' or the 'communicate'. The information conveyed is known as the 'message'. The act of conveying the message is called 'transmission'. The

reaction of the receiver to the message is what is called 'response'. Research has found that only 7% of any communication is through words, 33% through the tone of voice and 60% is non-verbal – like eye contact, gestures, movement, smiling, silence etc.

There are many factors that work as barriers to effective communication. A communication barrier is anything that interferes or hinders the transmission of intended information from a sender to a receiver. These barriers may be related to the sender, receiver, organization or the feedback. Therefore, the teacher has to overcome these barriers to make classroom communication effective. Some important skills for effective communication have been outlined here.

- The first requirement of good communication is good or active listening. Effective listening ensures that messages are being received without being coloured by the listener's own assumption and prejudice. Good listening involves commitment to understand others, suspend assumptions, putting feelings first and facts second, and reflective listening.
- Maintain eye contact which will encourage concentrating on what is being said and lets the sender know he is being listened to.
- The next important skill for communication is feedback because communication is a cyclic process. A message is transmitted from the communicator to the receiver, and feedback is transmitted in the opposite direction. Feedback is message that indicates the level of understanding. It helps an individual keep his behaviour on target and thus better achieve his goal.
- Use verbal or on-verbal signs or comments such as. 'I see', 'Oh', 'Um hum', head nods or a smile. This encourages the speaker to continue.

Motivation Skill:

Motivation consists of the motivators which energize, activate, move, direct and channel and individual's behaviour towards certain goals. Motivation depends on the strength of the motivator and arises from unsatisfied needs. The understanding of motivation is crucial for teachers both inside and outside classrooms. Inside classrooms unless teachers understand what motivates students, they will not be in a position to support them to channel their behaviour towards achieving learning goals. Outside, the understanding of the needs and goals of self and other team members will help in aligning those with the organizational goals.

Teacher must keep in mind the following five critical factors required to sustain motivation of students in the teaching-learning process.

- The first of this is the feeling tone in the classroom. The teacher must ensure is there a level of comfort for students to want to do something and not be criticized or laughed at? Is there genuine atmosphere of encouragement?
- The second factor is level of concern. Level of concern is reflected in expectations of task completion and standards to be met by students. If the level is too high, it creates an anxiety that may prevent the students from focusing on the task. On the other hand, if the level is too low that the teacher does not seem to care whether the job is done or how well it is done, then again motivation to learn will slacken.
- There is likely to be high motivation for learning if students find it interesting. The teacher needs to match the student learning abilities and contesting reality of the student to the subject to retain interest.
- The goal set needs to be challenging and yet within reach. It is important to create conditions for success. This is particularly true to maintain motivation level when a new subject is being tried out.

- The final factor is knowledge of results. Feedback on performance aimed at communicating success as well as helping to learn from failures is critical to maintain motivation

Skill of Team Work:

Teachers have the opportunity to work in teams such as classroom, seminars, conferences and presentations by collaborating with one another. Working in a team ensures a richer understanding and seeking solutions creating in the best interest of the organization. An authentic team has the potential to provide social and emotional support to all its members. This leads to a quality improvement in commitment levels and enthusiasm even in times of setback and in difficult situations. Combining skills and information of all members of the team makes work situations more manageable. Teacher should be aware of the team work and team development.

As conflict may take place in team i.e. between teachers and students, among student's body or among school teachers on academic or interpersonal issues. The teacher should focus on resolving conflicts in a positive manner. When conflicts are resolved collaboratively, the whole group is strengthened and feels a sense of togetherness. Conflicts often arise because of a lack of communication and of positive working relationships. In order to cultivate such relationships, it is imperative for the teacher to get to know each other's beliefs values and interests. This will lead insight into the working methodologies of the group and prevent misunderstanding and conflicts.

Skills of Classroom Management:

Management of classroom is one of the main concerns of teachers. Even students expert teacher to be effective managers in the classroom. When class time is consumed by management problems, students are uncomfortable and little real classroom learning occurs. In other words,

good classroom management has one of the strongest influences on academic learning. When a teacher is a successful manager, he will be able to create more time for learning; involve more students to become self-managing. Hence classroom management and maintenance of discipline are two important responsibilities of a teacher. Successful teaching largely depends upon the classroom management skills of the teacher. For effective teaching, classroom management is considered to be the prerequisite. Therefore, besides mastery over the subject matter and teaching skills the teacher must acquire adequate knowledge, skill that is not only learned but also management. However, classroom management is a skill that is not only learned but also practical by the teacher in daily teaching-learning process.

Classroom management is a term used by teachers to describe the process of ensuring that classroom teaching runs smoothly despite disruptive behavior of the students. The term also implies the prevention of disruptive or disturbing behavior of the students in the classroom situation. Classroom management is closely linked to issues of motivation, discipline and respect. In the words of Prof.V. Mehra, "Classroom management means the complex set of plans and actions which the teacher uses to ensure that learning in the classroom is effective and efficient. It includes different activities, such as arranging the physical setting establishing and maintaining classroom procedures, monitoring pupil's behavior, dealing with deviant behavior and conducting lessons that keep students on task.

Classroom management involves the management of human as well as material resources. This can be done by the teacher in a successful manner by adopting the following techniques:

- The teacher must develop good interpersonal relationship with the students, maintenance of proper discipline in the classroom, adopt appropriate instructional strategy and develop self-evaluation techniques.

- The material resources of the classroom are the furniture's the instructional materials and the equipments. These materials should be well distributed and handled scientifically by the teacher.
- Daily activities of the classroom should be turned in to habits to facilitate speed and avoid wastage of time. The teacher should make seating in the class, roll call, orderly entering and leaving the class, developing class culture and establishing class rules a routine activity.
- While good room arrangement is not a guarantee of good behavior, poor planning in this area can create conditions that lead to problems. The teacher must be able to observe all students at all times and to monitor their work and behavior. The teacher should also be able to see the door from his or her desk. Students should be able to see the teacher and presentation area without undue turning or movement. Commonly used classroom materials e.g. books, attendance pads, absence permits and students reference materials should be readily available.
- Most of the classrooms have monitors or class captain who assists the teacher in classroom management. The teacher must carefully select the monitor one who is academically or sport or in both at the top. He must however, be quite social and not an isolate.
- The teacher must organize the activities of the class in a systematic manner. The teacher who conducts his/her teaching without any work schedule will create confusion in the class and hence the students become restless and agitated.
- The classroom behavior of the teacher influences the students very significantly. A sad-faced stern and irritable teacher's may create own in the class. The teacher's smile encouragement humorous and sympathetic attention influences positively the behavior pattern of the students.

- Discipline is one of the most important components of classroom management. The teacher is the fountainhead of all good discipline, Cunningham remarked. “Only strong personalities (Teacher’s) survive the test of maintaining discipline”. The teacher should be punctual, regular and devoted to duty, treat the pupils with love, sympathy and tact, know each pupil by name, note their conduct, not get upset or nervous exercise good control over emotions and should plan his work efficiently motivate students skillfully and provide a healthy, encouraging and friendly atmosphere.
- Whenever there is a confrontation in class there is a winner and a loser. Obviously the teacher needs to keep order and discipline in the class. However it is much better to deal with discipline issues privately than cause a student to lose face in front of their friends. It is not a good idea to make an example out of a disciplinary issue.

Teachers play vital roles in the lives of the students in their classrooms. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look an education system. He or she takes a prestigious status sometimes denied to kings and emperors and he/she plays pivotal role in the learner’s life. Around him, whole system of education revolves. The success or failure of teaching is determined often by the way the class is organized and managed by the teacher. A well-managed classroom will give the pupils rich support and opportunities for mental growth and development. Good classroom management produces favourable working conditions conducive to good learning and makes the school work enjoyable, lively and more interesting.

Thus the above discussion makes it apparent that teachers in the contemporary education system have to work not only as a friend and philosopher but also as an efficient manager. In order to develop their managerial skills, the teacher needs to acquire an understanding of concepts like team, motivation, communication, classroom management and technology. The aim of education is to provide knowledge build skills and

instill the right set of attitudes necessary for the development of a responsible citizen. Teachers need to be effective communicators with skills to listen to and provide feedback to the students under their care. Institutions of education need effective and motivated teams to carry forward the mantle of learning.

- **Controller of international relation:** The leader has to control guide and direct the internal relationship of the group. Since he is well aware of the qualities and advocates of the group, he can direct the internal relationship in a successful manner.
- **Purveyor of reward and punishment:** Leader has the power to give reward and inflict punishment on the group members. Those who act according to the wishes of the leader are rewarded. Again those who act against his wishes are punished.
- **Arbirtrator and medicator leader act as an arbitrator:** If there are certain conflicts and dissensions in the group. He acts as a judge and gives his judgment regarding the ways in which the conflicts can be resolved and establish harmony in the group.
- **Exemplar:** The leader should functions as an examplar. He should serve as a model of behavior for the group membership in order to behaviour for the group membership in order to stimulate them to follow his lead in a desired activity.
- **Symbol of the group:** The leader symbolizes his group to keep the group united and in act.
- **Leader as surrogate for individual responsibility:** The leader assumed the responsibilities of the individual members of his group. Individual members of the group are therefore relived of the responsibility as member of that group.
- **Ideologist:** The leader has to lay down the ideology of the group. It is this ideology that guides the action of the group. This ideology may be political, social or spiritual

- **Leader as father:** A leader has to play the role of the father of the society as well. He has not only to protect the interests of his followers but also provide them with everything that would make their living successful. The members may have some feelings towards him as the child has towards his father.
- **Leader as scapegoat:** A leader has also to become a scapegoat when the society or group he leads does not succeed: all the blame is put on his shoulders. Followers start hating him and he is responsible for everything that is bad or that went bad.

2.6 Functions of a Teacher as a Leader in the classroom

The person who leads a group of people or society is called a leader. Teacher as a leader does not mean any practical leader, it means the head of any organized group. It may be as school clubs, organization, fund and so on. The specific functions of the teacher as a leader in the classroom are as follows :

- **Maintenance of the class:** The main function of the teacher as a leader is to maintain the classroom situation. The teacher works inside classrooms to help students learn new ideas, often by demonstrating a lesson, co-teaching or observing and giving feedback.
- **Learning facilitator:** Facilitating learning opportunities among students is another role for teacher as a leader. Teachers can focus on what most directly improves student learning.
- **Curriculum specialist:** Understanding content standards how various components of the curriculum link together and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards follow

the adopted curriculum use common pacing charts and develop shared assessments.

- **Mentor:** Serving as a mentor for students is a common role for teacher as a leader. Mentors serve as role models; encourage students to new tasks and advise students about instruction, curriculum, procedure, practices, and politics. Being a mentor takes development of a new professional.
- **Resource provider:** Teachers help their students by sharing instructional resources. These might include websites, instructional materials, readings or other resources to use with students. They might also share such professional resources as articles, books lesson or units plans and assessment tools.
- Another function of a teacher as a leader is to meet the students demand. He must fulfill the students demand. Meet the demand of the students.
- **Maintaining discipline:** One of the main functions of a teachers a leader is maintaining discipline. If he fails to maintain discipline than all education system will be unsuccessful.
- **Gives reward and punishment:** The teacher as a leader represents the will of the students he can grant recognition to cetin students and also penalize others. Those who act well are rewarded and those who do act so well as are punished.
- **Making decision:** If the teacher faces some problem that he must consult that circumstances with other before to take decision.
- Teacher gives direction in the play ground he controls the behaviour of the students makes policy for the class, and acts as an ideal for the students.

2.7 Summing Up

Great teachers are also good managers. Teachers at all levels are also considered as managers some trained others not, yet they are expected to manage the most difficult and arguably the most demanding of professions-teaching. The styles of managing learning situations largely determine the effectiveness of teachers. A teacher needs managerial skills not only to effectively to plan, organize and execute tasks but also to enable him/her to relate to people. The task of overall development of future citizens is an enormous task for provide motivation to co-workers and students are skills that teachers must inculcate. The teacher as a manager has to perform the following functions. Planning, Organizing, Supervising, Recording, Reporting, Guiding and Reevaluation are some of the functions of a teacher as educational leader.

Teachers, who can effectively demonstrate managing skills, whether consciously or unconsciously, appear to be some of our better teachers. Teaching is a noble profession and a teacher is a dedicated professional. As a professional, the teacher is required to make professional decisions each day. Some of the decisions are routine and hardly take efforts to make. But many are so important that if wrongly made will have fatal effects on his/her students' future life. A teacher, therefore, should deeply consider the manageability of his/her programmes so as not to fail in achieving the goals. A teacher is also a manager. Being a manager a teacher should be a good planner, organizer, executer and evaluator of his own job. In order to function effectively as a manager, a teacher should be knowledgeable, well-informed and skillful. He/she should also be open-minded, adaptive, creative, innovative and also critical. In order words, a teacher should be a dynamic developer of one's own personality and profession.

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relating learning to one's own personal experience and background. In order to be able to successfully discharge his roles as a manager the teacher should possess some major skills. These are conceptual skill, human relations skill, communication skill, motivation skill and technical skill. Conceptual skill deals with ideas, technical skill with things and human skill with people. We may discuss the essential managerial skills of the teacher as under.

The person who leads a group of people or society is called a leader. Teacher as a leader does not mean any practical leader; it means the head of any organized group. It may be as school clubs, organization, fund and so on. The specific functions of the teacher as a leader in the classroom are—

- Maintenance of the class,
- Learning facilitator,
- Curriculum specialist,
- Mentor,
- Resource provider,
- Maintaining discipline,
- Gives reward and punishment, and
- Making decision

2.8 Questions and Exercises

1. Discuss the Role of Teacher as an Educational Leader?
2. What are the various functions of a Teacher as Educational Leader?
3. What are the various Managerial skills of a Teacher as Educational Leader?
4. What do you understand the classroom management? Discuss various techniques of classroom management.

2.10 References/Suggested Readings

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UNIT: 3
MEANING, NATURE AND SCOPE OF EDUCATIONAL
SUPERVISION

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Meaning of Supervision
- 3.4 Characteristics of Supervision
- 3.5 Nature of Supervision
- 3.6 Scope of Supervision
- 3.7 Summing Up
- 3.8 Questions and Exercises
- 3.9 References/Suggested Readings

3.1 Introduction

In any management system supervision and controlling are two inevitable parts. In education system expansion of education is confirmed by establishing new educational institutions, upgrading themselves from lower level to upper ones, and by making provisions to facilitate themselves so that they become able to contribute to the progress of education.

Here, the fact underlies that quality must be assured through education and in education. It is a prime concern at any level of modern education practices, which ensure both qualitative and quantitative expansion and improvement. Supervision, in this respect, is the concept that will determine whether the expansion and improvement are properly feasible or not. That is why, Indian Education Commission (1966) expressed - "Supervision is, in a sense, the backbone of educational improvement." Practically, with the help of both supervision and inspection a connection is made between the lowest and highest levels of education.

3.2 Objectives

After going through this unit you will be able to:--

- *understand* the meaning of supervision,
- *analyse* various definitions of supervision,
- *know* the nature of supervision, and
- *understand* the scope of supervision.

3.3 Meaning of Supervision

Before going to understand the meaning of supervision, let us have a look on the definition of supervision. There are several numbers of definitions delivered by different eminent persons to clarify the character of supervision. Let us find out some of those viewpoints which may provide a complete idea of supervision.

- (a) **Good, C.V:** Supervision in education leads to "all efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instrument, involves the stimulation of professional growth and development to teacher, the selection and revision of educational objective, materials of instruction and methods of teaching, and evaluation of instruction."
- (b) **Tead:** "Supervision is that phase of management which undertakes direct face-to-face oversight of tasks assigned to individuals or small groupss in order to assure correct and adequate performance."
- (c) **Spears H:** "Supervision has gradually moved from the improvement of instruction to the improvement of learning."
- (d) **Bartky, J.A.:** "Good supervision is always concerned with the development of the teacher, the growth of the pupil. and the improvement of the teaching-learning process."

- (e) **Wiles, K.:** "Supervision is assistance in the development of a better teaching-learning situation."
- (f) **McNerney, C.T.:** "Supervision is the procedure of giving direction to, and providing critical evaluation of the institutional process. The end result of all supervision should be to provide students at all levels with better educational services."
- (g) **Yeager, W.A.:** "Supervision is now conceived as process which has for its purpose the general improvement of the total teaching-learning situation."
- (h) **Briggs and Justman:** "In general, supervision means to co-ordinate, stimulate and direct the growth of the teachers in the power to stimulate and direct the growth of every individual pupil through the exercise of his talents towards the richest and the most intelligent participation in the civilization in which he lives."
- (i) **Douglas, H.R. and others:** "Supervision is the effort to stimulate, co-ordinate and guide the continued growth of teachers, both individually and collectively, in better understanding and more effective performance of all the functions of instruction, so that they will be better able to stimulate and direct each student's continued growth toward a rich and intelligent participation in society."
- (j) **Eye, GG and Netzer, A.L.:** "Supervision is that phase of school administration which deals primarily with the achievement of the appropriate selected instructional expectations of educational service."

Therefore, from above-mentioned definitions it is clear that supervision means to guide and stimulate the activities of teachers with a view to improve themselves, i.e. teaching as well as instruction and promotion of professional growth.

Researchers and educationists previously agreed upon the fact that supervision is primarily concerned with the purpose of improving instruction. Hence, it is mainly in connection with the development of teachers and pupils and certainly with the improvement of teaching-learning process.

Now-a-days, the concept of supervision has changed. It is, at present, not only related to the improvement of teachers as it was practised in earlier days, when the supervisory activities were directive and prescriptive. Now, according to the views of some experts, supervision should include a supervision with superior perspective attended by special preparation and position. It should again, be treated as a co-operative and comprehensive activity. Burton and Brueckner have, therefore, visualized it as "an expert technical service primarily aimed at studying and improving co-operatively all factors which affect child growth and development." Further, the experts affirmed that the primary function of modern supervisors of all types is leadership, encouragement and recognition of leadership in any other person either in the professional staff or among the community participants. In the light of this discussion, Neagly and Evans is of the view about the concept of supervision which states- "Modern supervision in school is positive democratic action aimed at the improvement of classroom instruction through the continued growth of all concerned - the educand, the teacher, the supervisor, the administrator and the parents of others interested lay person."

Hence, modern supervision has got a wider view in comparison with its previous concept. It should be more democratic today which seeks to constant efforts from the part of responsible officials. As in the words of P.K. Mishra (2008) - "They have to stimulate, co- ordinate, guide for continued growth of the teacher in a school, both individually and collectively in better understanding and more effective performance of all teaching activities. As a result of which teachers may be better able to

stimulate and guide the continued growth of every pupil towards the most intelligent participation in modern democratic society." This stands for the new concept of supervision that strongly believes and advocates four major issues of consideration related to school area:

- (i) The better improvement of teaching and other related areas;
- (ii) Facilitation regarding the necessary development of the teacher;
- (iii) The expected growth of pupils in all respects; and
- (iv) The positive outlook in maintaining the improvement of the teaching-learning process.

Somehow, with such a view, supervision in modern sense, keeps relation with inspection. Because, the degree of any supervisory activity or programme confirms success by depending upon the degree of inspection and inspecting officials are the real supervisors of the educational programme.

3.4 Characteristics of Supervision

Supervision has some definite characteristics. These are summarized as below:

- (a) Modern supervision directs attention towards the fundamental ideas of education and orients learning and its improvement within the general aim of education.
- (b) It is creative and dynamic expert technical service.
- (c) It provides leadership with extra knowledge and superior skills.
- (d) The aim of supervision is the improvement of the total teaching learning process, the total setting for learning rather than the narrower target of improving teachers in service.

- (e) The setting for learning focuses on the participation of a group of persons as co-workers with the objective of improving a situation.
- (f) Supervision promotes co-operative effort in a friendly educational atmosphere.
- (g) Teacher is assumed to hold a rightful position as a co-operating member of group concerned with the improvement of learning.
- (h) Supervision gives co-ordination, direction and guidance to teacher's activities.
- (i) It certainly assures the improvement of instruction teaching-learning situation and process.
- (j) It helps to achieve appropriate educational aims and objectives.

3.5 Nature of Supervision

The philosophy of democratic ideals, the psychology of group dynamics, interpersonal relationship, professional leadership etc. are accepted as essential ingredients of modern supervisory performances. Therefore, the major concern of supervision is to recognise the hidden talents of every person to the extent that their maximum potential will be realised. Because all human beings in the process of education-students, teachers, administrators and supervisors etc. are individuals of worth, having some unique talents and capabilities. Moreover, change and dynamicism are two significant determining factors of education. In a democratic social order, education works as a dynamic and progressive force and thus, modern supervision possesses this dynamism in its character. It will then, surely reflect the vitality of enlightened and informed leadership, especially in the arena of school situation.

Accordingly, the nature of modern supervision are:

Democratic in nature and approach:

Democracy never encourages a person going to do his activities according to his own way of thought and action. Rather it ensures a dynamic, understanding and effective leadership and also the co-operative working relationships with others. These, too, are man concerns of supervision. Mohanty (2002) has rightly put his view in this respect - "Modern supervision is based on the assumption that education is a creative and co-operative enterprise, in which, all teachers, pupils, parents and administrators participate and supervisors are their academic leaders who stimulate, guide and advise them in improvement of instruction." Lewin is also of the opinion that in a group, democratic leadership should nurture more objective attitudes, more co-operative effort, more constructive suggestion, greater feelings of 'we-ness' and more feelings of joint goals. Modern supervision must foster all these qualities.

Continuous process:

Keeping in view to the goal of improvement of teaching-learning situation the supervisors must render their services continuously with the purpose to stimulate, to co-ordinate and to evaluate the efforts of teachers and pupils. As there is a scope for refinement, so supervision is to be continued to fulfill those tasks.

Improvement of teaching:

The main task of supervision is the improvement of teaching. Teaching again helps to improve learning. The schools are established to provide all possible opportunities for learning which would certainly be better than other places. Therefore, if the teaching process is improved in a school by the activities and provisions made by the supervision, then the learning would better be enjoyed by students.

Comprehensiveness:

In earlier supervision, importance was given only on improvement of teaching efficiency and professional growth of teacher. But modern supervision is more comprehensive in nature. It means, supervision now includes the activities and programmes ensuring pupils' educational development, teacher's professional growth and improvement of the entire teaching-learning process. Actually, today, supervision is directed at improving all factors involved in pupil learning omitting just the visitation of traditional classroom situation and concentrating only the development of the totality of teaching-learning process.

Interpersonal relationship:

When each person already involved in the educative process is regarded as a human being with a unique contribution, then supervision can be called a successful one. Neagley and Evans have visualized that relationship among supervisors and all persons must be friendly, open, informal and congenial. It is desired that supervision must develop and maintain a high level of personal interaction. According to Wiles, "A group's productiveness is affected by the quality of its human relations, and the supervisor must work constantly for the improvement of group cohesiveness."

Communicative:

The good supervision is communicative too. The supervisor is connected with communication within a group as leadership depends on better social interaction. In order to improve communication, the supervisor should increase his skill as a discussion leader to provide the physical facilities that facilitate communication and also to improve the group processes. Researches already show that proper communication is related to good morale of teachers and free exchange of information helps in good planning.

Co-operative:

Education, from supervision point of view, is a creative and co-operative effort in which all persons, touching various levels of education, like teachers, students, administrators etc. ensure their participation and supervisors are their academic leaders, who guide, stimulate and advice them in the improvement of educational process and also in the attainment the goals of education. This can be done in an effective manner, when a great amount of co-operation among them while thinking and organising the educational activities and programmes, is ensured a lot.

Creative and scientific:

Supervision is always, in need of creation. The purpose of modern supervision is to search out the best in teachers in order to manifest their innate potentialities, to encourage the initiative, to find out their originality and self-expression, as it seeks to the creative participation of all the teachers for bringing improvement in the educational system. The supervisor should have new ideas, resourcefulness and original thinking. Besides, supervision should be scientific for enabling the supervisor to make his supervisory report precise, systematic and objective. In bringing improvement in teaching-learning process, he has to make the use of scientific methods through surveys, experiments, and action researches.

Positive and constructive:

The role of modern supervision is truly positive and not fault finding with the teacher. In contrary to the traditional system, present day supervisors show more positiveness in their nature. They deliver good remarks, encouraging statements, appreciable comments on good work done by the teachers. In stead of commenting any negative after finding any fault, they make constructive criticism by mentioning the ways and means for improvement. They even, encourage teachers to practice on constructive and critical thinking.

Participatory:

Modern supervision necessitates the significance of the participation of all concerned directly or indirectly in the supervisory activities of an educational programme. It ensures the participation of teachers, pupils, parents, community people, resource persons, specialists or experts and other members of the society etc.

Quality management:

Supervision is termed to be a main issue in the improvement programme of an educational institution. This key factor is nothing but a keen study and analysis for the improvement of total teaching- learning situation. Truly, supervision is related with all aspects of education as it lays stress on total management of the education system.

Adoption of a number of means:

P.K. Mishra comments - "In the modern educational system, the supervision adopts, uses or conducts seminars, conferences, workshops, school visits, meetings, class visits to assess the quality and progress of any educational programme. As a result of this it becomes easier on part of the supervisor who takes necessary steps and measures for its improvement."

Experimental and auto-critical:

The modern supervision concept ignites experimentalism and self-criticism. Neagley and Evans suggested that current practice of supervision should always be questioned and evaluated and placed before for critical analysis. The supervisor should insist all the teachers for searching always the better and effective means of teaching in doing their job.

Service:

Supervision is considered as a service to interpret to teachers and the public the educational policies of the authorities and modern educational ideas and

methods and also to interpret to the competent authorities the experiences, needs and aspirations of teachers and local communities.

3.6 Scope of Supervision

Modern supervision has covered a lot of aspects to give itself a wide variety. Practically, the following areas will prove the scope of supervision with broader perspective.

(i) Instructional Work:

Firstly, the supervisor is concerned with the ways and methods of improving instruction. For this, he supervises :

- Method of teaching employed for different subjects
- Audio-visual aids used
- The time-table
- The distribution of work among teachers
- The written work of students and its correction
- Teachers' lesson diaries and entire instructional planning of a school

(ii) Co-curricular Activities:

The supervisor has to supervise the organization of various co- curricular activities according to their need and importance. So he concentrates on the activities of

- Scouting
- Games and sports
- Clubs
- Dramatics

- School magazines
- Student Council
- Library services
- Educational tours
- Field trips Hobbies
- School museum and
- Picnic

(iii) Records and Registers:

The supervisor has to examine all sorts of school records and registers.

Normally, he will supervise the following types of records-

- Government account register Student fund register
- Admission register
- Cash book
- The log book
- The stock register
- The receipt book

(iv) The school Environment:

- Related to school environment, the supervisor has to look into the following issues, like-
- School discipline
- General behaviour of the students
- Relationship between the head of the institution and his staff, between staff and students.
- Emotional climate of the school
- Habits of cleanliness by the students
- Beautification of the campus
- Cleanliness of school surroundings.

- Goodwill of the self-government formed by students
- Plantation of trees
- Relationship among teachers
- Hygienic conditions of the toilet, water supply and canteen
- Relationship of the head of the institution or school with the community people

(v) Management:

Supervision of management is an important aspect of the scope of supervision in education and it implies on discharging new ideas, techniques and practices for school improvement. The aspects included in this area are -

- Collection of different statistics important for the institution Dealing with aided schools and their managing committees
- Arrangement for the communication of orders and circulars issued by the authority
- Disbursement of grants received from the government
- Holding a number of inquires and investigations as a result of complaints
- Sanctioning leave
- Appointing and transferring teachers
- Providing clarification and interpretation of rules
- Conducting surprise inspection from time to time
- Acting as a medium of departmental correspondence

(vi) Development Aspects:

Regarding developmental activities, the supervisor supervises the following things-

- Assessment to the justification of its existence by the school itself
- Justifying the proposals for extension of the school building
- Allotment receipt and the progress made

- Difficulties faced and steps taken by the headmaster as remedial measures
- Construction of the new building and its progress
- Concerning with the all-round development of the students.

(vii) Guidance:

The supervisor not only supervises, but provides guidance to teachers and other school personnel for ensuring qualitative improvement of education. Hence, the areas which he touches for proper guidance, are as follows-

- Innovations in teaching
- Remedial instruction
- Construction of test and analysis of test results
- Community mobilization and support

Undertaking special projects in the school Conducting seminars, conferences, meetings and workshops to discuss about problems and their solutions

3.7 Summing Up

It is notable fact that the supervision and inspection, being the two wings of a same process, have potentiality to contribute to the education system for its development. But they could not justify their job due to different reasons since independence. It is supported by Khanna and others (1995) "The dawn of independence was expected to make material changes in the system of supervision and inspection but by and large, it has failed to make any substantial contributions to the developmental aspects of schools." Since then, the view about the roles of both processes have undergone changes as they are highly important for the improvement of school programmes. Now, after removing all the drawbacks, if the two processes are enriched, re-arranged and improved further, then it can be said that the real appreciation of the posts of supervisor and inspector can be done and they would be able

to approach the problems of the school with greater appreciation of the realities from their own experiences.

3.8 Questions and Exercises

1. What do you mean by Supervision?
2. Write five characteristics of Supervision?
3. State the nature of Supervision?
4. Discuss the scope of Supervision?

3.9 References/Suggested Readings

- Mohanty. Girishbala: *Social Psychology*, kalyani Publishers, Noida, New Delhi, 1997.
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UNIT: 4
OBJECTIVES AND FUNCTIONS OF EDUCATIONAL
SUPERVISION

Unit Structure:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Objectives of Supervision
- 4.4 Functions of Supervision
- 4.5 Difference between Inspection and Supervision
- 4.6 Meaning of Inspection
- 4.7 Objectives of Inspection
- 4.8 Types of Inspection
- 4.9 Summing Up
- 4.10 Questions and Exercises
- 4.11 References and Suggested Readings

4.1 Introduction

The primary objective of supervision is to improve teaching and with the help of that it makes the purposes of school a successful one. Even the curriculum planning, organisation of learning experiences, use of audio-visual aids, methods of teaching and the system of school organisation as a whole are shaped and influenced by the aims and objectives of supervision.

4.2 Objectives

After going through this unit you will be able to:--

- *understand* various objectives of supervision,
- *know* the functions of supervision,
- *distinguished* between Inspection and Supervision,
- *understand* various types of Inspection.

4.3 Objectives of Supervision

The primary objective of supervision is to improve teaching and with the help of that it makes the purposes of school a successful one. Even the curriculum planning, organisation of learning experiences, use of audio-visual aids, methods of teaching and the system of school organisation as a whole are shaped and influenced by the aims and objectives of supervision. Different educationists have put forward different views about the objectives of supervision. Some of these are:

P. Chandrasekharan (1997) has stated several objectives of supervision which are as follows –

- (a) To set up suitable goals for the educational institutions.
- (b) To provide professional leadership to the institutions in order to improve their working.
- (c) To enlarge the teacher's concept of the meaning of education.
- (d) To induce the newly appointed teachers into the school and into the profession.
- (e) To develop an understanding of the place of education in our civilisation and of the special functions of education.
- (f) To bring about a realisation of local needs and conditions.
- (g) To help teachers to analyse critically their own activities.
- (h) To ascertain the work in which each teacher is most successful and in which he is capable of most growth.
- (i) To unify teachers into a team, all working intelligently, and willing to appreciate cooperation to achieve the same general goals.
- (j) To ascertain and bring about needed changes in the organisation and administration that will facilitate effective teaching.

- (k) To assist teachers in diagnosing pupil needs and to help in planning for growth and power and satisfy them.
- (l) To popularise the school programme, especially its success so that the public will be more understanding and sympathetically helpful.
- (m) To direct teachers towards unfamiliar sources of immediate aid and materials for continuing growth.
- (n) To share with the public problems of the school so as to get suggestions for their rectification.
- (o) To protect teacher from unnecessary and unreasonable demands by the public on their time and energies, and to protect them from uncalled for criticisms.
- (p) To develop a professional awareness and concern for the profession.

Dr. S.R. Pandya (2001) also mentioned several objectives of supervision.

- (1) To facilitate and enhance student development and thereby eventually, societal development..
- (2) To provide leadership in securing continuity and constant readaptation in the educational programme,
- (3) To develop co-operatively favourable teaching-learning environment in terms of:
 - (i) improved teaching-learning methods,
 - (ii) Psycho-social climate and
 - (iii) infrastructural facilities.
- (4) To anticipate teachers' difficulties and problems and to prevent and/or solve them.

- (5) To eliminate factors causing dissatisfaction among the staff and defects in the curriculum and/or managerial processes.
- (6) To bring about steady development of an institution.
- (7) To encourage originality, variety and independent experimentation.

4.4 Functions of Supervision

Supervisory functions may be classified into two broad categories - Academic and Administrative. In real situation, normally the supervisor has limited administrative duties or no duties at all. But sometimes he has to look upon a large number of administrative functions. Now, the duties of the supervisor in both the categories are mentioned below -

A. Administrative Duties:

- (i) Selection and appointment of subordinate teaching and non-teaching staff.
- (ii) Sanction and payments of grants and remuneration.
- (iii) Provision of physical facilities to schools and subordinate officers.
- (iv) Recognition and gradation of schools.
- (v) Holding of scholarship examinations and awarding scholarships.
- (vi) Approving resolution of the managing committees and observing the managing committee in the matter that they are working properly or not.
- (vii) Checking the accounts and records of schools.
- (viii) Checking the safety and security of the school plant.
- (ix) Maintaining proper service-conditions and eliminating grievances of teachers in time.
- (x) Checking proper distribution of work-load.
- (xi) Examining the posting, appointment and transfers of the staff.

(xii) Checking salaries, duties and leave of the school personnel.

(xiii) Issuing orders and circulars from time to time.

B. Academic Duties:

(i) Supervision of instruction, that necessarily includes the curriculum followed, the text book prescribed, the teachers' diaries, methods of teaching, the use of teaching aids, home work assigned and corrected etc.

(ii) Maintenance of standards, especially in teaching-learning process, quality of education provided, admission, evaluation and in overall school performances.

(iii) Guidance and demonstration of lessons and experiments to the teachers and also in other segments of their instructional work.

(iv) Orientation of teachers through in-service training courses, seminars, staff-meetings, conferences, workshops etc.

(v) Evaluation and assessment of pupils' achievement.

(vi) Organisation of various co-curricular activities, social service and community activities.

(vii) Organisation of competitions, tournaments, inter-schools activities at Block, District and Circle levels.

(viii) Verifying the proper maintenance of school records, like cumulative record card, examination registers, progress cards etc.

(ix) Preparation of instructional materials like hand books, guide books, lesson notes, scheme of lessons etc.

(x) Conducting surveys, researches and experimentation.

(xi) Co-ordinating the activities of the Board of Secondary Education, State Institute of Education with those of schools, follow-up and feedback activities.

(xii) Creation of healthy conditions of work in the school by supervising school discipline, personal hygiene of the pupils, cleanliness in the school, physical and mental health of the pupils etc.

4.5 Difference between Inspection and Supervision

Inspection signifies a very old concept. Through inspection the control in academic institution is maintained. On the contrary, in supervision the major concern is the promotion of educational institution or its development. Moorar (1956) said in this regard - "In modern education the term 'Supervision' is used to describe those activities which are primarily and directly concerned with studying and improving the condition which surround the learning are growth of pupils and teachers."

Due to that, in modern times, the older concept of inspection has been changed and there introduced the concept of supervision. Now it is proved and agreed that the school inspector is initially or educational advisor. His duty is not to find fault with others. In stead, he should think and work about measures for improvement.

Now, the Common differences between the two are :

Inspection	Supervision
1.It is an authoritarian concept in developing teaching and learning situation.	1.It is a modern democratic concept in developing teaching and learning situation.
2. It is authority dominated and in it, some orders are imposed from outside.	2. It is co-operative and with the combined effort of the teacher and the supervisor all materials and resources are utilized and on basis of that general rules and laws are automatically evolved.
3. In case of inspection, one kind of fear and disbelief to the inspector creates in mind.	3. The supervisor plays the role of friend, advisor and guide to the teacher.
4. It is a rigid, monotonous type of inspection and it turns the education	4. Supervision makes teaching a flexible and with full of variety. It

system into a variety-less system, which includes a routine inspecting activity.	analyses the problems of education or the school deeply.
5. In inspection, the teacher has no freedom. Sometime, he suffers from inferiority complex.	5. In case of supervision, teachers feel free and safe and even they can exchange their thought freely.
6. It is felt that the inspector is the last person in improving teaching and learning situation. Whatever he would deliver, teachers and school authority should obey that without any variation and exception.	6 The suggestion of the supervisor is not the last word in improving the teaching- learning situation. Here, decisions are taken through group planning in a democratic environment.
7. It is centred round the teaching provided by the teachers.	7. It circels round the purposes of study. methods, students, teachers, study contents or subjects and the school situation.
8. It is done by chance and without preparation of any planning.	8. It is planned and organised according to definite time penod.
9. Through inspection, the inspector cannot express his creative talent and hindres in playing his own role.	9. But supervision lays stress on the importance of showing creativity by the teacher. Hence, the teacher finds encouragement in playing his own role.
10. This system fails to give education according to the needs of students.	10. It takes effort by giving importance to the needs of students, the basis of which is the principle of individual differences.
11. Generally, only one person is involved In inspection of schools.	11. In supervision, many educations can involve themselves in supervisory performances.

4.6 Meaning of Inspection

Inspection is said to be one of the major points of an educational system which tends to examine critically one or more aspects of the school and its programmes. In India, the Departments of Education keep a very strict hand by enforcing control and authority on schools under their jurisdiction. Therefore, an inspector holds a key position in both academic as well as administrative features of an educational institution.

Regarding the definition of inspection, some views are identified as below:

1. Tead - "Inspection is that phase of supervision designed to assure that the quantity and quality of work done at individual jobs are up to required standards."
2. International Conference on Mass Education (Geneva) - "Inspection should be considered as a service to interpret to teachers and the public the educational policies of the authorities and modern educational ideas and methods and to interpret to the competent authorities the experiences, needs and aspirations of teachers and local communities."
3. Pandya - "Inspection is a process of formally examining and evaluating a school's functioning, results and progress with a view to identify weaknesses and bring about improvement on the basis of advice embodied in a report."

Therefore, inspection is a process which helps to improve the quality of education. Its main purpose is to ensure the success of an educational institution. The activities which the institution discharges commonly, their quantitative and qualitative levels, are maintained properly or not, etc. are examined by inspection. It ultimately confirms the continuous progress of the existing educational system on the basis of the principles of society or the state. Except for external inspection, it can be followed internally too. Basically, the concept of inspection has faced different changes and inspection was

considered as service to interpret to teachers and the public the educational policies of the Government and latest educational ideas and methods. But now it is advised to inspectors that they should deal the matters of an educational institution more sympathetically and tactfully with the help of own knowledge and experience so that teachers can make their schools enlightened and humanist institutions.

4.7 Objectives of Inspection

The significance of inspection lies in its objectives which, at present, broadens the concept of inspection. Now the objectives of inspection are mentioned below;

(a) The main objective of inspection is to raise the working power of schools. Whatever the social objectives of education are set forth, the school must step forward to the fulfillment of those objectives. That is why, inspection should thake necessary steps for that and it is the prime objective of inspection.

(b) If there is no good connection between the school and the society, then the existence of schools would be endangered. Hence, making a bond between school and society is another objective of inspection.

(c) The objective of inspection is to assist in fulfilling the specific needs of the teachers. Good inspection must provide an appropriate environment and also supply necessary equipments in the school so that teachers can properly play their roles.

(d) The objective of inspection is not only limited to school functions; the guardians and teachers must interchangeably know their requirements and to make a provision of this, it is one of the objectives of inspection.

(e) In every country, there is a definite policy on education. If all schools of a country do not follow these policies, then there would be a chaos and

indiscipline in the system of education. So, maintaining a balance among all schools of a state is another objective of inspection.

(f) Provision of good leadership in various efforts taken by teachers is the objective of inspection. Every teacher must work with the aim of experimental attitude for the welfare of the school. So, the objective of education is to create among teachers this experimental attitude and to sustain it for a long time.

(g) Lastly, the objective of inspection is to justify different problems faced by teachers in the school and provide them too good guidance so that they can overcome those problems. Here, not only in the area of education, inspectors should guide the head teacher in his administrative functions too.

It is true that the above discussion indicates to the selection of that person as inspector, who would not only be a knowledgeable person, but he must have, sufficient experience in this field.

4.8 Types of Inspection

The inspection can be divided into three types:

(i) The Corrective Type: 'Fault-finding', or 'Police character' is another name of this type. Here, the inspector visits a school with a view to find faults and mistakes with the methods of teaching. His main purpose is to identify weaknesses and defects of teachers, to note down these in a summary form, prescribe what to do and what not to do etc. Naturally, this type of inspection has no useful purpose. Teachers do not like such inspection and want to avoid it with a feeling of unhappiness. It is basically a negative affair which aims at rectifying the defects of the school system and there is no room for any suggestions for improvement.

(ii) The Preventive Type: In this type, the inspector with long experience and better insight, is able to predict the problems existing in the school, and

can assist the headmaster, teachers and others of a school and takes attempts to offer suggestions for overcoming the problems by devising solutions. As Khanna and others (1995) commented "This type of inspection (preventive type is somewhat helpful to the educational institutions and teachers at this leads the teachers anticipate new situation and find appropriate ways and means to remove deficiencies." This type of inspection further creates a sense of confidence in the teachers and helps them to introduce innovative methods or a programme.

(iii) The Creative Type: The creative type inspection is probably the best type. It normally promotes originality, imitateness, inventiveness, experimentation and democratic growth. Pandya (2001) opined in this regard that this inspection type "is aimed at liberating teachers from a rigid framework of procedures, methods, strategies and techniques so as to make them confident, hopeful, self-reliant, innovative, optimistic and enthusiastic in their work." Such a type makes the teacher co-operative, resourceful and encouraging so that he can contribute more to his profession and become effective in accomplishing the aims and objectives of the school. As such, the entire school system becomes developing, democratic and creative under such inspection which stimulates teachers' new ideas and inspires them to make experiment with their new ideas.

4.9 Summing Up

Inspection is said to be one of the major points of an educational system which tends to examine critically one or more aspects of the school and its programmes. In India, the Departments of Education keep a very strict hand by enforcing control and authority on schools under their jurisdiction. Therefore, an inspector holds a key position in both academic as well as administrative features of an educational institution.

4.10 Questions and Exercises

1. State the objectives of Supervision? Discuss various functions of Supervision.
2. Distinguished between Inspection and Supervision?
3. What do you mean by Inspection? State the objectives of Inspection?
4. Discuss various types of Inspection?

4.11 References/Suggested Readings

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UNIT: 5
DEFECTS OF EXISTING SYSTEM OF SUPERVISION AND
REMEDIES

Unit Structure:

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Defects of Existing System of Supervision
- 5.4 Remedies for Existing System of Supervision
- 5.5 Summing Up
- 5.6 Questions and Exercises
- 5.7 References/Suggested Readings

5.1 Introduction

Researchers and educationists previously agreed upon the fact that supervision is primarily concerned with the purpose of improving instruction. Hence, it is mainly in connection with the development of teachers and pupils and certainly with the improvement of teaching-learning process.

Now-a-days, the concept of supervision has changed. It is, at present, not only related to the improvement of teachers as it was practiced in earlier days, when the supervisory activities were directive and prescriptive. Now, according to the views of some experts, supervision should include a supervision with superior perspective attended by special preparation and position. It should again, be treated as a co-operative and comprehensive activity.

5.2 Objectives

After going through this unit you will be able to:--

- *identify* various defects of existing system of supervision,
- *understand* the remedies for existing system of supervision.

5.3 Defects of Existing System of Supervision

School inspection is highlighted as a vital process in the improvement of educational programme prevailed in the school. But this concept has been blamed and criticized in the following grounds:

(1) The inspectors have a good responsibility and authoritative powers to work for the improvement of teaching-learning process in educational institutions. But it is observed from practical point of view that they are misusing their powers. In this way, they become egoistic, self centred and biased in their frame of work.

(2) The time spent for inspection is not enough for this type of important work. Generally, inspectors utilise their time mostly in doing administrative activities, like checking accounts, time-table and administrative procedures of the school. But they have very little time to supervise teaching process and to make favourable suggestions to solve the problems of teachers. As a result, the academic aspect of school education becomes neglected.

(3) Sometimes, the number of school under the control of an inspector and the distance from one school to another is such a long and maximum that making connections and communication with those schools and also taking initiatives to solve their problems become very difficult. If an inspector fails to communicate properly, then it would be really a dissatisfaction and problematic to the schools.

(4) As the number of schools increases, the persons as inspectors are not increased by Governemnt. As such, it is hardcore duty of an inspector to cover a good number of schools or to visit for inspecting their teaching-

learning programme. It may even become difficult to visit each school once a year.

(5) It is supposed that the school inspector would be 'friend, philosopher and guide' to the school personnel. But practically, he performs the role of a critic. It seems that his prime duty is to criticise, finding fault with others. Therefore, this inspection process to related persons becomes resentment and unsatisfactory. According to Ryburn, "The inspector holds an extremely autocratic position, where, if his will is not exactly law, it is so nearer to it that for all practical intents and purpose the teacher and headmaster regards it as such."

(6) The Panchayats in India are given more powers today, especially in the development of rural sector. The Panchayat level officials have to perform their duties in collaboration with school inspectors relating to the entire improvement programme of the school. Here, they frequently exercise their authoritative power and control over the inspecting staff which is another defect of modern inspection.

(7) Inspectors are provided less scope and facilities for their works to do. As a result of this, they are incapable to exercise their freedom properly for making supervision work effective.

(8) Mostly, the inspectors are ill qualified, inexperienced and academically weak persons. If the inspecting personnel are of such standard, then their work would not be fulfilled properly.

(9) Related to the above point, it can be said that defective method is followed in selection of inspecting officers. It means that there is a need of systematic and planned way of selecting process through which persons having requisite qualification and teaching experience can be selected and recruited as inspecting officers.

(10) Most of the school inspectors are not well acquainted with modern theories and principles of education and its practical usages. Even they have no connection with the teachers or teachers,-training institutions where research activities are done. They are in maximum limited to the official file-matters. Dr. Diwekar supports this view "Unfortunately our educational administration, today instead of being 'child centred' is tending towards becoming only 'file centred'."

(11) Regarding the reconstruction of education, new practical subjects are taken as subjects of study. For instance, art, music, home science, technical subjects, environmental science, human rights etc. Inspectors know little or have no better knowledge about these subjects. So, without having mastery, they cannot perform well in their task.

(12) Now-a-days, inspectors are not getting adequate rights and powers to accelerate their inspection work effectively.

(13) Already there is a provision of in-service training programme for the inspecting officers for the primary level of school education, which is absent in the secondary stage of education. As there is increasement in the number of schools, so limited number of inspectors find such training every year. It is a sorrow state that the Government is not entrusted the task of providing in-service training to the inspectors to any agency of education.

(14) There is no scope for providing inspection related journals, supply of inspector's handbook, publications of other related documents etc. which are essential for ensuring professional growth of inspectors.

(15) With the growing population status in India, the number of school and students have been increased sufficiently over the last few decades of the previous century. The budget allocation made by the state government in the area of school inspection is not adequate. In this situation, the inspectors can hardly be motivated to render their services properly.

(16) There is not any separate government department to evaluate all the activities of inspectors. Sometimes, it will favour and make valuable suggestions or take important measures for further improvement of inspection.

(17) It is seen that in maximum cases, time is a crucial factor for the inspectors to discharge their duties well. It really becomes as a constraint as they are provided with vehicles to the places where there are poor transportation facilities or accessible problems.

(18) The Education Commission (1966) mentioned about the three defects of the district inspection system.

- (i) Inadequacy of number of inspectors in comparison with the number of schools;
- (ii) Comparatively poor quality of personnel are involved due to low rate in salary system; and
- (iii) As maximum number of inspecting officials are educated with generalized education, so there is a dearth of expert specialists.

5.4 Remedies of Existing System of Supervision

Several definite steps should be taken to make school inspection process a dynamic and progressive one. These are as follows:

(1) The right persons need to be attracted to the posts of inspector and for that the salary and status of inspectors must be raised higher.

(2) The persons for the posts of inspectors should be carefully selected with appropriate power and authority from among the best teachers and heads of institutions. After selection, they should be required to undergo suitable courses of pre-service or in-service training.

(3) The officers who have been recruited as inspectors, must know some issues, like school organisation, organisation and modernisation of school educational programme, modern evaluation methods, modern teaching methods etc. Above all, they should have adequate administrative knowledge.

(4) Special training should be arranged for school inspectors. For primary level inspectors, DIET, SCERT and for secondary level inspectors, IASE or CTE would be given responsibility for this type of training.

(5) If necessary, then recruitment would be made from among the experienced and aged professors or faculties of any teachers, -training institution.

(6) The inspectors would be given relief, so far as possible from daily routine work of administration, by providing them with an adequate, well qualified office staff, so that they may spend as much time in the school as possible.

(7) There must be a separation of administrative and academic functions of school inspectors. Only then inspectors can concentrate on academic matters of the school and they can become really the friend and guide to the school personnel.

(8) An inspector should not handle too many schools under his jurisdiction. He should not be expected to inspect all types of schools in all subjects. He should visit the schools regularly and offer general help to teachers. Like USA, a group of Education officers can be panelized to visit the schools and report periodically on a regular basis. These reports of inspection combinedly will be comprehensive, constructive and of lasting value to the school authorities.

(9) Norms can be fixed on basis of some factors, like size of the school, number of teachers, distance etc. so that inspection becomes more intensive, purposeful and systematic.

(10) According to the views of inspectors, the schools which have low academic standard or require special measures to become educationally sound, more planned and surprise visits are desirable for them. Needs of such type of schools should be identified and appropriate remedial measures would be taken accordingly.

(11) In order to encourage the professional growth of staff personnel, the following steps should be taken to this end-

- (a) Organising demonstration lessons.
- (b) Arranging inter-school visit.
- (c) Disseminating educational literature.
- (d) Strengthening teachers' reference libraries.
- (e) Organising seminars, refresher courses and workshop.
- (f) Conducting individual conferences with teachers. (g)
Conducting group conferences with teachers.

(12) Various aspects of the school should be assessed and examined while inspection will take place. Similarly, all aspects of teaching of a subject, e.g. quality and quantity of works done and checked should be taken care of.

(13) The remarks and suggestions of the inspector should be sent to the school as early as possible, after the completion of his visit to the school. The school should, in turn, consider this report without any delay. Here, instead of pointing merely the faults and mistakes, the inspector must show the ways and methods of correction and must give suggestions for future improvement of educational activities of the school.

(14) The inspector needs to acquire a certain amount of proficiency in the field of educational research so that he can guide and inspire the school personnel in conducting action research with regards to the significant problems of educational institutions. (15) A collaboration should be made between the inspectors and the organisations or agencies who are working for the development of school education. In this way, a multifarious inspection process can be built possible.

5.5 Summing Up

It is notable fact that the supervision and inspection, being the two wings of a same process, have potentiality to contribute to the education system for its development. But they could not justify their job due to different reasons since independence. It is supported by Khanna and others (1995) "The dawn of independence was expected to make material changes in the system of supervision and inspection but by and large, it has failed to make any substantial contributions to the developmental aspects of schools." Since then, the view about the roles of both processes have undergone changes as they are highly important for the improvement of school programmes. Now, after removing all the drawbacks, if the two processes are enriched, rearranged and improved further, then it can be said that the real appreciation of the posts of supervisor and inspector can be done and they would be able to approach the problems of the school with greater appreciation of the realities from their own experiences.

5.6 Questions and Exercises

1. What do you mean by supervision?
2. What are the defects of existing system of supervision?
3. Suggest various remedies to improve the existing system of supervision?

5.7 References/Suggested Readings

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BLOCK V:
CONTEMPORARY ISSUES IN
EDUCATIONAL MANAGEMENT

Unit 1 : Supervision and Inspection in Education

Unit 2 : Total Quality Management in Education

Unit 3 : Performance Appraisal of Teachers

Unit 4 : Public Private Partnership in Education

Unit 5 : Educational Entrepreneurship and collaboration

Unit 6 : Organizational Climate and Institutional Effectiveness

Unit 1:

SUPERVISION AND INSPECTION IN EDUCATION

Contents:-

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning of Educational Supervision
 - 1.3.1 Characteristics of Supervision
 - 1.3.2 Scope of Supervision
 - 1.3.3 Functions of Supervision
 - 1.3.4 Need of Supervision
- 1.4 Concept of School Inspection
- 1.5 Supervision and Inspection
- 1.6 Summing Up
- 1.7 References and Suggested Readings
- 1.8 Model Questions
- 1.9 Answer to check your progress/Possible Answers to SAQ

1.1 Introduction

In the earlier blocks, you have learnt about the educational management, organization and how they are pillar of a successful education system. This block will cover some of the important and contemporary issues of present educational management. Among the various issues one of the significant issues is supervision and inspection. This unit will deal with these issues or aspects of educational management and its allied concepts.

1.2 Objectives

After going through this unit you will be able to-

- *comprehend* the meaning of educational supervision
- *know* the nature, scope and allied concept of educational supervision
- *understand* about the concept of educational inspection
- *analyze* the relationship between supervision and inspection

1.3 Meaning of Educational Supervision

Before analyzing the concept of educational supervision, you must be clear with the term-Supervision. We often use this term supervision. It has several meanings. Commonly the term supervision means “to superintend, or to guide and to stimulate the activities of others with a view to their improvement.” In education, supervision carries the same general concept, but is usually applied to the activities of teaching. As such it implies the supervision of instruction. Supervision, for a supervisor, is a positive force for programme improvement, for a teacher it is either a kind threat to his individuality or an assistance and support to his profession. Teacher’s feelings about supervision differ because of various ways in which supervisors have interpreted their role.

The society maintains schools in order that youth may be educated for participation in the society and the educational organization organizes *supervision* to maintain, change and improve the provision and actualization of learning opportunities for students. As such, educational supervision is regarded as a total process inclusive of all responsibilities and functions necessary for running the school smoothly. Educational supervision is concerned with the improvement of whole teaching-learning process. But, it is true that teaching-learning cannot be improved until the teachers’ quality improves. For developing teachers’ quality interaction between the supervisors and the teachers is necessary. As such, the modern supervision is based on psychological principles of behavior modification and behavior technology, whereas, the old concept of supervision was inspection-oriented only.

Definition of Supervision

Different views can be found regarding the concept of supervision. Some of them are-

Harold Spears said, “Supervision has gradually moved from the improvement of instruction to the improvement of learning”.

As per **Dicky’s view**, “Supervision is a planned programme for improvement of instruction.”

In the words of **Moorar**, “Supervision is directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers.”

According to Asams and Dicky, “The function of educational supervision is the improvement of instruction.”

Again in the words of **Kimball Wiles**, “Supervision is assistance in the development of a better teaching-learning situation”.

Thus the term supervision has been defined by different educationists in different ways. But all agree that the improvement of instruction is a cooperative process in which all the teachers participate and the supervisor is an educational leader who acts as a stimulator, guide and consultant to the teachers in their effort to improve instruction.

Check Your Progress

Question 1: What do you mean by educational supervision?

Question 2: State any definition on supervision.

1.3.1 Characteristics of Supervision

On the basis of the above mentioned concept of educational supervision, the following feature can be opted out-

- It is a creative and dynamic expert technical service.
- It provides leadership with extra knowledge and superior skills.
- It promotes cooperative educational effort in a friendly atmosphere.
- It gives coordination, direction and guidance to teacher’s activities.
- It stimulates the continuous growth of teachers and development of pupils.
- It improves instruction and the teaching-learning situation and the process.
- It helps achievement of appropriate educational aims and objectives.

Thus it can be said that supervision is a creative and dynamic process giving friendly guidance and direction to teachers and pupils for improving themselves and the teaching-learning situation of the accomplishment of the desired goals of education.

1.3.2 Scope of Supervision

Under the study of supervision, it is important to know about its areas of study. The scope of supervision is very wide. This section will cover the scope of supervision-

1. **Inspection:** One of the most discussed areas covered by supervision is inspection. It is actually the inspection of teaching and learning. Inspection implies the study of school

conditions to discover problems or defects of the students, teachers, equipment, school curriculum, objectives and methods and all other aspects of school. Inspection could be done through actual observation, educational tests, conference, questionnaires and checklists and so on.

2. **Research:** Supervision aims at improving the teaching-learning process as such it has something to do to remedy the weaknesses of the solution to solve problems discovered in that area. The supervisors conduct research to discover means, methods and procedure fundamental to the success of supervision. The solutions discovered are then implemented on the teachers.
3. **Training:** Another key area of study under the scope of supervision is training. This is a process or try out through which teachers are being acquainted with the solutions discovered in research. Training may have different forms such as- form of demonstration teaching, workshops, seminars, classroom observations, individual or group conferences, inter-visitation, professional classes or the use of bulletin board and circulars, and writing suggestions etc.
4. **Guidance:** As supervision directly aims at improving, it takes the form of guidance which involves personal help given by someone. Supervision is actually a process to stimulate, direct, guide and encourage the teachers to apply instructional procedures, techniques, principles and devices.
5. **Evaluation:** Supervision includes evaluation of the whole educative process. It is also considered as an ultimate function of supervision. Evaluation appraises the outcomes and the factors conditioning the outcomes of instructions and to improve the products and processes of instructions.

The scope of modern supervision extends to the entire educative process or the whole teaching-learning situation. It cannot be restricted to the above mentioned areas only. Simply, we can say, supervision covers the whole educative system.

1.3.3 Functions of Supervision

Though the above section has given you hints about the scope of educational supervision, it can be better understood by defining its primary functions. These may be discussed as below-

- A. **Providing Leadership:** The foremost function of supervision is providing leadership. The educational organization prioritizes the share and contribution of people of diverse temperaments, abilities and capacities for achieving the common goal. This needs leadership, which may be defined as the process of formulation and achievement of the goals and purposes of the group. For success it is necessary to maintain the unity of the group. Without leadership both group activity and group existence are in danger. Leadership is essential because it is the total process through which appropriate human and material resources are made available and made effective for accomplishing the goal in end. One of the most significant functions of supervision is therefore to provide

leadership that helps to maintain the solidarity of the group through the promotion of group feeling and group effort.

- B. Formulating Policies:** Supervision is also devoted to formulate policies for the smooth functioning of the educational organization. Education is a purposeful activity aiming at the development and growth of the individual's powers and capacities and meeting the needs and demands of society so as to develop a better self and an improved and richer democratic social order. For this definite policies are required. On the basis of the policies, proper planning is made and aims are drafted out. Supervision is charged with the task of improving education in all its aspects. So, it should be responsible for formulating educational policies too.
- C. Studying the Teaching-Learning Situation:** Supervision is concerned with the total teaching-learning situation. The ultimate purpose of supervision is to bring about all round improvement in the learning programme and activities. For this, it is indispensable that supervision should first make a study of the present state of the situation, which includes all the four important elements namely the *learners, teachers, curriculum and the socio-physical environment* in the form of the pupils, teachers, class-rooms, the curriculum and materials of instruction as well as the administrative factors such as funds, equipment, time tables, evaluation of pupils, their progress reports and records, etc.
- D. Improving the Teaching-Learning Situation:** We have been repeatedly stressing on the fact that supervision mainly focuses on improvement of teaching-learning situation. Having studied the situation and having observed it in operation supervision proceeds to take positive steps for its improvement. These steps should be planned and undertaken with the cooperation of all the members of the very organization.
- E. Improving the Personnel:** Another function of supervision is to improve the personnel. In the field of educational supervision, it denotes the teachers. Many a time, it is observed that today's teachers, despite their knowledge, skill and training. As such, they need able leadership to foster their growth as teachers and to coordinate their efforts to operate a good school. Supervision has to supply the leadership to help teachers grow professionally and to improve the situation. The right direction of the improvement of personnel lies in promotion of truly creative and effective teaching. The supervisor and the teachers together explore and study children's behaviour, discover their needs, find ways and means to meet these needs and finally evaluate how far the measures taken have proved fruitful.
- F. Improving Human Relations:** Good human relations among the members of any organization bring individual satisfaction and group success. It therefore, follows that a significant function of supervision is to develop and maintain good human relations with and among all the educational workers. Good human relations cannot be achieved by merely bringing people together to form a group or good human relations cannot be obtained by demanding or requesting them. They are built by living and working with

fellow staff members in such a way that they can practice good human relations too. The supervisor has to make deliberate efforts to develop and maintain good human relations.

- G. Improving Group Interaction:** Successful teaching and learning can be achieved through effective interaction. As we know education is a cooperative group enterprise. It is the function of supervision to secure and maintain cooperation so that each member is enabled to make his best contribution to group effort toward the desired goals.
- H. Improving Supervision:** Though it sounds strange, yet another important function of supervision to improve itself. The process of supervision sets forth its own purposes and procedures and so it is essential constantly to evaluate whether and how far it is fulfilling its assigned tasks. It would involve appraisal of its results or outcomes, modification of its techniques and methods and improvement of the supervisory personal in the light of this assessment and the experiences gained during the process of supervision.
- I. Improving Morale of Teachers:** Another function of supervision is to improve the morale of teachers as it mostly concerned with the improvement of teaching-learning situation. Morale refers to a specific mental state of an individual. It is an attitude towards the achievement of a specific goal. If the individual feels and permits that he can achieve the goal, it is inferred that his morale is high. If he says that he cannot achieve that, his morale is said to be low. A teacher whose morale is low does a lot of harm to the students who are taught by him. His low morale is associated with frustration and tension which produce in him feelings of anger and aggression resulting into his undesirable behaviours such as criticizing authorities, policies and programmes and so on. Such teachers develop negative feelings in the students. They are ineffective in the classroom and students fail to learn from them. As the educational supervisor is responsible for improving teaching-learning situations, it becomes his duty to do everything that keeps the morale of teachers high by understanding and researching all the factors associated with low morale of teacher.
- J. Generating Favourable Learning Climate:** Climate refers to the psycho-social characteristic of an environment/organization. School climate greatly influence learning of students and teaching by teachers. The characteristics of a school climate include factors such as social relationships accompanied by various kinds of feelings and emotions which are generated in the teachers and pupils in educational institutions. A good socio-emotional climate of the classroom is a potent facilitator of school learning. As such, the educational supervisor should study, analyze and improve the teaching-learning climate. By providing needed facilities, by enlisting teacher's participation and involvement in decision-making, by talking to teachers, by supporting them and rewarding, the supervisor can generate favourable learning climate.

1.3.4 Need of Supervision

In the discussion of educational supervision, you should also be familiar with its need. The following are the needs of supervision. Educational supervision are needed for-

- **providing expert technical assistance** : As education is a complex and difficult activity carried on through minute divisions of a variety of curricula by a large number of teachers of different abilities, supervision provides expert technical assistance in this regard.
- **the growth of teachers** : In spite of better and updated professional training, teachers still need continuous and improved training on their field in a realistic situation, supervision is best for this growth of teachers.
- **helping teachers to prepare for teaching** : Teachers have to perform diverse activities and face a heavy load of work. They cannot devote much time to a thorough preparation of teaching. Supervision can very well help to lighten the burden of teachers in this respect.
- **keeping teachers up-to-date** : Continuous social change brings development in educational theory and practice. Creative suggestions derived from critical analysis and discussions of research findings are indispensable for growth. Supervision can provide this service.
- **providing democratic professional leadership** : Supervision can make creative contribution to the teachers through providing professional leadership. It can also unify the efforts of all the persons engaged in the educative process.

Check Your Progress

Question 3: State two characteristics of Educational Supervision.

Question 4: What is the role of inspection in supervision?

Question 5: State two functions of supervision in education.

1.4 Concept of Educational Inspection

Another important concern in educational management is inspection. According to dictionary, meaning of inspection is to give test and test meant is to probe with easy and critical view. In the area of education this sort of test is reflected from the inspection of school with activities related to education and conditions. The school inspector is appointed by government goes to various schools at times. There he tests some classes, laboratories and play grounds. Besides, he receives some other information by asking questions from principal / headmaster and teachers and by doing inspection of registers regarding office, financial matters with view of critical appreciation. The information received in this way and on the basis of self-observation, inspector prepares his

report, and produces the report before his high officials. This report comes in the hands of various officers and each officer gives his remarks on it and passes it to next one. In this way the remarks are entered on it.

In India, the practice of school inspection was established on the recommendation of Wood's Despatch of 1854, which brought private enterprise into the educational field in a big way. It was then decided to conduct the inspection of schools, specially the private ones, to see whether they fulfilled the conditions for recognition by the Education Department and those for the Government grant-in-aid.

Inspection is more or less authoritarian and rigid and offers little for professional guidance of teachers. The inspecting officer "supervises" class-room instruction because of his superior official position and supposed superior skill. Such inspection has nothing to do with the teachers' professional growth or the improvement of the teaching-learning situation.

Principles of Good Inspection

In order to be effective and fruitful inspection should be conducted according to certain principles. Some of them are listed below-

(i) **Principle of Planning**

Inspections should be planned in advance. A good-planned inspection will have a set of clearly stated objectives that will contain an outline of the devices, means and procedures which are to be used in the attainment of these objectives.

(ii) **Principle of General Growth**

Inspection must contribute to the general efficiency of the educational institution and to the professional growth of the teachers.

(iii) **Principle of Understanding**

The process of inspection should be done very sympathetically. An inspector should possess the quality of sympathy.

(iv) **Principle of Scientific Attitude**

Generally, inspection implies the impartial observation of situation. The inspector must maintain a scientific and critical attitude. It should be free from prejudices and any kind of subjective judgment.

(v) **Principle of Thoroughness**

It should be very comprehensive and thorough. It should not merely be concerned with the financial aspect of school management and administrative details rather it should cover all aspects of school work.

(vi) **Principle of Appreciation**

The individuality or uniqueness of the teacher's method of teaching/evaluation should be respected. The inspector should not insist on certain uniformity. He should try to understand the methods employed by the teachers and appreciate the good efforts made by them.

(vii) **Principle of Justice**

Inspection should follow the principle of justice; the inspectors should be judicious in their criticism of the every work of the teachers.

(viii) **Principle of Reality**

The inspecting team should not expect beyond possibilities. They should understand the local conditions perfectly well and then decide for themselves what progress may reasonably be expected

(ix) **Principle of Integration**

Inspection should not be confined to the four walls of the school. As the school is to serve the community and is intimately connected with it. The inspector should help the school to develop proper contacts with the community and to improve its relations with people.

Self-Asking Question

1. Discuss the principles of Educational Inspection.

1.5 Inspection and Supervision

Both the terms, inspection and supervision are interrelated. Supervision is actually the inspection of certain activities. Supervision or the inspection evaluates the effectiveness of the methods of teaching used in a particular instruction, the audio-visual aids employed to make teaching interesting and effective.

Though these two terms can be used interchangeably, there are few differences between the two. Generally, inspection refers to a specific occasion when a school is examined and evaluated as a 'centre of learning' in such a manner that suggestions may be given for its improvement and those suggestions are reported in a report. Inspection is more or less authoritarian and rigid in nature. The inspection officers supervise classroom instruction because of their official position and supposed official skill. Such inspection does not help in the professional improvement of the teachers and improvement of instruction. At the time of visit the inspectors confine their attention to the inspection of departmental rules and regulations, condition of building and equipments, position of staff, registers, records, accounts, government grants etc.

Regarding the parallel concept of inspection and supervision, we can quote views of different commissions or committee. According to the report of the *Hartog Committee* (1929). "We have referred many times to the absence of an adequate number of well-qualified staff and ineffectiveness in the system of education, which we believe to be due in large part to that inadequacy."

The Secondary Education Commission (1952- 53) remarked, "Inspections were perfunctory in that the time spent by the inspector at any particular place was insufficient, that the greater part of his time was taken up with routine work. Realizing the defects of inspection, the Indian Education Commission (1964-66) emphasized on supervision and stated, that it was

‘one to the major programmes in the reform of school education.’ Supervision, on the other hand is a constant and continuous process of more personnel guidance based on frequent visits when attention is directed, to one or more aspects of the school and its organization. It is a ‘**Procedure of giving direction to and providing critical evaluation of the instructional process**’. It is to coordinate, stimulate and direct the growth of the teachers. It gradually moves from the improvement of instruction to the improvement of learning. In a word we may say that supervision aims at the development of the teacher, the growth of the student and the improvement of the teaching-learning process.

1.6 Summing Up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the two important concepts of educational management-supervision and inspection. Thus we can summarize the unit as-

- Supervision means “to superintend, or to guide and to stimulate the activities of others with a view to their improvement.” In education, supervision carries the same general concept, but is usually applied to the activities of teaching.
- **According to Asams and Dicky**, “The function of educational supervision is the improvement of instruction.”
- The scope of supervision is very wide; it includes inspection, research, training, guidance etc.
- Providing leadership, guidance etc are some of the functions of educational supervision.
- Another important concern in educational management is inspection.
- According to dictionary, meaning of inspection is to give test and test meant is to probe with easy and critical view.
- In the area of education this sort of test is reflected from the inspection of school with activities related to education and conditions.
- Though these two terms can be used interchangeably, there are few differences between the two.

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1.8 Model Questions

1. What do you mean by Educational Supervision?
2. State some characteristics of supervision.
3. Discuss the importance of supervision.
4. What is the educational value of supervision?
5. What is inspection?
6. Discuss the principles of inspection.
7. Elaborate the relationship between supervision and inspection.

1.9 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Educational supervision is concerned with the improvement of whole teaching-learning process.

Answer to question 2:

According to Dicky, "Supervision is a planned programme for improvement of instruction."

Answer to question 3:

Two characteristics of Educational Supervision are-

- It is a creative and dynamic expert technical service.
- It provides leadership with extra knowledge and superior skills.

Answer to question 4:

One of the most discussed areas covered by supervision is inspection. It is actually the inspection of teaching and learning. Inspection implies the study of school conditions to discover problems or defects of the students, teachers, equipment, school curriculum, objectives and methods and all other aspects of school. Inspection could be done through actual observation, educational tests, conference, questionnaires and checklists and so on.

Answer to question 5:

Two functions of supervision in education are-

- 1. Studying the Teaching-Learning Situation:** Supervision is concerned with the total teaching-learning situation. The ultimate purpose of supervision is to bring about all round improvement in the learning programme and activities. For this, it is indispensable that supervision should first make a study of the present state of the situation, which includes all the four important elements namely the *learners*,

teachers,

curriculum and the socio-physical environment in the form of the pupils, teachers, class-rooms, the curriculum and materials of instruction as well as the administrative factors such as funds, equipment, time tables, evaluation of pupils, their progress reports and records, etc.

2. **Improving the Teaching-Learning Situation:** We have been repeatedly stressing on the fact that supervision mainly focuses on improvement of teaching-learning situation. Having studied the situation and having observed it in operation supervision proceeds to take positive steps for its improvement. These steps should be planned and undertaken with the cooperation of all the members of the very organization.

Answer to SAQ 1:

In order to be effective and fruitful inspection should be conducted according to certain principles. Some of them are listed below-

(i) **Principle of Planning**

Inspections should be planned in advance. A good-planned inspection will have a set of clearly stated objectives that will contain an outline of the devices, means and procedures which are to be used in the attainment of these objectives.

(ii) **Principle of General Growth**

Inspection must contribute to the general efficiency of the educational institution and to the professional growth of the teachers.

(iii) **Principle of Understanding**

The process of inspection should be done very sympathetically. An inspector should possess the quality of sympathy.

(iv) **Principle of Scientific Attitude**

Generally, inspection implies the impartial observation of situation. The inspector must maintain a scientific and critical attitude. It should be free from prejudices and any kind of subjective judgment

Unit 2:

TOTAL QUALITY MANAGEMENT IN EDUCATION

Contents:-

2.1 Introduction

2.2 Objectives

2.3 Meaning and concept of Total quality Management

2.4 TQM in Education

2.4.1 Factors affecting Quality Management in Education

2.5 Summing up

2.6 References and Suggested Readings

2.7 Model Questions

2.8 Answer to check your progress/Possible Answers to SAQ

2.1 Introduction

In the earlier blocks, you have learnt about the educational management, organization and how they are pillar of a successful education system. This block will cover some of the important and contemporary issues of present educational management. In the earlier unit of this block, we have covered supervision and inspection. This unit will deal with another important aspect of educational management that is-quality in management. Here, we will discuss about the quality of management under the frame of Total quality management.

2.2 Objectives

After going through this unit you will be able to-

- *comprehend* the meaning of total quality management
- *understand* about the importance of total quality management in education

2.3 Meaning and concept of Total quality Management

The term, quality is commonly used word in reference of any commodity or person. Today concern for quality has permeated all sector of life. Everybody has now become quality conscious. The term quality is relative. Quality means the standard of something as measured against other things of similar kind. It is the degree of excellence of something. Quality Education refers to the education system which focuses on the social, emotional, physical and intellectual development of students irrespective of any differences among them. It prepares the individuals for the reality of life not merely for a particular profession. Quality education develops the education system in consonance with the needs and aspirations of society. Quality is always affected by certain factors which may be internal as well as external.

The term **Total Quality management**, shortly known as TQM is a recent and popular concept in management. As the name suggest, it denotes the system of managing for total quality. TQM is a management approach of any organization based on quality and the participation of all its members, with an aim for long term success. It can be considered as a way of thinking about goals, organization, processes and people to ensure that the right things are done right the first time. The Total Quality Management is used to denote the system of managing the total quality of any organization. It is a wide and vast effort through full involvement of all the members of the organization for the continuous improvement of the education system. TQM is a philosophy and approach for the implementation of quality programmes in educational institutions. TQM includes the set of rules, principles and approaches that provide guidelines to run an educational system. It is an approach based on the quality and participation of all the members aiming at long term success. The concept of TQM was developed by an **American, Dr. W. Edwards Deming**, after World War II. His aim was to improve the quality of products and services. He developed his philosophy of management and advanced the state of quality, originally based on the work done by **Shewart**. Deming greatly helped to focus the responsibility of quality on management and popularized the PDCA cycle which is referred to as Deming's cycle which includes four steps: *to plan, to do, to check and to act*. It is important to note that the repetition of these steps brings improvement.

Dr. W. Edwards Deming's ideas of TQM were initially not accepted by the US industry but Japan was the country which accepted his idea and they had successfully used it in their recovery from World War II. Later on in the 1980s, the US industry realized the value of a TQM approach. Gradually, the concept of TQM received its worldwide acceptability as it was not only applicable in business administration but also in education. As we all know that quality education is a necessity to develop a nation. And the quality of education can be improved through the theory of TQM. There are **3Rs in Total Quality Management** that are culture, commitment and communication.

Check Your Progress

Question 1: What is meant by quality in education?

Question 2: What is TQM?

Question 3: Who was the originator of TQM?

Question 4: What are the 3R's of TQM?

2.4 Total Quality Management in Education

As it is mentioned above that TQM is not only confined to administration or business, it is also applicable to education. Education is no doubt goal and market oriented accordingly quality of education has been seen with reference to the concepts like; fitness of educational outcomes and experience for use defect avoidance in education process excellence in educational process, conformance of education output to planned goals, specifications and requirements value addition in education and meeting or exceeding customers' expectations of education.

The real test of quality in education lies with the results. Quality must be viewed in terms of outcomes. The educated person should display specific competencies in specific areas. A well-educated person is a wise consumer, a caring and competent person, and he is able to achieve a balance between individual freedom and responsibility to society. He has developed a talent that is fully translatable into a self-satisfying career, and has a sense of self-worth and strong respect of other people and culture. Such standards define the content of quality education.

Total quality management is recognized as an important management philosophy. It is widely used in development and acquisition of education. It recognizes the need for continuous development of the education system, students, faculty, or administrations. TQM involves principles applicable to classroom teaching, administration, examination system, curriculum development, and faculty development which aim at changing the culture of the particular organization. According to Deming, the concept of TQM provides the fundamentals for educational reform. The condition of higher education can be modified if existing practices are reworked from time to time in the light of new developments and changing requirements. Many educators believe that the Deming's concept of TQM provides guiding principles for needed educational reform.

In the changing context marked by expansion of education and globalization of economic activities, education has become a national concern with an international dimension. To cope with this changing context, every country must ensure and assure quality of education at a nationally comparable and internationally acceptable standard. As such, many countries initiated the national quality assurance mechanisms and many more are in the process of evolving suitable strategy. It is to note here that most of the quality assurance bodies were established in nineties and after a few years of practical experience, they have started rethinking many issues of quality assurance.

Self-Asking Question

1. Why TQM is important in education?

2.4.1 Factors affecting Quality Management in Education

There are four aspects of management, which affect the overall quality of an organization-

A. Institutional leadership

This includes the abilities of teacher and academicians to conceive the vision of quality. It is an attribute and way of working regarding teachers and administrators who make long terms goals for improving quality of their institutions or the classes and committed to measure their process to their quality goals. Every teacher and head of institution must be made accountable to the quality of his/her work. This sort of leadership cannot be developed or sustained by teacher and administrators. For this, they require teamwork, long-term quality goals, concerted efforts, appropriate training, right policies, and strong commitment

B. Quality Administration

Administration' function is important at two levels-institutional and classroom. The principals or head manage the institutional administration whereas teachers do the classroom administration. Administration quality includes: Size of classroom, cleanliness of classrooms, building, bathrooms, playground, desks, etc, maintenance of the institution building, desks, library, labs, etc., Discipline and code of ethics of both the teachers as well as students, conformance to teaching schedule, documentation of standard operating procedures and institutions' policies.

C. Quality Assurance (QA) Framework

This revolves around three basic functions-quality planning, measuring quality and quality control, and initiatives for improving quality. Main activities in educational institutions include -establishing indicators for performance measurement, collecting such data and analyzing it, collecting and analyzing the root-cause of quality problems, setting processes to rectify root-causes, changing or upgrading and revising procedures to improve quality, peer reviews and internal quality auditing, producing academic standards, documentation of systems, human resource management including teachers and institutional staff and reward or award programs.

D. Quality Members

Quality members in education system indicates the two integral members-faculty and student.

(i) Quality of Faculty

A highly qualified teacher does not mean high quality teacher. Highly qualified refers to high level of degrees whereas, this seldom means he/she can teach the subject matter effectively. For a teacher to be a good one, he/she will have to build capabilities in many other fields, in addition to the subject matter. There are basically four dimensions of an effective (quality) teacher. These are - (1) Academic Competence (2) Teaching skills for the relevant subject (Pedagogy), (3) Good understanding of student psychology, and (4) Commitment and motivational skills. Usually teachers are only measured from their academic credentials, which is by no means sufficient. Excellence is required to be built in all the four dimensions.

(ii) Quality of Students

The quality of the students who constitute the raw material of higher education requires special attention to their problems of access in the light of criteria related to merit their abilities and motivation, proactive policies for the benefit of disadvantaged, Student capability is developed as much by learning experiences as by specific content of courses. If students are to develop justified confidence in their ability to take purposive and sensible action, and to develop the unseemly characteristics of confidence in their ability to learn, belief in their power to perform and proven power of judgment in unfamiliar situations, they need real, experiment of being responsible and accountable for their own learning, with the rigorous, interactive, supportive and, for them, unfamiliar environment of higher education.

The quality management framework of any institution is derived from its broad objectives. Therefore, the right objectives of education must be set, both at the national as well as institution levels, before implementing the total quality management in terms of social, national, academic excellence.

2.5 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the total quality management. Thus we can summarize the unit as-

- The term quality is relative. Quality means the standard of something as measured against other things of similar kind. It is the degree of excellence of something.
- Quality education develops the education system in consonance with the needs and aspirations of society.
- TQM is a management approach of any organization based on quality and the participation of all its members, with an aim for long term success.
- The concept of TQM was developed by an American, Dr. W. Edwards Deming, after World War II.
- TQM is not only confined to administration or business, it is also applicable to education
- According to Deming, the concept of TQM provides the fundamentals for educational reform. The condition of higher education can be modified if existing practices are reworked from time to time in the light of new developments and changing requirements.
- There are four aspects of management, which affect the overall quality of an organization- Institutional leadership, Quality Administration, Quality Assurance (QA) Framework, Quality Members

2.6 References and Suggested Readings

1. Aggaewal. J.C (2004): *School Organization Administration and Management*, Doaba Piblication, New Delhi
2. Bhatnagar S.S &Gupta P.K(2009): *Educational Management*, R.LallBook Depot, Meerut,U.P
3. Pankajam .G: *Education for a global world, Issues in education*, Gyan publishing house 23, Main Ansari Road Darya Ganj, New Delhi.
4. Rao. Digumarti Bhaskar (2004) : *Educational Administration* Discovery publishing HouseDelhi.

2.7 Model Questions

1. What do you mean by TQM?
2. Discuss the concept of TQM in the field of Education
3. What is Deming's cycle?

4. Discuss the factors that affect quality management in education.

2.8 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Quality Education refers to the education system which focuses on the social, emotional, physical and intellectual development of students irrespective of any differences among them. It prepares the individuals for the reality of life not merely for a particular profession. Quality education develops the education system in consonance with the needs and aspirations of society

Answer to question 2:

TQM is a management approach of any organization based on quality and the participation of all its members, with an aim for long term success. It can be considered as a way of thinking about goals, organization, processes and people to ensure that the right things are done right the first time

Answer to question 3:

The concept of TQM was developed by an **American, Dr. W. Edwards Deming**, after World War

Answer to question 4:

There are **3Rs in Total Quality Management** that are culture, commitment and communication.

Answer to SAQ 1:

Total quality management is recognized as an important management philosophy. It is widely used in development and acquisition of education. It recognizes the need for continuous development of the education system, students, faculty, or administrations. TQM involves principles applicable to classroom teaching, administration, examination system, curriculum development, and faculty development which aim at changing the culture of the

particular organization. According to Deming, the concept of TQM provides the fundamentals for educational reform. The condition of higher education can be modified if existing practices are reworked from time to time in the light of new developments and changing requirements. Many educators believe that the Deming's concept of TQM provides guiding principles for needed educational reform.

Unit 3:

PERFORMANCE APPRAISAL OF TEACHER

Contents:-

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Concept of Performance Appraisal
- 3.4 Performance appraisal for Teachers
- 3.5 Summing up
- 3.6 References and Suggested Readings
- 3.7 Model Questions
- 3.8 Answer to check your progress/Possible Answers to SAQ

3.1 Introduction

In this block, we are discussing some of the contemporary concerns in the field of educational management. In the earlier unit, we have discussed about the quality in management. While maintaining quality in management, the organization or the institutions have to take into account several aspects of the organization. Among the various factors or aspects, the teacher comprises the most significant one. If the organization wants to ensure quality in its management, they have to assess the performance of its members which in fact determines its quality. In this unit, we are going to discuss this very issue.

3.2 Objectives

After going through this unit you will be able to-

- *understand* the concept of performance appraisal
- *know* the performance appraisal for teachers

3.3 Concept of Performance Appraisal

Generally, the term performance appraisal refers to the review of an employee's performance. It can simply be stated as the timely review of job performance and overall contribution of a member to its organization. Performance appraisal is also known as an annual review, performance review or evaluation, or employee appraisal or assessment. The performance appraisal evaluates the skills, achievements, and growth and strength of a member in an organization.

The Performance appraisal provides an annual written review of individual performance, in the context of the ongoing performance appraisal process. It is designed to facilitate constructive discussion between the member and supervisor so that the member can clarify the performance objectives, provide feedback about their performance with respect to skills and behaviour. It also provides a framework for identifying member's career advancement and opportunities and to serve as a basis for arriving at decisions objectively. Supervisors are responsible for completing the annual performance and self appraisal of the employees under them as part of the performance appraisal process. As such performance appraisal can be of two kinds- the self appraisal and the supervisor's appraisal.

Objectives of Performance Appraisal

The performance appraisal serves the following objectives-

- ✓ It provides a framework for identifying career advancement and opportunities for the member of an organization.
- ✓ It provides the member of an organization with the feedback about their performance with respect to skills and behaviour.
- ✓ The performance appraisal helps to identify the skill gaps and talent among the members.
- ✓ It can bring the co-relation of the departmental output and transparency of the actual situation.
- ✓ It can provide an opportunity for the developmental programs.
- ✓ It acts as a modifier for the organizational behaviour of the members.

Check Your Progress

Question 1: What do you mean by Performance Appraisal?

Question 2: State two objectives of Performance Appraisal.

3.4 Performance appraisal for Teachers

Teachers are the key members of any educational organization. They not only teach but manage the class, students and many aspect of an organization. For ensuring quality of an educational organization, assessing the performance of the teacher is necessary one. We know that the successes as well as quality of education system rely on the teachers' effectiveness and their readiness to accept challenges. Like the other organization, teachers' performance need to be assessed to get best out of it, that is again fundamental to an educational institution.

Performance appraisal of the teacher entails assessment of their performance on the teaching. It involves measuring the teachers' past and present performance quantitatively and qualitatively with reference to his/her specified role and the potential he/she imparts to the educational organization. Performance appraisal is recognized as an important aspect of human resource management as it helps the recourses to upgrade, update and grow. It is important to note that for ensuring quality education, the University Grant Commission has introduced a system of performance appraisal of teachers in Universities and Colleges. It states that the record of performance evaluation made by teachers and verified by the institution would be a document which should be the basis for recognition of excellence in performance as well as further improving the overall efficiency of the system which should be open, participatory and data based.

Academic Performance Indicator (API)

The performance Appraisal for teacher in higher education can be discussed in terms of API. It is an index for the teachers to assess their performances. The UGC had notified the model Academic Performance Indicator, shortly known as API in the “UGC Minimum Qualification for appointment of Teachers and other academic staff in Universities and College and Measures for Maintenance of Standard in Higher Education Regulations, 2010 which was adopted with suitable modification by the Board of Management in its meeting held on 03.10.2011 and later when these Regulations were amended by UGC, the same was adopted with modifications by the Board of Management in its meeting held on 26.10.2013.

Academic Performance Indicator (API) Scoring System is formulated by the institution based on UGC model to evaluate each faculty and based on the results, promotion and increments are awarded to the faculty.

In the beginning of the academic year, all the faculty members are familiarized with Academic Performance Indicators (API) along with various appraisal Parameters. In the end of the academic year, all the faculty members are asked to submit the academic Performance Indicator (API) which is filled based on the guidelines issued by the UGC. The performance appraisal attributes are then framed based on the API submitted by the faculty.

For Non-teaching staff too, there is a performance self appraisal system in place. It covers all the Administrative, Nursing, and Paramedical Staff, technical and other staff of the Deemed University which is further appraised by the superiors. The performance appraisal is open and objective based and forms the basis for promotion, sanction of annual increments etc.

Self-Asking Question

1. What is API?

3.5 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the performance appraisal. Thus we can summarize the unit as-

- The term performance appraisal refers to the review of an employee's performance.
- Performance appraisal is also known as an annual review, performance review or evaluation, or employee appraisal or assessment.
- The Performance appraisal provides an annual written review of individual performance, in the context of the ongoing performance appraisal process.
- It provides a framework for identifying career advancement and opportunities for the member of an organization.
- For ensuring quality of an educational organization, assessing the performance of the teacher is necessary one.
- Performance appraisal of the teacher entails assessment of their performance on the teaching.
- It involves measuring the teachers' past and present performance quantitatively and qualitatively with reference to his/her specified role and the potential he/she imparts to the educational organization.
- Academic Performance Indicator (API) Scoring System is formulated by the institution based on UGC model to evaluate each faculty and based on the results, promotion and increments are awarded to the faculty.

3.6 References and Suggested Readings

1. Aggaewal. J.C (2004): *School Organization Administration and Management*, Doaba Piblication, New Delhi
2. Bhatnagar S.S & Gupta P.K(2009): *Educational Management*, R.LallBook Depot, Meerut,U.P
3. Pankajam .G: *Education for a global world, Issues in education*, Gyan publishing house 23, Main Ansari Road Darya Ganj, New Delhi.
4. Rao. Digumarti Bhaskar (2004) : *Educational Administration* Discovery publishing HouseDelhi.

3.7 Model Questions

1. What is performance appraisal?

2. Why performance appraisal is important?
3. Discuss performance appraisal for teachers.
4. What is API? How does it help to ensure quality education?

3.8 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Performance appraisal is also known as an annual review, performance review or evaluation, or employee appraisal or assessment. The performance appraisal evaluates the skills, achievements, and growth and strength of a member in an organization.

Answer to question 2:

Two objectives of Performance Appraisal are-

- ✓ It provides a framework for identifying career advancement and opportunities for the member of an organization.
- ✓ It provides the member of an organization with the feedback about their performance with respect to skills and behaviour.

Answer to SAQ 1:

Academic Performance Indicator (API) Scoring System is formulated by the institution based on UGC model to evaluate each faculty and based on the results, promotion and increments are awarded to the faculty.

Unit 4:
PUBLIC PRIVATE PARTNERSHIP IN EDUCATION- CONCEPT, SCOPE AND NEED

Contents:-

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Concept of Public-Private Partnership in Education
- 4.4 Scope of Public-Private Partnership in Education
- 4.5 Need of Public-Private Partnership in Education
- 4.6 Summing up
- 4.7 References and Suggested Readings
- 4.8 Model Questions
- 4.9 Answer to check your progress/Possible Answers to SAQ

4.1 Introduction

In this block, we are discussing some of the contemporary concerns in the field of educational management. In the earlier unit, we have discussed about the quality in management and its allied concept under the frame of performance appraisal of teachers. Besides these, there are many more issues or concerns that are arising in the field of educational management. In this unit, we are going to discuss this one of such new concept in education - Public-Private Partnership in Education

4.2 Objectives

After going through this unit you will be able to-

- *understand* the concept of public-private Partnership in Education
- *know* the scope of public-private Partnership in Education
- *identify* the needs of Public-Private Partnership in Education.

4.3 Concept of Public-Private Partnership in Education

This is a concept popularly used in economics of education. But, most recently, it is applied in the field of educational management. We know that management of an educational organization is not a single man process. It is a collaborative effort to meet a common goal. For succeeding in this process, the management has to take assistance from different sectors, especially in bearing the financial cost. One such sector is the private sectors, from where the institution can avail the assistance. The concept of PPP is most relevant one.

It is one of the significant recent approaches in the field of economic of education. The main rationale for developing public private partnership in education is to maximize the potential for expanding equitable access to schooling and for improving education outcome. The provision of school generally is determined and financed by government. But in many other countries in addition to the government the private or non-government sector is also a major contributor in the education system. By extending support to the school and by providing financial help either by grants or vouchers government can provide better choices to parents of the private schools like religious schools, non-profit school run by NGO's, community owned schools etc.

In this regard we can quote by **Alfred Marshall**--*“The wisdom of expending public and private funds on education is not to be measured by its direct fruits alone. It will be profitable as a mere investment, to give the masses of people much greater opportunities they can generally avail themselves of”*.

PPP can be defined as a healthy and homogeneous mix of public and private enterprise model in the field of education with active partnership and guidance of the government and equal participation of the private sector. Such type of model would have the legal framework that help the public and private sector to work jointly for preparing the youth, the coming generation to match the much needed international quality.

In most of the scene, we notice that there are various sources of finance in institutions of education. Among the various sources --the sources of local patrons to provide infrastructural facilities is worth mentioning. Financing of education particularly in the higher education system present a big paradox and with the increasing demand of access and equity in higher education it is not possible for the government of a country to finance the whole educational expenditure. As

such, the government must take the help of some innovative and creative method of financing.

Partnership with the private organization is a holistic approach towards this.

The most recent trend in public private partnership is ‘**contracting**’. The term ‘Contracting’ implies the process whereby government procures education or education related services of a defined quantity and quality at an agreed price from a specific provider (private). Many forms of contracting are currently used in education around the world. A range of different services can be procured from the private sector by the government (Public) sector. Government buy different services like financial and human resources management, meals and transportation (which are considered as support service), teacher training, curriculum design, textbook delivery supplement service, building maintenance etc from the private sector. Moreover government can pay for some specific student enrolled in private school and thus expand access to education without any expenditure on constructing new schools. This is known as contracting out education service.

Check Your Progress

Question 1: What do you mean by public-private partnership?

Question 2: State the view of Alfred Marshall in regard to PPP.

Question 3: What is Contracting in PPP?

4.4 Scope of Public-Private Partnership in Education

PPP is a recent trend that has influenced almost all sectors including the education. Various Eastern and Western country have already used the PPP model in education with a view to increase the accessibility and improve the quality of education Well-designed PPP model makes feasible of the school system in any country. Various governments at the central, state and local

level are exploring and implementing PPPs in education. As such its scope is very wide. This section will deal with the scope of PPP in education.

A. Access to School

Generally, wastage, stagnation, and Drop out are some of the important problems of elementary education. PPP model can enlarge the reach of the government system to provide children access to schools and helps to fulfill the mission of universal retention reducing wastage, stagnation and drop out.

B. Underutilized School Infrastructure

In many countries including India, decline in enrolment in government schools is caused by low school infrastructures. If a chance is given to the Private sector, obviously they can manage high-quality schools ensuring maximum access to education by utilizing the underutilized schools.

C. Quality of Education

PPPs can introduce skills and innovations within the government system. PPP providers are scientifically sound, flexible, innovate, and introduce better management and pedagogical techniques etc. The use technology in teaching-learning, administration, evaluation system, or various innovative techniques etc. helps in uplifting the quality of education system.

D. Underprivileged section

PPP touches the unprivileged section of the society. Every parent desires for quality and best schooling for their children. For instance, they want their son/girl to become fluent in the English language, but the government school teaches students through a vernacular medium. That's why they are increasingly leaving the government school system. So in generally those PPP schools, who introduce high-quality English instruction, would allow governments to provide parents the option to receive an education of their choice.

E. Reinforce Responsibility in the Government System

The increasing numbers of PPP institutions help to increase reinforce responsibility in the government system. Parents begin to expect fair measurement of education standards and the PPP and government school systems have to respond to the demand for greater accountability.

F. Stimulation of Small enterprise

There is potential for accomplishing both the public private partnership process while strategically stimulation small enterprises. A strategic government policy and regulatory

mechanisms that encourage a variety of public private partnership in the rural areas would strengthen small town enterprises while at the same time stimulating entrepreneurial interest

G. Boosting innovation

Taking a public private partnership strategy in the rural sector does not only encourage efficient allocation of public and private resources through long term capacity development but it also provides an opportunity for innovation, competitiveness and subsequent reduction in poverty levels

Self-Asking Question

1. Discuss the scope of PPP.

4.5 Need of Public-Private Partnership in Education

The Public private Partnership in education can serve various functions and cater the following needs-

- A public private partnership can be a means of leveraging public and private resources to enhance local entrepreneurship especially among potential entrepreneurs.
- A public private partnership typically improves efficiency in the public sector and increases the capacity development for local enterprises
- A public private partnership aids in uplifting the quality of the Indian education system.
- A public private partnership helps to increase the enrolment ratio of the students.
- A public private partnership improves the outcomes of the education system.
- A public private partnership helps to maintain the coordination between Public Private and Government sector in meeting a common goal
- A public private partnership helps in reduction of the overload of the government to a great extent.

- A public private partnership helps in increasing the accessibility and as such improves the quality of education.
- It is a means for providing the choices to underserved communities.

Self-Asking Question

2. State two needs of PPP in Education

4.5 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the public private partnership in education. Thus we can summarize the unit as-

- Educational organization is not a single man process. It is a collaborative effort to meet a common goal.
- For succeeding in this process, the management has to take assistance from different sectors, especially in bearing the financial cost. One such sector is the private sectors, from where the institution can avail the assistance.
- The main rationale for developing **public private partnership** in education is to maximize the potential for expanding equitable access to schooling and for improving education outcome.
- PPP can be defined as a healthy and homogeneous mix of public and private enterprise model in the field of education with active partnership and guidance of the government and equal participation of the private sector.
- The most recent trend in public private partnership is '**contracting**'.
- The term 'Contracting' implies the process whereby government procures education or education related services of a defined quantity and quality at an agreed price from a specific provider (private).
- Well-designed PPP model makes feasible of the school system in any country. Various governments at the central, state and local level are exploring and implementing PPPs in education. As such its scope is very wide.

4.6 References and Suggested Readings

1. Aggaewal. J.C (2004): *School Organization Administration and Management*, Doaba Piblication, New Delhi

2. Bhatnagar S.S & Gupta P.K(2009): Educational Management, R.LallBook Depot, Meerut,U.P
3. Pankajam .G: *Education for a global world, Issues in education*, Gyan publishing house 23, Main Ansari Road Darya Ganj, New Delhi.
4. Mahanta N.N, Borah H.N, Adhikary A(2016):*Foundation of Education*, Mani Manik Prakash, Ghy, Assam
5. Rao. Digumarti Bhaskar (2004) : *Educational Administration* Discovery publishing HouseDelhi.

4.7 Model Questions

1. What do you mean by PPP in education?
2. Discuss the importance of PPP in education.
3. State the need of PPP.
4. Discuss the scope of PPP in education.

4.8 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

PPP indicates to a healthy and homogeneous mix of public and private enterprise model in the field of education with active partnership and guidance of the government and equal participation of the private sector.

Answer to question 2:

In regard to PPP, **Alfred Marshall** viewed “*The wisdom of expending public and private funds on education is not to be measured by its direct fruits alone. It will be profitable as a mere investment, to give the masses of people much greater opportunities they can generally avail themselves of*”.

Answer to question 3:

The most recent trend in public private partnership is ‘**contracting**’. The term ‘Contracting’ implies the process whereby government procures education or education related services of a defined quantity and quality at an agreed price from a specific provider (private).

Answer to SAQ 1:

Well-designed PPP model makes feasible of the school system in any country. Various governments at the central, state and local level are exploring and implementing PPPs in education. As such its scope is very wide. Some of them are discussed here-

1. Access to School

Generally, wastage, stagnation, and Drop out are some of the important problems of elementary education. PPP model can enlarge the reach of the government system to provide children access to schools and helps to fulfill the mission of universal retention reducing wastage, stagnation and drop out.

2. Underutilized School Infrastructure

In many countries including India, decline in enrolment in government schools is caused by low school infrastructures. If a chance is given to the Private sector, obviously they can manage high-quality schools ensuring maximum access to education by utilizing the underutilized schools

Answer to SAQ 2:

Need of Public-Private Partnership in Education-

- A public private partnership can be a means of leveraging public and private resources to enhance local entrepreneurship especially among potential entrepreneurs.
- A public private partnership typically improves efficiency in the public sector and increases the capacity development for local enterprises

Unit 5:

EDUCATIONAL ENTREPRENEURSHIP

Contents:-

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Concept of Entrepreneurship
- 5.4 Concept of Educational Entrepreneurship and collaboration
 - 5.4.1 Characteristics of Educational Entrepreneurship
- 5.5 Approaches of Educational Entrepreneurship
- 5.6 Importance of Educational Entrepreneurship
- 5.7 Summing up
- 5.8 References and Suggested Readings
- 5.9 Model Questions
- 5.10 Answer to check your progress/Possible Answers to SAQ

5.1 Introduction

In this block, we are discussing some of the contemporary concerns in the field of educational management. In the earlier units, we have discussed issues like-supervision and inspection, TQM, Performance appraisal and PPR. Here, in this unit, we are going to discuss one of a very new and much talked concept in education - educational entrepreneurship

5.2 Objectives

After going through this unit you will be able to-

- *understand* the concept of entrepreneurship
- *know* the concept of educational entrepreneurship

- *identify* the approaches or steps of educational entrepreneurship
- *realize* the importance of educational entrepreneurship

5.3 Concept of Entrepreneurship

Though not the very recent, but at present scenario, “entrepreneurship” is much talked and discussed topic. Before discussing the concept of educational entrepreneurship, you must be clear with the concept of entrepreneurship. Entrepreneurship is a philosophy and a way one thinks, one acts and therefore it can exist in any situation like-business or government or in the field of education, science & technology. Entrepreneurship is a discipline with a knowledge based theory as well as it is an outcome of complex socio-economic, psychological, technological, legal and other factors. The term “entrepreneurship” was first used in middle Ages, when the “entrepreneur” was simply someone who carried out tasks, such as buildings and construction projects. During the 20th century, within the last two decades, the concept of entrepreneurship has evolved from being a single individual to an entire organization or a corporation.

Generally, it is a dynamic process of creating incremental wealth. This wealth is created by individuals who assume the major risks in terms of equity, time, and career commitment of providing value for some product or service. The product or service itself may or may not be new or unique but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources. It is generally recognized that entrepreneurs serve as agents of change, provide creative, innovative ideas for business enterprises and help businesses grow and become profitable. It describes people with the pioneering spirit, intuitive and inspiration and a willingness to work hard and take risks. They are the energetic self-starters who make it their mission to meet business challenges, independently and are restless in working for someone else, for a salary. **A.H.Cole** defined “*Entrepreneurship is the purposeful activity of an individual or a group of associated individuals, undertaken to initiate, maintain or aggrandize profit by production or distribution of economic goods and services.*”

Nature of Entrepreneurship

On the basis of the above discussion, the following features can be derived-

- Entrepreneurship involves decision making, innovation, implementation, forecasting of the future, independency, and success.
- It is a dynamic and risky process.
- It involves a fusion of capital, technology and human talent.
- Entrepreneurship is a process; it is not a combination of some stray incidents.
- It is the purposeful and organized search for change, conducted after systematic analysis of opportunities in the environment.
- Entrepreneurship is a creative activity.
- It is the ability to create and build something from practically nothing.
- Entrepreneurship is the attitude of mind to seek opportunities and derive benefits by setting up a venture.
- Entrepreneurship is a dynamic process of vision, change and creation.
- The various functions of entrepreneurship are innovation and creativity, risk taking and achievement and organization and management, overcoming resistance to change and research.

Check Your Progress

Question 1: What do you understand by entrepreneurship?

Question 2: State the definition of entrepreneurship by **A.H.Cole**

Question 3: State two characteristics of entrepreneurship.

5.4 Concept of Educational Entrepreneurship and Collaboration

Education has been the powerful tool for social, economic and political transformation in all societies. It acts as a force in society by imparting values that foster individual excellence, social assimilation and national development. Recognizing the importance of education in national development, the policy makers have placed an unprecedented focus on a recently identified concept of entrepreneurship in the field of education across all levels named as entrepreneurial skill development through education. There is a conceptual difference between entrepreneurship education and enterprise education. The entrepreneurship education has to do with creating an attitude of self-reliance and the enterprise education is for creating opportunity-seeking individuals. Entrepreneurship education denotes to some kind of educational or training process that is aimed at influencing individuals' attitudes, behaviours, values or intentions towards entrepreneurship either as a possible career or to enhance among them an appreciation of its role in the community. An entrepreneur refers to an individual who has the ability to turn ideas into action, professional application of knowledge, attitude, skills and competencies

Entrepreneurship education was pioneered by Shigeru Fijii, as cited by Mwasalwiba (2010), who started teaching in this field in 1938 at Kobe University in Japan. Courses in small business management began to emerge in the 1940s .In 1947 Myles Mace introduced the first course in entrepreneurship in USA at Harvard Business School. Only half a century later this phenomenon gain a universal recognition.

Entrepreneurship education is more than teaching students how to become independent business owners. It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviours, such as becoming creative and independent thinker, risk taker, assuming responsibility, and valuing diversity. Entrepreneurship education basically focuses on creation of entrepreneurial culture. It helps potential entrepreneurs to identify and pursue opportunities. It is not limited to boosting start-ups, innovative ventures and new jobs. Entrepreneurship is a competency for all, helping young people to become creative and self confident in whatever they undertake.

It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. Accordingly, entrepreneurship education can be defined as the process application of knowledge, attitude, skills and competencies. It is more than teaching students how to become independent business owners. It is about creating and nurturing

a learning environment that promotes entrepreneurial traits and behaviours, such as becoming creative and independent thinker, risk taker, assuming responsibility, and valuing diversity.

It is desirable that the domains of entrepreneurship and education increase their collaboration with each other in the future, both within research and practice. Neither of the domains will likely progress our knowledge of entrepreneurial education theory and practice without the other's help and committed collaboration. Thus collaboration is essential in entrepreneurship.

5.4.1 Characteristics of entrepreneurship education

The basic characteristics of entrepreneurship education as a discipline can be stated as follows-

- ✓ It is a function of innovation among the teachers and students.
- ✓ It is a function of fostering leadership among the students
- ✓ It works for organizational building of the educational institutes.
- ✓ It is a function of high achievement among the students.
- ✓ It involves creation and operation.
- ✓ It is process of creating value for the young minds by exploiting untapped opportunities
- ✓ It is strong and positive orientation towards growth in wealth, knowledge and employment.
- ✓ It is concerned with attitudinal change, risk taking abilities and turning idea in to actions among the students.

As such it can be stated that as a discipline entrepreneurship education always tries to inculcate some skill, so that one can play a role of catalyst for socio-economical change. It gives force to shape the future society and one's own life simultaneously. Entrepreneurship education includes all activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation.

Self-Asking Question

1. What is entrepreneurship education?

5.5 Approaches of Educational Entrepreneurship

Like the other fields, education is also influenced by entrepreneurship. We can better discuss this concept through its approaches. Entrepreneurial education is often categorized into *three approaches*- Teaching “**about**” entrepreneurship, Teaching “**for**” entrepreneurship and Teaching “**through**” entrepreneurship.

Teaching “about” entrepreneurship means a content based and theoretical approach which aim at giving a general understanding of the phenomenon or situation. It is the most common approach in higher education institutions.

Teaching “for” entrepreneurship means an occupationally oriented approach which aims at giving budding entrepreneurs the requisite knowledge and skills.

Teaching “through” entrepreneurship means a process based and often experiential approach where students go through an actual entrepreneurial learning process.

This **Teaching “through” entrepreneurship** approach often leans on the wider definition of entrepreneurship and it can be integrated into other subjects in general education, connecting entrepreneurial characteristics, processes and experiences to the core subject. While the **Teaching “about” entrepreneurship** and **Teaching “for” entrepreneurship** approaches are relevant primarily to a subset of students on secondary and higher levels of education, the embedded approach of **teaching “through” entrepreneurship** can be relevant to all students and on all levels of education.

Entrepreneurship is when one act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social. On the basis of this, Danish Foundation for Entrepreneurship proposed a definition of entrepreneurial education - “*Content, methods and activities supporting the creation of knowledge, competencies and experiences that make it possible for students to initiate and participate in entrepreneurial value creating processes*”

Infusing value creation experiences across the entire curriculum can be one of the most important contributions entrepreneurship can make to education in the future. It will however require substantial work both from researchers and practitioners. Assessment strategies need to be outlined that can be put to use by teachers in daily practice, allowing for detached and individual assessment of an inherently collective, social and emotional learning process. For managing and reducing the complexity in entrepreneurial education strategies for embedding creative learning by-doing into content and theory laden curricula need to be developed.

5.6 Importance of Entrepreneurial education

Entrepreneurial education has seen worldwide exponential growth in higher education institutions. Researchers and experts promote entrepreneurial education as they consider that entrepreneurship is seen as a major engine for economic growth and job creation. Today entrepreneurial education has become an important part of both industrial and educational policy in many countries. Entrepreneurial education is also frequently seen as a response to the increasingly globalized, uncertain and complex world we live in. It requires all people and organizations in society to be increasingly equipped with entrepreneurial competencies. Besides the common economic development and job creation related reasons to promote entrepreneurial education is that there is also a less common but increasing emphasis on the effects entrepreneurial activities can have on students' as well as employees' perceived relevancy, engagement and motivation in both education. Entrepreneurial education is positioned as a means to empowering people and organizations to create social value for the public good because of the entrepreneurship can play in taking on important societal challenge. Entrepreneurial education is considered as a means to achieve more interest, joy, engagement and creativity among students. A few scholars have recently put forward the potential of entrepreneurial education to spur increased perceived relevancy of subjects taught among learners, increasing motivation and school engagement and alleviating problems of student boredom and dropout. The strong emphasis on economic success and job creation has indeed propelled entrepreneurial education to a prominent position on higher education level, but not as an integrated pedagogical approach for all students on all levels.

Some important challenges have however been identified when trying to embed entrepreneurship into education such as resource and time constraints, resistance from teachers,

assessment challenges and cost implications. If these can be mitigated, promote entrepreneurial education can be best suited to all and for the changing globe.

Self-Asking Question

2. Why is entrepreneurship education considered as important?

5.7 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the Entrepreneurship in education and its allied aspects. Thus we can summarize the unit as-

- Entrepreneurship is a philosophy and a way one thinks, one acts and therefore it can exist in any situation like-business or government or in the field of education, science & technology.
- Entrepreneurship education denotes to some kind of educational or training process that is aimed at influencing individuals' attitudes, behaviours, values or intentions towards entrepreneurship either as a possible career or to enhance among them an appreciation of its role in the community.
- Entrepreneurship education was pioneered by Shigeru Fijii, as cited by Mwasalwiba (2010), who started teaching in this field in 1938 at Kobe University in Japan.
- Entrepreneurial education is often categorized into *three approaches*- Teaching “**about**” entrepreneurship, Teaching “**for**” entrepreneurship and Teaching “**through**” entrepreneurship.
- Entrepreneurial education is positioned as a means to empowering people and organizations to create social value for the public good because of the entrepreneurship can play in taking on important societal challenge.

- Some important challenges have however been identified when trying to embed entrepreneurship into education such as resource and time constraints, resistance from teachers, assessment challenges and cost implications.

5.8 References and Suggested Readings

1. Aggaewal. J.C (2004): *School Organization Administration and Management*, Doaba Piblication, New Delhi
2. Bhatnagar S.S &Gupta P.K(2009): *Educational Management*, R.LallBook Depot, Meerut,U.P
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4. Mahanta N.N, Borah H.N, Adhikary A(2016):*Foundation of Education*, Mani Manik Prakash, Ghy, Assam
5. Rao. Digumarti Bhaskar (2004) : *Educational Administration* Discovery publishing HouseDelhi.

5.9 Model Questions

1. What is your understanding about entrepreneurship?
2. State some of the characteristics of entrepreneurship.
3. Who was the pioneer of entrepreneurship education?
4. Discuss about entrepreneurship education.
5. Discuss the approaches of entrepreneurship education
6. Explain the importance of entrepreneurship education at present day context.

5.10Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

Entrepreneurship is a discipline with a knowledge based theory as well as it is an outcome of complex socio-economic, psychological, technological, legal and other factors

Answer to question 2:

A.H.Cole defined “*Entrepreneurship is the purposeful activity of an individual or a group of associated individuals, undertaken to initiate, maintain or aggrandize profit by production or distribution of economic goods and services.*”

Answer to question 3:

Two characteristics of entrepreneurship are-

- Entrepreneurship involves decision making, innovation, implementation, forecasting of the future, independency, and success.
- It is a dynamic and risky process.

Answer to SAQ 1:

Entrepreneurship education is more than teaching students how to become independent business owners. It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviours, such as becoming creative and independent thinker, risk taker, assuming responsibility, and valuing diversity

Answer to SAQ 2:

Entrepreneurial education is also frequently seen as a response to the increasingly globalized, uncertain and complex world we live in. It requires all people and organizations in society to be increasingly equipped with entrepreneurial competencies. Besides the common economic development and job creation related reasons to promote entrepreneurial education is that there is also a less common but increasing emphasis on the effects entrepreneurial activities can have on students’ as well as employees’ perceived relevancy, engagement and motivation in both education.

Unit 6:

ORGANIZATIONAL CLIMATE AND INSTITUTIONAL EFFECTIVENESS- CONCEPT AND NATURE

Contents:-

6.1 Introduction

6.2 Objectives

6.3 Concept of Organizational Climate

6.3.1 Nature of Organizational Climate

6.4 Concept of institutional effectiveness

6.4.1 Nature of institutional effectiveness

6.5 Summing up

6.6 References and Suggested Readings

6.7 Model Questions

6.8 Answer to check your progress/Possible Answers to SAQ

6.1 Introduction

In this block, we are discussing some of the contemporary concerns in the field of educational management. In the earlier units, we have discussed issues like-supervision and inspection, TQM, Performance appraisal, PPP and the most recent one educational entrepreneurship. Here, in this unit, we are going to discuss another and most relevant concept in the field of educational management- organizational climate and institutional effectiveness. Both are essential part of each organization.

6.2 Objectives

After going through this unit you will be able to-

- *understand* the concept of organizational climate

- *know* the nature of organizational climate
- *comprehend* the concept and nature of institutional effectiveness

6.3 Concept of Organizational Climate

Educational organizations are the organizations whose primary aim is to create a suitable environment for the growth and development of hope of a nation, those are the students. As such, the organizational aspect of a school is mainly related to those arrangements which can help in the attainment of definite objectives. It covers all those human and physical factors which may be made available in a properly organized manner for attaining the objectives in view. Basically, it is the manpower and human resource constitute by and large, the most important unit in these organizations. The success and effectiveness of an educational organization very much rely on the climate of that organization. Therefore, we must be clear with this concept of organizational climate.

The concept of organizational climate was formulated by the human relation theorists in the late 1940's. The concept of organizational climate refers to the overall social setting of an organization. The concept of organizational climate has consequently become significant in the study of organizational theory. Generally climate refers to the environment or atmosphere as such; organizational climate refers to the atmosphere or environment of that organization. It serves as a parameter for evaluating the functions of an organization. Because, by observing the organizational climate one can understand how one particular organization is functioning, the factors behind the variations among different organizations and also how these underlying influences organization's effectiveness.

The organization's climate is developed by each organization reflecting its internal and external struggle, its people, environment, hierarchy and the goal its working for. Any organization as an open system consists of many sub-systems that are in dynamic interaction with one another. Changes in one sub-system are likely to affect the behavior of other sub-system. The organizational climate of an organization is affected by formal and informal groups which also have an effect on the behavior of the leaders as well members of the organization.

School organization climate

School organization climate is the generalized attitudes towards various practices and components of educational institution where the students, teachers and administrators work with the organization by sharing with each other in spite of their individual variation. It is manifested in the attitudes and behavior of teachers, supervisor, students and principal at work. It is the reflection of the shared value, beliefs and commitment of school members. It is the overall inertia of school as recognized by the school members. The term” **school organizational climate**” is the product of every aspects of school organization, the nature, the work that goes on there, the member associated with the organization either directly or indirectly, the architecture and surroundings, the history of the organization, the administrative policy in effect and especially the pattern of interaction and communication among the members of the school organization

6.3.1 Nature of Organizational Climate/ School organization climate

On the basis of the above discussion, the following nature of organizational Climate can be derived-

- Organizational climate refers to the overall social setting of an organization.
- The organization’s climate is developed by each organization reflecting its internal and external struggle, its people, environment, hierarchy and the goal its working for
- The organizational climate is a result of interpersonal behavior, attitude and perception and values of the individual who are working in the organization.
- The members of an organization become sensitive to the climate of that organization as they sense the climate in terms of their perception of the prevalent attitude and psychological qualities of this relationship.
- Climate of the school organization is a powerful force and plays a pivotal role in the overall development of the personality of the students.
- School organization climate is determined by the various factors. Member characteristics are valuable one-like-their age, sex, length of association with the organization.
- Organizational climate is an outcome of interplay between a number of variables of the societal system, the school organization and the individual members.

- It is the collective phenomenon and all educational personnel share the perceived experiences.

Check Your Progress

Question 1: What do you mean by organization climate?

Question 2: What is school organization climate?

Question 3: State two characteristics of organization climate.

6.4 Concept of institutional effectiveness

Another concept that is very much relevant in the discussion of educational organization and management is institutional effectiveness. It can also be termed as organizational effectiveness. The quest for effective educational organization begins with the commitment of the head of the institution and his staff towards their organization and pupils. The concept of organizational effectiveness is multidimensional. It refers to an organization's ability to achieve its goals, maintain itself internally and adapt to its environment. Institutional Effectiveness is a continuous process for planning, assessing, analyzing and improving processes, programs, and services that support the particular institution. It is the systematic, explicit and documented process of measuring performance against mission in all aspects of an institution

There is no quality without effectiveness. Many educationists argued that institutional effectiveness efforts are compromised when faculty, administrative and other staff have differing definition of quality. Institutional effectiveness efforts are more meaningful if resources, inputs, in structural and operational processes and outcomes are assessed in an environment of common

understanding and shared purpose. As such, involvement of faculty, staff and administrators is a critical for meaningful institutional effectiveness.

Institutional Effectiveness (IE) can also be defined a process whereby institutions engage in ongoing self- evaluation in order to measure achievements and outcomes. The overall goal of institutional effectiveness is to determine whether an institution's units and departments are addressing the institutional mission.

There are different factors responsible for institutional effectiveness. The factors to be considered for organizational/institutional effectiveness are administrative functioning, leadership behaviours, moral-culture and climate, parental involvement, community support, teachers' efficiency and commitment, loyalty and satisfaction of teachers and students' academic performance.

Institutional Effectiveness has three primary responsibilities:

- A. Providing assistance and support in developing and overseeing processes designed to enhance the effectiveness of programs and services
- B. Providing quality information and services to support planning, decision-making, and assessment at all organizational levels
- C. Providing support to reaffirmation and accreditation efforts

6.4.1 Nature of institutional effectiveness

On the basis of the above discussion, the following nature of organizational Climate can be derived-

- Institutional Effectiveness is a continuous process for planning, assessing, analyzing and improving processes, programs, and services that support the particular institution.
- Institutional Effectiveness (IE) can also be defined a process whereby institutions engage in ongoing self- evaluation in order to measure achievements and outcomes
- Assessment of institutional effectiveness is parallel to assessment of student learning.
- Institutional effectiveness program seeks to continually improve educational experiences to enhance student learning and ultimately fulfilling the institution's mission.

- Effectiveness is committed to-quality, excellence in student service, integrity in data collection and analysis, confidentiality of information, accurate and timely data and collaborative working relationship among members of the institutes.
- The factors to be considered for organizational/institutional effectiveness are administrative functioning, leadership behaviours, moral-culture and climate, parental involvement, community support, teachers' efficiency and commitment, loyalty and satisfaction of teachers and students' academic performance.
- Institutional Effectiveness is related to the climate of the organization as it indicates the outcome of interplay between a number of variables of the societal system, the school organization and the individual members.

Self-Asking Question

1. What is Institutional effectiveness?

6.5 Summing up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the organizational climate and institutional effectiveness. Thus, we can summarize the unit as-

- Educational organizations are the organizations whose primary aim is to create a suitable environment for the growth and development of hope of a nation, those are the students.
- The concept of organizational climate refers to the overall social setting of an organization.
- The organization's climate is developed by each organization reflecting its internal and external struggle, its people, environment, hierarchy and the goal its working for.
- The term” **school organizational climate**” is the product of every aspects of school organization, the nature, the work that goes on there, the member associated with the

organization either directly or indirectly, the architecture and surroundings, the history of the organization, the administrative policy in effect and especially the pattern of interaction and communication among the members of the school organization

- Institutional Effectiveness is a continuous process for planning, assessing, analyzing and improving processes, programs, and services that support the particular institution.
- It is the systematic, explicit and documented process of measuring performance against mission in all aspects of an institution

6.6 References and Suggested Readings

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5. Rao. Digumarti Bhaskar (2004) : *Educational Administration* Discovery publishing HouseDelhi.

6.7 Model Questions

1. What do you mean by school organizational climate?
2. How would you relate between organizational climate and School organizational climate?
3. What is your understanding about institutional effectiveness?
4. What are the responsibilities of institutional effectiveness?
5. State the natures of institutional effectiveness.

6.8 Answer to check your progress/Possible Answers to SAQ

Answer to question 1:

The concept of organizational climate refers to the overall social setting of an organization. The concept of organizational climate has consequently become significant in the study of

organizational theory. Generally climate refers to the environment or atmosphere as such; organizational climate refers to the atmosphere or environment of that organization

Answer to question 2:

School organization climate is the generalized attitudes towards various practices and components of educational institution where the students, teachers and administrators work with the organization by sharing with each other in spite of their individual variation

Answer to question 3:

Two characteristics of organization climate are-

- The organizational climate is a result of interpersonal behavior, attitude and perception and values of the individual who are working in the organization.
- The members of an organization become sensitive to the climate of that organization as they sense the climate in terms of their perception of the prevalent attitude and psychological qualities of this relationship

Answer to SAQ 1:

Institutional Effectiveness (IE) can also be defined a process whereby institutions engage in ongoing self- evaluation in order to measure achievements and outcomes. The overall goal of institutional effectiveness is to determine whether an institution's units and departments are addressing the institutional mission.
