UG ED S4-02
(DSC)

FOUR YEAR BACHELOR'S DEGREE COURSE

(CBCS in Accordance with NEP 2020)

SEMESTER -IV

EDUCATIONAL MANAGEMENT

EDUCATION

Indira Miri School of Education
KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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COURSE INTRODUCTION

In the First, Second and Third Semester of the UG courses, we have already discussed the basic concept and importance of education, its theoretical background, psychological foundation of education, sociological foundation of education and some select issues in higher education. For the Fourth Semester Programme, there are three courses namely UG ED S4-01, UG ED S4-02 and UG EDS4-03. UG ED S4-01 deals with the subject on Distance Education, UG ED S4-02 on Educational Technology and UG ED S4-03 on Educational Managment. The course UG ED S4-03 has introduced as core course for the learners, which consists of a total of 14units.

The *First, Second and Third Units* deals with the meaning, nature, approaches and importance of educational management. The *Fourth Unit* discusses various principles that should be specifically followed in classroom management while teaching. The *Fifth Unit* explains the role of a leader in an educational organisation. The *Sixth Unit* identifies the objectives, the various approaches of lesson planning and its importance. It also highlights the pre-requisite principles that should be followed before planning a lesson for teaching. The *Seventh Unit* discusses the various functions of an organisation and also focusses on how to improve the effectiveness of an organisation. the *Egiht Unit* explains the concept and the definition of conflict, role of conflict and causes and management of inter-personal conflict. It also highlights the nature of stress and the methods which are adopted for managing the stress. The *Ninth Unit* deals with the management process of education such as planning, organising, directing and controlling as well as focusses on the features for making a good plan in an organisation.The *Tenth and the Eleventh Unit* explains the role of administration and supervision in education, their classifications, the types, and their various functions. The *Twelfth Unit* deals with meaning, definitions, objectives of co-curricular activities and also focuses on the underlying principles for organising the co-curricular activities. The *Thirteenth* discusses on how mangement and resources are interrelated. The *Fourteenth Unit* identifies the objectives and the importance of total quality management in an educational organisation.

While going through a unit, you will notice some along-side boxes, which have been included to help you know some of the difficult, unseen terms. Some “ACTIVITY’ (s) have been included to help you apply your own thoughts. Again, we have included some relevant concepts in “LET US KNOW” along with the text. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with “ANSWERS TO CHECK YOUR PPROGRESS” given at the end of each unit.

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UNIT 1 : MEANING AND NATURE OF EDUCATIONAL MANAGEMENT

UNIT STRUCTURE

1.1 Learning Objectives

1.2 Introduction

1.3 Meaning of Educational Management

- 1.3.1 Nature of Educational Management
- 1.3.2 Importance of Educational management
- 1.3.3 Functions of Educational Management
- 1.3.4 Scope of Educational management

1.4 Let Us Sum Up

1.5 Further Reading

1.6 Answers to Check Your Progress

1.7 Model Questions

1.1 LEARNING OBJECTIVES

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

- define the concept of educational management
- identify the nature and importance of educational management
- discuss the scope of educational management

1.2 INTRODUCTION

Every institution has some visions and for achieving these visions it needs some arrangements or preparations which can be called management. Management is an art which is designed particularly for achieving the purpose or goal of an institution or a company or any other related organisations. The proper management of a particular institution or an organization helps in

exerting necessary control on its functioning and influences in taking the logical decision for the effectiveness of the organizations. Thus, management is a technical process which is mostly internal and flexible in nature. Each process of management requires the managerial expertise and leadership quality for the smooth functioning of the organization. In this unit, we shall basically deal with or focus on the theme of educational management which is different from other types of management due to its large social settings.

1.3 MEANING OF EDUCATIONAL MANAGEMENT

Educational management is directly linked with the arrangement process of an educational institution. In an educational institution, the process of management or the situational arrangement is designed or planned for fostering the effectiveness of the teaching- learning process. In India, the system of management emerged in the field of education in 1970s.

In an instructional behaviour, management is considered a principle of fundamental truth. It establishes or executes a cause-effect relationship in an instructional environment and influences the role of the functionaries. It is basically a process of managerial skills, where the perfection of the skills enriches the functioning process of an educational instruction.

According to Henry Fayol, the meaning of educational management is “to forecast and plan, to organize, to command, to co-ordinate and to control."

F.W.Taylor defined educational management in terms of productivity concept saying that "management is the art of knowing what you want to do in the best and cheapest way."

F.W.Taylor and Henri Fayol, both were the earlier thinkers of the educational

management. They pointed out that managerial principles should be in systematic ways as they are actually adopted for solving the managerial problems. Again, according to them, in an educational institution, the management actions will be effective if these are based on sound principles or devices. Besides these, the process of management requires further research or investigation and training for promoting the effectiveness of the process. Thus, the process of educational management needs co-operation, understanding and intimate relationship among the members of the institution

“According to James L Lundy, "management is principally the task of planning, coordinating, motivation and controlling the efforts of others towards a specific objective. Management is what management does. It is a task of planning, executing and controlling".

From the above explanations, it is clear that educational management is a group task or group-activity that consists of various managerial principles such as planning, organizing, directing, executing, controlling and evaluative process. These principles should be systematically organized and they should also be based on both authenticity and valid ground so that the effectiveness and the success of the programme of an educational institution can be achieved.



CHECK YOUR PROGRESS

Q1. What do you mean by educational management?

.....

.....

Q 2. How do you like to differentiate educational management from business management?

.....

.....

1.3.1 Nature of Educational Management

The nature of the management process in education is different from institution to institution. Every institution has its own ideology and choice of selection of the programme. The management process of an organisation changes from time to time and from situation to situation, because of social change and development. In the following, we are going to discuss the nature of the educational management, they are as follows:

- Management in education is multidisciplinary. Although management has been developed as a separate subject or discipline but it draws knowledge and concepts from the various disciplines. In an educational institution, management is an integrated concept or a composite task, consisting of the ideas from the subjects like psychology, sociology, anthropology, economics, ecology, statistics, operation research, history etc. Thus, newer concepts are into the practice for managing the organisation.
- Management is a dynamic process: It is because the planning process of management is based on particular time and particular situation. The changing nature of the society or the environment leads to the changes in the management process. Therefore, the management process is flexible in nature.
- Management is relative: It does not believe in absolute principles: The principles of the management should be applied according to the need of the organisation. In an educational institution, the perspective of the principle of management is different from other organisations. The difference may exist because of time, socio-cultural factors, etc.
- Management is considered both a science and an art.
- Management is a decision making process.
- Management is a universal phenomenon but the application of this process is modified according to the needs of the situation.

- There must be close connection between the school management and the social philosophy of a country.



CHECK YOUR PROGRESS

Q 3.Explain management as a dynamic and multidisciplinary process.

.....

.....

.....

Q 4.Say whether the following statements are true of false:

(a) Management is more a science than an art. ☐

(b) Management process is flexible in nature because the society is not static. ☐

1.3.2 Importance of Educational Management

In an educational institution, the successful management is ensured by successful utilisation of material and human resources of the institution. For democratic utilisation of the functioning of the organisation, the management is essential. Successful management is important for an educational institution in order to make every activity or project to be well-executed and well implemented.

- Management is important for effective utilisation of resources in order to meet the demand of the institution.
- For the development of the educational resources, effective management is important for improving the quality of the school environment.
- Management in educational institution is important for incorporating innovations into all aspects of instructional and infrastructural system. The changing nature of the society influences our social structure or our social system. Therefore, the educational institution which is considered a strong social organisation needs to fulfill the aspirations of the people for whom

the institution is meant. Therefore, for maintaining the level of competency and effectiveness of the school organisation as well as to meet the demand of innovations, the educational institution requires efficient form of management.

- Efficient management is also necessary to effect a good working relationship among the staff in an organisation by developing the sense of co-operation and mutual understanding among the members of the organisation. It is because management can systematically organise the role of the functionaries of the institution.



ACTIVITY 1.1

Why do you think 'management is important for an educational institution'?

.....

.....

1.3.3 Functions of Educational Management

After knowing the importance of management now we are going to discuss the role and the functions or activities of management which are to be implemented for improving the effectiveness of the educational processes. Some of the functions of educational management are discussed below:

- Educational management can forecast the future conditions of the organisation by interference from the known facts today. For forecasting the educational situation it is essential to collect all sorts of information about the present position of the environment of the institution and the expected resources to be used by it and on the basis of such information it is possible to forecast its future.
- Decision making is important for the functioning of an efficient

management and administration in an educational institution. Guesswork, arbitrary exercise of authority, hasty decisions etc. have no control in the educational administration. For an efficient and effective management, the following points should be strictly followed while making the decision in an organisation:

- The goal or the purpose of the decision must be clear.
- The course of action for running the institution should be simple and easy to follow for all the functionaries of the institution.
- After taking the decision for running an institution, it is necessary to plan the programme for achieving the goal of the organisation.
- Organisation is the combination of the necessary human effort and material equipment to accomplish the desired goal of the organisation. In education, organisation includes human beings in the school, committees, groups, school staff, the inspecting staff, materials in terms of buildings, furniture, libraries, laboratories, museums, art galleries, organisation of curricular and co-curricular activities in the school, norms of achievement, time schedule etc.
- Direction is a process of guiding the human efforts for achieving the target in an organisation. Direction is closely linked with motivation. It means that a sense of direction motivates people to do the job for achieving the target in an organisation. Perfect decision with regard to the policies and plans makes people more motivate and active for achieving the target. The process of communication inward and downward and across is particularly helpful for creating motivation among the members of the organisation.
- Control exercised for directing as well as judging an activity is closely related to planning and organisation in an administrative process. It means that control indicates the application of the power and authority over the workers to make them disciplined

and responsible. As such, control is needed in all sphere of the process of education including its aims and objectives, teachers and students as well as finance and public relations. The exercise of control in all these activities is vitally important for an efficient educational management. For example, the finance of an institution is to be controlled by the effective planning and implementation of the budget, accounts and auditing.

- Co-ordination is essential for harmonising the educational elements such as the persons, materials and ideas, methods of doing work, principles etc. in a uniform programme to achieve the common objectives of the institution. For promoting coordination and developing the competency among the staff in an educational institution, the following three principles are to be followed:
  - (i) the relationship among the people,
  - (ii) the allocation of task or work and
  - (iii) division of labour necessary to organisational achievement.
- Evaluation is also an important element in the management process. For an effective management of an educational institution, proper measures are required to find out the reasons for the success or failure of the programmes, what steps should be taken for successful achievement, what should be done to improve the action and what action should be planned for the coming years for the smooth running of the institution.
- After completing the evaluation in an educational institution, recording and reporting are two essential duties for the managers of an institution. Because, the manger is answerable to the parents, the higher authorities and the society etc., for whatever is done in the institution. Therefore, proper records should be maintained in the schools or educational institutions and then reporting should be sent to the concerned persons.



CHECK YOUR PROGRESS

Q 5. What are the two points that should be followed in the decision making process of the management?

.....

.....

Q 6.Why should recording and reporting be made by the school management?

.....

.....

1.3.4 Scope of Educational Management

Scope refers to the extent to which the management process hovers around the areas in an educational institution. In an educational institution, 'management' indicates the management of material resources, human resources, institutional planning, and the different parameters of administration, organisation of scholastic and co-scholastic activities in the school. The following areas are under the control of the management in a school.

- Planning, organising, directing, controlling and evaluating are the basic criteria that educational management deals with in a large scale in an institution.
- It manages the human resources in a school such as headmaster or principal, teaching staff, ministerial staff and menial staff etc.
- Educational management organises the material equipment such as building, furniture, farms, laboratories, library, museum, art gallery etc.
- It also prepares the curriculum and co-curricular activities for

the different classes in the school.

- Management plans the time table for running the school.
- It also deals with how to maintain discipline in the school.
- It also organises exhibitions and different cultural programmes in the school.
- The process of management in the school organises various programmes for promoting health among the learners in the school and it also provides the course on physical education.
- Educational management also plays the pivotal role in developing the relationship between the school and the members of the community where the school is situated.
- It also deals with the supervision of the school work, evaluation of the pupil's achievement, finance as well as the disbursement of the budget.
- The process of educational management also deals with the various problems and the ways for solving such problems in the school besides focusing on the prospect for further development of the environment of the school.



1.4 LET US SUM UP

- Educational management is a branch of Management which basically deals with the managing process of an educational institution.
- In an educational institution, the process of management or the situational arrangement is designed or planned for fostering the effectiveness of teaching learning process.
- Educational management is different from the other types of management such as business management, factory management etc due to its ideology. Educational management is linked with the benefit of large social settings whereas the other types of management (like

business management) are linked with the production of personal profit of their business.

- Educational management is basically a process of managerial skills, where the perfection of the skills enriches the functioning process of an educational institution.
- In an educational institution, the efficiency of the management is ensured by successful utilisation of material and human resources of the institution.
- The process of management in flexible and dynamic in nature.
- The effective form of management is concerned with the newness and innovation of the society.
- Forecast, decision making, planning, organizing, directing, controlling, coordination, evaluation, recording and reporting are the main functions of educational management in an educational institution.
- The process of educational management is necessary for the smooth running of the institution.



1.5 FURTHER READING

1) Dr. S.S. Bhatnagar and Dr. P.K.Gupta, (2003): *Educational Management,* Surya Publication, Meerut.

2) L.M.Prasad. *Principles and Practice of Management,* Sultan Chand and Sons.



1.6 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Educational management arranges the group activities of

the functionaries for fostering effectiveness of the teaching learning situation in the school environment. It consists of various managerial principles such as planning, organising, directing, executing, controlling and evaluation in the school.

Ans to Q No 2: Educational management is different from business management due to its ideological principle. Educational management is linked with the benefit of societal values in the large scale whereas the business management has the link with the production of personal profit of their business.

Ans to Q No 3: Management in education is multidisciplinary. Because it draws knowledge and concepts from the various disciplines. In an educational institution, management is an integrated concept or a composite task, consist the ideas from different subjects like psychology, sociology, anthropology, economics, ecology, statistics, operation research, history etc. It thus, tries to build up a new concept into the practice for managing the organisation properly.

Management is also dynamic in nature, because, the planning process of management is based on particular time and particular situation. The changing nature of the society or the environment leads to the changes in the management process. Therefore, the management process is flexible in nature.

Ans to Q No 4: (a) False

(b) True

Ans to Q No 5: For an efficient and effective management, there are some points which should be strictly followed while making the decision in an organisation. These are:

a. The goal or the purpose of the decision must be clear.

b. The course of action for running the institution should be simple and easily understood by all the functionaries of the institution.

Ans to Q No 6: Recording and Reporting are the essential duties for managers of an institution. Because; the manger is answerable to the parents, the higher authorities, the society etc., for whatever is done in the educational institutions. Therefore, proper record should be

maintained in the schools or educational institutions and then reporting should be sent to the concerned persons.



1.7 MODEL QUESTIONS

A) Very short question (Answer each question in 50 words)

Q 1: What do you mean by mangement?

Q 2: What do you mean by educational management?

Q 3: What do you mean by the process of decision making?

Q 4: What is the importance of reporting in an educational instituion?

Q 5: Why do you think that management is a multidisciplinary process?

B) Short Question (Answer each question in about150 words)

Q 1: Management is important in an educational institution. Explain briefly.

Q 2: Management is flexible in nature. Explain.

Q 3: Management is a dynamic and multidisciplinary process. Explain.

Q 4: How is education management different from other types of management?

C) Long Question (Answer each question in about 300-500 words)

Q 1: What do you mean by educational management and how is education management different from other types of management?

Q 2: What are the principles of educational management? Discuss the importance of management for the functioning of an institution.

Q 3: What are the functions of management in an educational institution? What are the areas it has covered?

Q 4: Educational management is important for running an institution, discuss.

****

UNIT 2 : VARIOUS APPROACHES OF EDUCATIONAL MANAGEMENT

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Various Approaches of Educational Management

- 2.3.1 Social Demand Approach
- 2.3.2 Manpower Requirement Approach
- 2.3.3 Rate of Return Approach

2.4 Let us Sum up

2.5 Further Reading

2.6 Answers to Check Your Progress

2.7 Model Questions

2.1 LEARNING OBJECTTVES:

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

- describe the three approaches or models of educational planning namely – social demand approach, manpower requirement approach and rate of return approach
- explain the advantages and limitations of each model or approach

2.2 INTRODUCTION

The process of educational management hovers around the different areas of an educational institution. It is a professional process that optimizes the outcome or achievement of the educational objectives on the part of an institution which ultimately help to develop best human resources for the country. Educational planning is a very important function of educational management and it should concentrate on the development of the society. As such realistic educational planning has to take note of several factors

like demography, state of economy, social and cultural value systems etc. It must try to anticipate variations that might take place in the foreseeable future. Therefore, there is a need for adopting various approaches and techniques in the process of educational planning so as to arrive at the most realistic planning model to maximise the output.This unit deals with various approaches or models of educational planning which are generally adopted to formulate workable plans. We shall also discuss the advantages and limitations of these approaches in this unit.

2.3 VARIOUS APPROACHES OF EDUCATIONAL MANAGEMENT

There are different approaches to educational planning. Each planning approach has its unique features. There are three major models/approaches to educational planning with varying degrees of applicability. We shall in this section try to understand each of them one by one in the light of educational planning in schools.The following are the important approaches of educational management.

2.3.1 Social Demand Approach

Education is an instrument for social change and a good educational plan should concentrate on the development of the society. The essence of social demand approach lies in the demand of the society to be educated. The principle of social justice allows all the people of a country to get equal opportunities for development. Planning, according to social demand approach, focuses on opening schools, colleges and professional institutes to cope with the demand of all the eligible and interested students seeking admission. This approach suggests developing education system as a mean of fulfilling the social demands or desires. Therefore, the social demand approach may be defined as the demand of the people of the society to get educated. In other words, it assumes that access to all branches of

education should be available to those wishing to enter them provided they are qualified to do so in terms of their ability and attainment. In a heterogeneous society like India, the social demand for education is greater than the manpower requirement of the country.

The most important component for this type of educational planning is to get a reliable set of demographic forecasts on the basis of individual years and age, and the population of school- going children throughout the planning period. In India,the level of education, particularly at the elementary stage,is planned on the basis of social demand approach. Article 45 of the Directive Principles of State Policy in the Constitution of India states, "the state shall endeavor to provide, within a period of 10 years from the commencement of this constitution for free and compulsory education to all children until they complete the age of 14 years." Further, Article 21A enjoins on the State to provide free and compulsory education to all children between 6-14 years in such a manner as the state may, by law, determine. This has also been included as a Fundamental Right of the children in the Indian Constitution. At the secondary level, no such provision has been included in the Constitution and education is provided on the basis of social demand approach.

At the stage of higher education, students generally get enrolled on the basis of the demand for education as conceived by themselves or by their parents. The capacity of the institution to provide educational facilities is also another factor. In professional education, however, admissions are generally based on employment possibilities available for various disciplines. In the present contexts of liberalisation, privatisation and globalisation, the aspiration of the students and parents is rising and the population explosion has further increased the demand for education. Thus, this approach suggests creating educational facilities according to the demands of the society. The advantages of this approach are—

- The main advantage of this approach is that importance is given on the demand for creating educational facilities and every

person who intends to pursue a course would get an opportunity if he or she is otherwise eligible.

- This approach provides the planners with approximate number of places where education facilities have to be provided. To make this approach successful, it is necessary to understand the crucial relationship between social demand and the capacity of the educational system to satisfy it.
- Social demand approach is a suitable political tool to meet the need to satisfy the demands of the public. Therefore,the politicians mostly use it.
- This approach is used by developing countries where there is a shortage of resources and the focus is on the expansion of educational services. As such, it is more quantitative than qualitative.

This approach suffers from certain limitations, which are as the following:

- It is very difficult to make an estimate of the exact demand for education and the availability of educational facilities. The mismatch between demand and supply gives rise to the incidence of unemployment and underemployment.
- This approach does not focus on economic viability and therefore it is a poor approach.
- There are chances of political pressure at each level of planning due to the vested interests of politicians.
- The social demand approach does not provide guidance to educational planners about the ways, procedures and methods to cope with the identified demands of society.



CHECK YOUR PROGRESS

Q 1. Educational planning is a very important function of educational .....

Q 2. Each planning approach has its ..... features.

Q 3. What is social demand approach?

.....

.....

Q 4. Which stage of Indian education is planned on the basis of social demand approach?

.....

.....

Q 5. State the limitations of the social demand approach.

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2.3.2 Manpower Requirement Approach or Model

Manpower requirement approach is based on the link between education and economic development of a country. It is also known as human development approach as it focuses on educational planning in accordance with manpower needs of the economy. Every country needs competent and skilled human resources for its development. This approach stresses that the output of the educational system must meet the manpower requirements for future.

It is a known fact that the growth and development of a country depends on converting the available manpower into skilled human resources, which is achievable with the help of education only. On the basis of the requirements of the country, the education system must be able to produce experts and specialists in different fields so that it can cope up with the national requirements.

According to Blaug (1968), the manpower requirement approach stems from the idea that educational plans must be established in the light of economic and social objectives. For delivering various services effectively, if the educational system can produce qualified persons with right caliber, a major part of the economic and social objectives of educational planning can be achieved. The National Education Commission Report (1966) states that the aim of manpower planning is to provide every educated person with a job and every available job with a qualified person.

The Manpower Approach necessitates a long-term planning and a thorough study of the different occupations and occupational changes, technological progress as well as the level of educational standards. However, besides this manpower forecast, how they are to be made and how they are to be used as a basis for educational planning is also an important question. It is very difficult to make actual forecasts about the occupational structure of the labour force and convertit into an educational structure by applying a standard measure of the level of formal education and skill or training required to perform adequately in each occupation. Moreover, the demand from the society is also not permanent as it changes from time to time on the basis of different changing technical, economic and social developments.

In the present world, where education has been given importance as part of economic development, this kind of planning is extremely relevant because innovative ideas as well as competent human resource determine the rate of economic growth of the country. The educational system of a country makes significant contribution to the national development in the form of new ideas and technical skills, which an individual acquires through education and training as the result of formal education. Therefore, every country should develop the educational system to fulfill their needs for trained, skilled and efficient manpower.

The manpower requirement approach planning has some advantages, which are as the following:

- Manpower requirement approach planning is helpful in identifying extreme gaps and imbalance in the pattern of educational output that needs remedial measures.
- It gives educational planners useful guidance to plan educational processes to develop required qualification, eligibility and skills for future needs of the country. It means that education at primary, secondary and higher level should be planned according to the future needs.
- The manpower requirement approach reduces the scope of unemployment and underemployment.
- The contribution of manpower to the development of economy of a nation would be optimum if it is carried out properly.

The manpower requirement approach suffers from the following limitations:

- It is difficult to forecast manpower requirement with a fair degree of accuracy because of many economical, technical and other uncertainties involved.
- This approach focuses only on secondary, higher and professional education because they are connected with work. It does not take into account the provision of education for the social milieu. For example, adequate provision for Primary education for all;education for girl who are not gainfully employed; education for cultural, political and social development etc. should also be taken into account for national development.
- Most of the manpower needs surveys are concentrated in urban areas where too high profile jobs in fields like engineering, medicine, agriculture etc. are taken into consideration. However, the requirements of the semi-skilled and unskilled workers in the cities and rural areas mostly remain unattended.



CHECK YOUR PROGRESS

Q 6. What is manpower requirement approach?

.....

.....

Q 7. State the main features of this manpower requirement approach.

.....

.....

Q 8. Mention two advantages of manpower requirement approach.

.....

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Q 9. List the limitations of manpower requirement approach.

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2.3.3 Rate of Return Approach or Model

Rate of return means the gain or loss in an investment over a specialised time. This approach treats education as an investment in human capital and focuses on the economic perspective of an educational system. We know that education exercises a decisive influence on the socio economic development by enhancing the productive capacity of the people. Thus, the expenditure on education can be justified by its capacity to influence national development. This approach is concerned with the rate of return or benefits achieved by the educational system when compared to the investment in education. It is also known as cost-benefit or cost effectiveness approach to educational planning.

Now a day, the rate of return approach is one of the most popular approaches of educational planning at the institutional and national levels. The main principle of this approach is that the income and expenditure on education should be planned in such a way that it

leads to higher productivity and greater earnings at the institutional and national levels. However, it is necessary to find out how education is compared with other forms of investment? Or whether all forms of education are equally productive? These questions necessitate a scientific study of the rates of return from different stages of education while using rate of return as a criterion in the allocation of financial resources. There are two ways to treat education as an investment. They are as follows:

- The process of education and training imparted by different educational institutions i.e., schools and colleges must help in acquiring higher level of output by the students. This output is compared to the level of production by the students without the training and education. The difference between the productions should be in favour of the educated and the trained students.
- People who are educated should earn more and get higher salary than those who are not educated. The rate of return in such a case will be positive. This positive outcome is only possible when not a single educated is left unemployed. Proper planning that considers manpower requirement of the country is the core element of this process. Education and higher earnings are positively related. It is because of this, that people want more education.

The advantages of rate of return approach are:

- The rate of return approach helps the policy makers to develop strategies for financing education. It also helps to evaluate the investment decisions for allocating financial resources for the type of courses, which help students in entering productive employment.
- This approach is helpful in finding out the imbalances i.e., the demand and supply function of education at different levels such

as—problem of surplus manpower resulting in unemployment, underemployment, the utility of various courses of study and their relationship with availability of employment etc.

- Finally, it helps in streamlining the educational system in order to make it responsive to the emerging needs of the economy.

The rate of return approach suffers from the following limitations:

- Rate of return always treats educated persons as valuable only through their higher earning and greater tax revenues extracted by the society. But, there are many uneducated persons who are also getting more salaries and are contributing towards economic and social well being of the community. They are playing a vital role in creating an environment in which economic development is possible, but the rate of return analysis misses this impact.
- Difference in earning depends upon factors like natural ability, motivation, social background, sex, occupation of the workers etc. So, differences in earning cannot be used as a measure of pure benefits to education.
- Education does not make workers more productive but help the employers to identify talented persons. Education however, affects attitude, imparts knowledge and helps in creating new skills.
- Rate of return assumes full employment of educated workers, whereas in many developing countries, unemployment and under- employment of the graduates and school leavers is a recurrent phenomenon. This is an important problem and the estimate of social rate of return must take this factor into account.



CHECK YOUR PROGRESS

Q.10. What is meant by Rate of Return?

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Q.11. How does rate of return approach treat education?

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Q.12. How does rate of return approach help the policy maker?

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Q.13. On what ground, has this approach been criticized?

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2.4 LET US SUM UP

- Educational planning is a very important function of educational management.
- There are three different approaches or model of educational planning and each planning approach has its own premises, procedural logic and methodology. The approaches are—Social Demand Approach. Manpower Requirement Approach and Rate of Return Approach.
- Social demand approach suggests developing education system as a means of fulfilling social demands or desires. It assumes that access to all branches of education should be available to those wishing to enter them, provided they are qualified to do so in terms of their ability and attainment.
- Social demand for education is increasing day by day. The most important component for social demand approach planning is to get a reliable set of demographic forecasts by individual years and age,

and the population of school going children throughout the planning period.

- In a country like India, elementary and secondary education is provided on the basis of social demand approach. The main advantage of this method is that it gives preference to creating educational facilities and expansion of educational services for the masses. But, it is difficult to make an estimate of the exact demand for education and the availability of educational facilities. The mismatch between demand and supply gives rise to the incidence of unemployment and underemployment.
- The focus of Manpower Requirement approach is to forecast the manpower needs of the economy. Growth and development of any country depends upon converting the available manpower into skilled human resources, which is achievable with the help of education only.
- The education system of the country should be planned in such a way that it must be able to produce experts, specialists in different fields to cope with the national requirements. This approach needs a long term planning and a thorough study of different occupations.
- In the present economic world, where education has been given importance for economic development, this kind of planning is extremely important.
- The advantages of this type of planning are-it gives useful guidance on how educational qualification of the labour force ought to be developed for future, how to identify imbalances in educational output pattern and how to reduce the scope of unemployment.
- However, it is difficult to forecast manpower requirement with a fair degree of accuracy and most of the manpower surveys are concentrated in urban areas only. Educational requirements of semi-skilled and unskilled workers in cities and in rural areas mostly remain unattended.
- Rate of return approach treat education as an investment in human capital. Education exercises a decisive influence on the socio-economic development of a country by enhancing the productive capacity of the people. The main principle of this approach is that the

income and expenditure on education should be planned in such a way that it leads to higher productivity at institutional level as well as at national level. The rate of return approach helps the policy makers to evaluate the investment decisions for allocating financial resources for education, and it also helps in streamlining the educational system in order to make it responsive to the emerging needs of the economy.



2.5 FURTHER READING

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Mukherji, S. N. (1970).*Administration, Planning and Finance.* Baroda: Acharya Book Depot.

Prakash, Shri. (1999).*Educational Planning.* New Delhi: Gyan Publishing House.

Sidhi, K. S. and A. S. Sodhi.*School Administration.* Jullundur: International Publishers.



2.6 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1 : Management

Ans to Q No 2 : Unique

Ans to Q No 3 : Social demand approach means developing education system as a means for fulfilling social demands and desires.

Ans to Q No 4 : Elementary education.

Ans to Q No 5 : It is very difficult to make an estimate of exact demand for education and availability of educational facilities. As this approach does not focus on economic viability,

therefore, it is a poor approach. Moreover, there are chances of political pressures at each level of planning due to interests of the politicians.

Ans to Q No 6 : Manpower requirement approach focuses on educational planning in accordance with manpower needs of the economy of a nation.

Ans to Q No 7 : Manpower requirement approach is necessary because it stresses that the output from the educational system must meet the manpower needs of the future. It is known to all that innovative ideas as well as competent human resource determine the rate of economic growth of the country.

Ans to Q No 8 : (i) It gives educational planners useful guidance on how roughly educational qualification of the labour force ought to be developed in the future.

(ii) The scope of unemployment reduces where manpower planning has been resorted to.

Ans to Q No 9 : It is very difficult to forecast manpower requirement with a fair degree of accuracy because manpower need surveys are mostly concentrated in urban areas, to high profile jobs but educational requirements of semiskilled and unskilled workers in the cities and rural areas mostly remain unattended. The occupational needs of the economy are not the whole of the society's need for education.

Ans to Q No 10 : Rate of return means the gain or loss in an investment over a specialised time period.

Ans to Q No 11 : Rate of return treats education as an investment in human capital. Education exercises a decisive influence on the socio- economic development by enhancing the productive capacity of the people. As such, the expenditure on education can be justified by its capacity to influence national development.

Ans to Q No 12 : The rate of return approach helps the policy makers to develop strategies for financing education, evaluate the investment decisions, finding out the imbalances i.e. demand and supply function of education at different levels etc.

Ans to Q No 13 : The rate of return approach is criticised on the ground that it treats educated people valuable only in terms of their higher earning and greater tax revenues extracted by the society. But, educated people clearly have far reaching influence on economic and social well being of their communities and on creating an environment in which economic development is possible. Rate of return approach misses this impact.



2.7 MODEL QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1. Name the different approaches of educational planning.

Q 2. What is the main principle of social demand approach?

Q 3. Explain why manpower requirement approach is necessary?

Q 4. In India, elementary level education is based on which approach and why?

Q 5. What are the main features of rate of return approach?

B. Long Questions (Answer each question in about 300-500 words)

Q 1. Explain briefly the different approaches of educational planning.

Q 2. Critically examine the manpower requirement approach.

Q 3. What is social demand approach? Explain its main features with advantages and limitations.

Q 4. What is rate of return approach? How does this approach treat education? On what grounds, has this approach been criticised?

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UNIT - 3 : INSTITUTIONAL PLANNING

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Meaning of Institutional Planning

- 3.3.1 Institutional Planning and Its Objectives
- 3.3.2 Characteristics of Institutional Planning
- 3.3.3 Need and Importance of Institutional Planning

3.4 Steps for Effective Institutional Planning

3.5 Areas of Institutional Planning

3.6 Let Us Sum Up

3.7 Further Reading

3.8 Answers to Check Your Progress

3.9 Model Questions

3.1 LEARNING OBJECTIVES

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

- identify the meaning, objectives and characteristics of institutional planning.
- illustrate the need and importance of institutional planning.
- explain the requirements and identify the areas of institutional planning.
- discuss the steps for effectiveness of institutional planning.

3.2 INTRODUCTION

Planning is an essential requirement for smooth running of a programme in an institution. Each organisation has its own understanding and ideas for implementing the programmes and functions for achieving

the organisational goal. Again, for utilising the human and material resources in an institution, there must be adequate plan for achieving the target. In this unit, we are going to discuss the concept, formation of institutional planning and its various aspects.

3.3 MEANING OF INSTITUTIONAL PLANNING

Institutional planning is a programme for developing and improving the activities of an educational institution and it is prepared by the institution on the basis of the learners' needs and the resources available in its premises. This planning process is undertaken by the principal and the faculty members of the concerned institution. Through this planning, the manager of an educational institution identifies its strength, weaknesses, as well as the opportunities and the factors and take them account that will be threatened for the proper running of the institution. Thus, the institutional planning is a course of action, prepared by the members of the institution, for promoting the institutional set up. The planning may be either short term or long term according to the design of the programmes or course of action of the institution.

Institutional planning basically indicates two things i.e. infrastructure planning and instructional planning. Infrastructure planning is directed towards organising or managing the material resources of the institution. Instructional planning is associated with the planning of all the aspects of the behavioural part of the institution such as human resources of the organisation, their utilisation for the implementation of the programmes of the institution. Thus, Instructional planning in education is a systematic process of applying scientific principles to the planning, design, creation, implementation and evaluation of an effective and efficient instruction for achieving the purpose or goal of the institution.



CHECK YOUR PROGRESS

Q1. What do you mean by institutional planning in the field of education?

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3.3.1 Institutional Planning and Its Objectives

Institutional planning in education gives freedom to the teachers or the faculty members of an educational institution to take action for improving and developing the institutional settings. The Following are some of the objectives of institutional planning:

- Institutional planning is an effort to utilise the resources available in an institution.
- The main objective of this planning is to enrich the instruction in the school.
- One of the objectives of this planning is to deliver the opportunity and freedom to the teachers to take suitable course of action in order to bring about effectiveness of the institution.
- Institutional planning is also helpful for the manager of an educational institution is to make the teachers and the other staff as effective as well as efficient.
- Institutional Planning guarantees the scope to the teachers to play the role in the formulation and implementation of plans.
- Institutional planning emphasises what activities can be done and what are the future prospect of such activities for the mobilisation of the resources and the effectiveness of the institution.



CHECK YOUR PROGRESS

Q 2. How would you like to explain the objectives of institutional planning?

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3.3.2 Characteristics of Institutional Planning

After acquainting with the concept of institutional planning and their objectives, now we are going to identify its characteristics which are as follows:

- The plan should be organised or planned on the basis of the felt needs of the school.
- Each form of institution has its own design of planning according to the ideological perspective.
- Institutional planning is for the maximum utilisation of resources which are available in the school and in the local community.
- The plan must have well defined goals and objectives.
- The planning is a cooperative task among the staff of the school.
- Democratic procedure should be followed at all the stages of the plan. All the members of the institution should be consulted on the matters relating to what they are willing to implement.
- Institutional planning encourages the teachers to do creative and original things rather than the routine ones.
- Institutional planning must be flexible in nature and be continuously evaluated along with the changes taking place in the environment.
- Parents-Teacher Associations should be improved in order to facilitate constant discussion on the importance and needs of

the plan and also for identifying the areas in the plan for necessary improvement.

- For implementing the plan some basic principles are required to be followed such as objectives, present position, areas of improvement, mobilisation of resources, requirement of the time and the course of action.



CHECK YOUR PROGRESS

Q 3. Explain some of the characteristics of institutional planning.

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3.3.3 Need and Importance of Institutional Planning

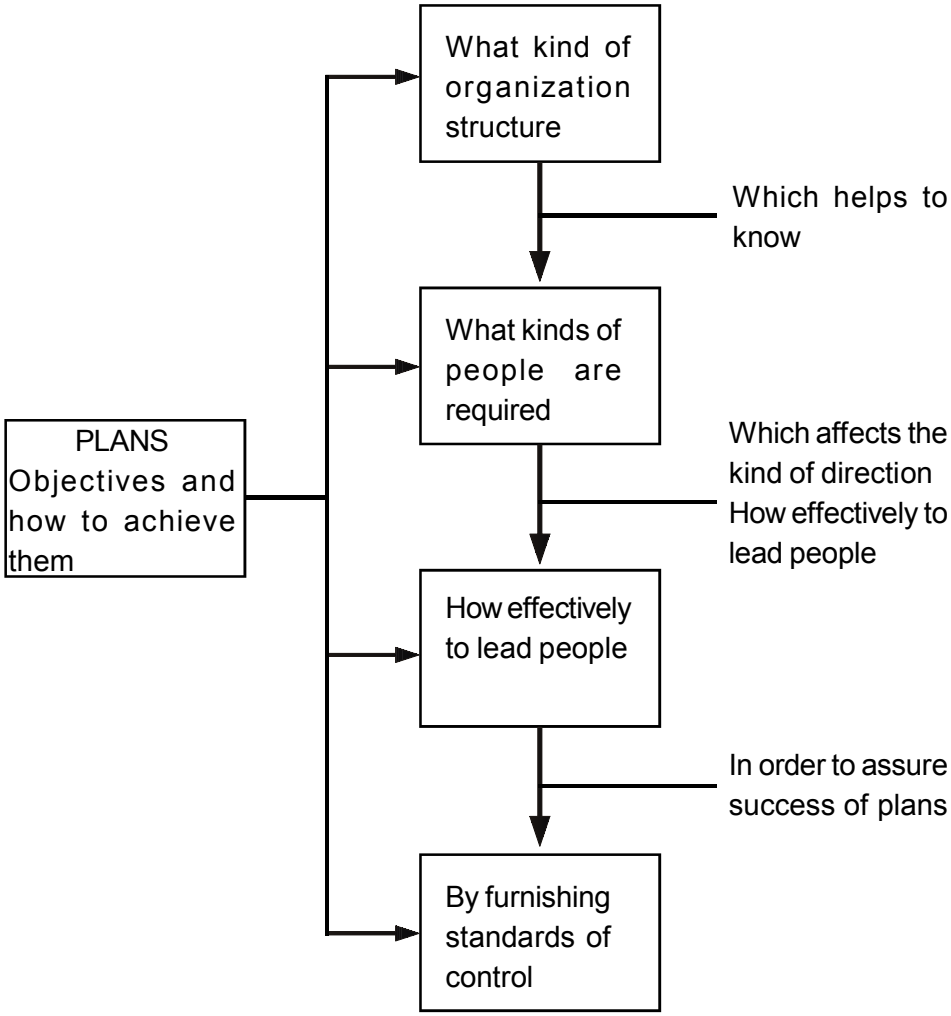
The success and the failure of the activities are based on proper and efficient planning programme of an institution. Planning is the course of action to manage the whole aspects of the educational institution in an effective and efficient form.

- Planning shows the proper direction to the educational planning in order to implement the educational programmes in realistic manner for running the institution.
- Institutional planning encourages the teacher and the staff of the institution to take the initiative freely and creatively for effective functioning of a school.
- For the optimum utilisation of resources and for increasing the organisational effectiveness, the institutional planning is essential.
- Institutional planning helps the functionaries to control the situation by monitoring the performance on a continuous basis so that the immediate action can be taken if there is something

wrong in the planning process.

- In order to build coordination among the members of the institution, the institutional planning is required as its base. Institutional planning is necessary for developing well defined programmes or contents and unifying interdepartmental activities as a whole. Consequently it restricts the area of freedom of an institution to develop any single departmental plan with limited utility.
- Planning focuses on organisational objectives and direction of action for achieving these objectives. Planning in an organisation makes the objectives as clear, specific, more concrete and tangible.
- Planning process in an organisation is important for gearing the organisation towards taking suitable future course of action for achieving the success in the organisational objectives.

Thus, the institutional planning is required in view of its importance as shown in the following diagram.



Source: Prasad, L.M.: ***Principles and Practice of Management,*** Page. 145



CHECK YOUR PROGRESS

Q 4. Why do you think that institutional planning is important for an institution?

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3.4 STEPS FOR EFFECTIVE INSTITUTIONAL PLANNING

Planning is a man made process. It is necessary for running the programmes properly. Therefore, before planning programme, some steps are to be followed for the effective utilisation of the progarmmes. The following are some of the steps to be kept in mind while making a plan in an institution.

- Find out an area or the aspects or the contents, on the basis of which the planning procedure will be developed.
- After finding out an area or the contents in an educational institution, the functionaries have to go through the phase of survey. Through survey, it becomes easier to find out the felt needs and the availability of resources in the institution.
- Preparation is the next phase after the survey. In this phase, the plans and projects are prepared considering the needs and availability of resources at local, district, state and national level.
- All the plans should be linked to fulfilling the long term objectives of a particular institution. A short term plan may focus more on the immediate objectives of an institution but these objectives must be derived from the long term objectives of the organisation. For example, monthly units tests or half yearly examinations are held in a school as short term evaluation of the students. It is a short term objective. The long term objective of holding such tests is to ensure improvement of the students in the summative evaluation at the end of the session. This is considered an attempt to achieve long term objective.
- The direction of a plan must be specific and the course of action should be clear.
- The plan must be consistent in terms of organisational factors such as human and physical resources, organisational structure and various other organisational plans.
- Simplicity and flexibility are the another conditions that should be taken care of while framing the plan in an organisation.

- Sharing the results and evaluating the feedback are an essential consideration in order to improve and develop the plan from time to time in an institution These help in knowing about the felt needs and aspirations of the functioning of the institution.



CHECK YOUR PROGRESS

Q 5. What steps would you like to suggest for the effectiveness of planning in an institution?

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3.5 AREAS OF INSTITUTIONAL PLANNING

Areas indicate the scope where the process of planning is implemented for effective functioning of an educational institution. In every aspect of an institution, the process of planning is needed for ensuring the proper functioning and achieving the objectives that an institution targets. The following are some of the areas that institutional planning hinges on or influences in the functioning of an institution:

- For improving administration or the administrative set up in an institution, planning is necessary. The planning programmes should be conducted for increasing the effectiveness of staff meetings, improving supervision, improving principal-faculty relations, maintaining the democratic organisation in a school etc.
- Institutional planning influences in the arrangement procedure of school-community relations. The planning is made in order to utilise the community resources for effecting better learning in different subjects in an institution. Arranging talks by the members of the community is an effective means to secure the involvement of the community members in the affairs of a school. For mobilising the

community, cordial relationship between the school and the community is essential.

- Planning is needed for improving the reading habits among the learners as well as for developing academic activities in an institution. Improving the reading habits through a planned use of library, improving internal examinations, reducing wastage and stagnation, assistance to retarded students, education of gifted, use of bulletin board or the use of other technological devices, the process of planning arrangement is required in an institution.
- For organising co-curricular activities in a school, firstly it is necessary to find out the different ways. In that sense, planning is required for better use of leisure time by teachers as well as the learners in the school, choosing the new programmes in school assembly, promoting learner interests in school activities, developing the good habits among the learners of the school and so on.
- Planning is necessary in a school for removing various bad habits like truancy, stealing etc.
- For maintaining a democratic atmosphere in a school and for developing the qualities like leadership and tolerance as well as self discipline and self-control among the learners, planning process in the school is necessary. Giving more responsibilities to pupils, organising mock parliament in school etc are some of the strategies connected with institutional planning.



ACTIVITY 3.1

Identify some more areas that you would like to consider under institutional planning.

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3.6 LET US SUM UP

- Planning is a course of action for the smooth running of a programme in an institution.
- In an educational institution, planning is designed on the basis of the learner's needs and the resources available in the school premises.
- Planning process is undertaken by the principal and the faculty members of an institution.
- Through planning, the manager, who manages the activities of an educational institution identifies its strength, weakness and opportunities as well as the factors that may hinder the proper running of the institution.
- Planning is needed for promoting an institutional set up. It may be short term or long term according to the nature of the programmes of an institution.
- The main objective of institutional planning is to utilize the resources available in an institution.
- Selecting an area, conducting survey, preparation, execution etc. are some of the steps that should be followed while making a plan.
- Improving administration and school-community relationships, developing academic and co-curricular activities, removing various loopholes and weaknesses, maintaining democratic atmosphere are some of the objectives of institutional planning.



3.7 FURTHER READING

1. Bhatnagar, Dr. S.S. and Gupta, Dr. P.K. (2003). *Educational Management.* Surya Publication.
2. Prasad, L.M.. *Principles and Practice of Management.* Sultakn Chand and Sons Publication.



3.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No1: Institutional planning is a programme of action for developing and improving the activities of a school as prepared by it on the basis of the learners' needs and the resources available in the school premises.

Ans to Q No 2: The following are some of the objectives of the institutional planning:

- The main objective of this planning is to enrich the instruction in the school.
- Institutional planning is an effort to utilise the both physical and material resources in an institution.
- One of the objectives of planning is to deliver the opportunity and freedom to the teacher to take course of action for the effectiveness of the institution.
- Institutional planning is also helpful for the manager of an educational institution is to make the teachers and the other staff effective as well as efficient.

Ans to Q No 3: The main characteristics of institutional planning are:

- Each form of institution has its own design of planning according to its ideological perspective.
- Institutional planning is for maximum utilisations of resources which are available in the school and in the local community.
- The plan must have well defined goals and objectives.
- The planning is a cooperative task among the staff of the school for fulfilling their job satisfactions.
- Institutional planning must be flexible in nature and be continuously evaluated with the changes taking place in the environment.

Ans to Q No 4: Planning is important for an institution for the optimum utilisation of resources which are available in the school premises. In education, institutional planning is needed in order to implement the educational programmes in realistic manner for running the institution.

Ans to Q No 5: Selecting an area, conducting the survey, preparation of the programmes or course of action, execution of the programmes from time to time etc. are some of the steps that should be followed while making a plan. Consistency, simplicity and flexibility are some of the conditions that should be taken care of for effectiveness of the plan or the programme.



3.9 MODEL QUESTIONS

A) Very Short Questions (Answer each question in bout 50 words)

Q 1: What do you mean by planning?
Q 2: What do you mean by institutional planning?
Q 3: What is the basic objective behind the institutional planning?
Q 4: What is the need of instituional planning?
Q 5: What is the importance of the purpose of planning?

B) Short Questions (Answer each question in about 150 words)

Q 1: Planning should be flexible in nature. Explain
Q 2: Planning should be action-oriented. Explain.
Q 3: What are the characteristics of instituional planning?
Q 4: What are the need and importance of institutional planning?

C) Long Questions (Answer each question in about 300-500 words)

Q 1: What do you mean by institutional planning? Why is institutional planning important for an educational institution?
Q 2: What steps would you like to suggest for the effectiveness of a plan in an educational institution?

Q 3: What are the characteristics of institutional planning? Identify the main objectives of institutional planning.

Q 4: Identify the areas in an educational institution where the process of planning is required.

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UNIT 4 : CLASSROOM MANAGEMENT

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Concept of Classroom Management

4.3.1 School Management and its Objectives

4.3.2 Function of School/ Institution Management

4.4 Teacher as a Manager

4.4.1 Qualities of a Teacher

4.4.2 Role of Teacher as a Manager

4.5 Strategies for Improving Classroom Management

4.6 Suggestions for Better Classroom Management

4.7 Let Us Sum Up

4.8 Further Reading

4.9 Answer to Check Your Progress

4.10 Model Questions

4.1 LEARNING OBJECTIVES

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

- define the concept of classroom management
- explain the functions of school/ institution management
- describe the role of teacher as a manager of the school or institution
- discuss the various strategies for proper classroom management
- describe the suggestions for better classroom management

4.2 INTRODUCTION

This unit introduces us to some basic concept of Classroom Management. It also includes the meaning and concept of a teacher as well as the qualities of a teacher. Besides, this unit also encompasses the role of

teacher as a manager, the concept of classroom management, the various strategies for classroom management and the suggestions for better classroom management.

Education is a process of developing an individual to his fullest potential by bringing out his or her inherent/ latent talents and nurturing them completely. The educative process involves three focal points i.e. teacher, student and curriculum or subject matter. In this process the teacher occupies a very important place and he/she brings a harmonious relationship between the student and the curriculum. Therefore, in imparting education, the role of a teacher assumes a special significance and he/ she must understand the pupils besides having a complete knowledge about the subject matter or the curriculum. The role of the teacher is to transmit the knowledge from one generation to another as well as to train and mould the mindsets of young peoples so as to make them worthy citizens of our democratic nation. So, this unit introduces us to the various roles of a teacher as a classroom manager in addition to different strategies for better classroom management.

4.3 CONCEPT OF CLASSROOM MANAGEMENT

The teacher plays a leading role in classroom management because, apart from being an instructor, he/she has to play the role of a manager in dealing with the class. Many times, we come across some good teachers but thies are bad class room managers. But to attain the ultimate objective of a sound and effective teaching -learning process, the blending of two characters is vitally necessary for a teacher. The prime objective of a better classroom is the degree or level of the standard achieved by the students and this standard is highly proportional to the better managerial and instructional skill of the teacher. The job of directing and controlling the class is in the hands of the teacher. Through authority, assertiveness and leadership, he/she must guide the class for making a better ambience of the teaching - learning situation.

The teacher should be supportive to the students and should be kind hearted in dealing with the problems faced by each student through a patient hearing. The teacher is the main entity of the class as through him/her, the students can gather knowledge and skills. He/she should show genuine interest in the all round welfare of the students.

By the term, 'Classroom Management', we mean the management of all resources available in a classroom like human resources in the form of teachers, material resources in the form of blackboard, furniture, teaching aids and equipment and the time management. Some of the points that come under human resources management are the development of a good interpersonal relation between the teacher and the pupil through playing the respective roles by both the human resource, maintenance of discipline in the classroom, induction of instructional methods by the teachers, conducting of routine examinations and tests as well as applying methods for better self evaluation by the students. Through the process of teaching -learning, the teacher also gets the chance to learn from the students, following which certain amount of mutuality come into play. This mutuality is a very important factor in building a better educational scenario in a classroom.

- Time management also plays a crucial role in a classroom such as allotting time for each and every instructional activity as well as for a smooth and hurdle free transition from one set of instruction or learning to another. On the basis of the hardness of a set of instruction, the teacher allots the time. He/she also should keep in mind the intellectual level of the students when allotting time for any instructional activity.
- Material resources management like the other two is also an important factor where the teacher should play the lead role in arranging the material resource in such a way so that all the students can reap the fruit out of it. The blackboard or the LCD Screen, Overhead Projector should be placed in such a manner that all the students can see it clearly.

4.3.1 School Management and its Objectives

The school is the formal agency of education. It is the duty of the schools to educate the young learners in a formal way and to inculcate in them social and moral values. For this, a school should have a good and effective management so that the basic goal of education can be realised. It is a concern of the management to formulate all the activities and important functions of the concerned school so that the students who are enrolled get the benefit. Through school management, the utilisation of the available resources, both physical and human, can be effectively planned, organised and controlled so that the primary objective of establishing a school can be achieved.

There are many objectives of School Management. They are as the following

- To formulate some plans for education keeping in view the needs, requirements and interest as well as aspirations of the students.
- To develop the students mentally, physically and socially, so that they become responsible citizens of the country.
- To help the students by recognising their individual differences in learning.
- To provide the best available human and material resources for a better and effective education.
- To monitor the activities of the teachers so that the management can allot them the particular task as per their likings and personality.
- To promote the growth of the school keeping in view the aim for which the school has been established.
- To maintain the administration of the school that keep the database of the records of all the students of the school.
- To prepare the timetable for teaching as well as all the other activities of the school.

4.3.2 Function of School/ Institution Management

Mostly, the functions of school or institution management are derived from the works of management experts. The sole aim of school management is to realise the objective in reaching the stage where the school can give standard quality training to its students. Some of the functions are as follows,

- To help in the development of programmes that will ensure the achievement of the goals set by the school. The school management through numerous methodologies will try to provide training and the needed environment to the students in order to make them realise their goal, whether in a particular field or in general.
- To formulate the goals and policies for the activities related to the school. All the schools must be under some national, state and regional policies through which they are generally governed but in addition to these they should have their own policies in respect academic excellence or creating an environment for achieving success in various other areas.
- To gather and manage material resources and human resources for the development of the school or institution. Both these resources are vital for the development of an institution. The management has the responsibility to organise material resources and human resources in a manner that benefit the institution.
- The management besides formulating the policies should also form some organisational set-up through which these policies can be smoothly implemented. Through a democratic spirit, an organisational set-up can run in implementing the curriculum, examinations, time table, laboratory related works, infrastructure development etc.
- At the end, a strong evaluation should be done in order to know the advantages and disadvantages of the outcome resulting from

the policies. Proper remedial measures should also be worked out so that the problems can be minimised for a better education scenario.



LET US KNOW

- Through school management, the utilisation of available resources - physical and human can be effectively planned, organised and controlled so that the primary objective of establishing a school can be achieved.
- The sole aim of school management is to realise the objective in reaching the stage where the school can give quality standard training to its students.
- By the term, 'Classroom Management', we mean the management of all the resources available in a classroom such as human resources in the form of teachers, material resources in the form of blackboard, furniture, teaching aids and equipment and the time management.



CHECK YOUR PROGRESS

Q 1: What do you mean by Classroom Management?

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Q 2: Write down some strategies for better Classroom Management.

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ACTIVITY 4.1

Apart from the above mentioned suggestions for better classroom management, can you suggest some more?

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4.4 TEACHER AS A MANAGER

In an educative process, the teacher plays a pivotal role in moulding and shaping the behaviour of the pupils in total development of their personality. The word teacher means a person whose duty is to teach or who is always engaged in imparting knowledge to the students by teaching. The word 'teach' is derived from the Anglo-Saxon word, 'taecon' which means to instruct, to train and to make aware of. In other words, teacher is a person who has accumulated wealth of knowledge in any subject or field and who tries to transmit that knowledge from one generation to another.

Education is a process whose main aim is to develop the total personality of the individual so that he/she should become the able citizen of the country. The progress and prosperity of the country depends positively on its citizens. The qualities of the citizens depend upon the quality of education provided to them. The quality of education depends upon the quality of its teachers. The ultimate success of a nation depends upon its teachers. Therefore, it is the teacher who has got the ultimate responsibility for making a nations destiny.

Different educationists have defined the concept of teacher in numerous ways; some of them are as follows,

According to Swami Vivekananda, "Without the personal life of the teacher, there would be no education."

According to Bhagavan Das, "Education is the seed and root, civilization is the flower and fruit. If the cultivator is discerning and sows good seed, the community will gather wholesome grain and flourish. If not, if he sows un-wholesome seed, than poisonous berries and disease and death will be the harvest. Our cultivator is the educator."

According to University Education Commission, "The success of an educational process depends largely on the character and ability of the teacher, that in any plan of a university reform, the main concern must be for securing and adequate staff with qualifications necessary to discharge multifaceted duties."

According to the National Policy on Education, "No people can rise above the level of its teacher."

According to Adaval, "The place and importance of the teachers in a society can never be estimated. As a person he imbibes, interprets and disseminates the relevant items of culture and tradition of the past, creates new knowledge, promotes innovations, critically apprises the past and its traditions and cultures, strengthens social and economic fabrics of the country. His position is unique and second to none."

According to Henry Adams, "A teacher affects eternity; he can never tell where his influence stops."

Thus, from the above definitions, it has become clear that the primary figure in any educational institution is the teacher. The complete effort put on education and the subsequent impact on the society entirely depends upon the teacher. And thus he/she is an essential element in teaching-learning process. Without the influence of teacher in any educative system, no teach-

ing can take place, no learning can take place and no ultimate development of the pupils' personality can take place in an effective manner. In a word, the teacher occupies the most crucial and important place in the educative process.



CHECK YOUR PROGRESS

Q 3: Write two definitions of teacher.

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Q 4: What do you mean by the term, 'Teacher'?

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4.4.1 Qualities of a Teacher

The quality of a teacher should be such as to let the student feel the level of his/her knowledge. A student generally gets influenced by the teacher during the teaching-learning situation for which some basic qualities of the teacher are of vital importance. Some of the qualities that a teacher should possess are as follows,

- The physical attribute of a teacher is of paramount importance when we discuss the qualities of a teacher. The overall look and personality as well as the voice tone, pitch, eye contact etc should be such as to attract the students. His or her way of conversation should be pleasant and lucid.
- As far as the intellectual qualities are concerned a teacher should always be eager to gather new knowledge so that he/she can convey it to the students. The intellectual level of a teacher should

be high, as it is the only criterion to measure the teaching competence of a teacher and students can learn more from such a teacher.

- The teacher should be capable of handling any situation pertaining to general discipline or academic matter. He or she should be able to understand a situation and have the capacity to grasp the psychological effect of any situation in the minds of the students. The teacher is required to find a solution to a problem faced by the students.
- The teacher should be emotionally stable, as it will confer him/her the added advantage of being truly judgmental with a human touch in any problematic situation.
- He or she should be impartial to any inclination, be it politics, power and fame. The real nature of a good teacher comes into the forefront when he/she always tries to become a path finding for the students so that they may have a proper way of life and become able citizens.
- Politeness and sense of humour are two very important attributes in a teacher, which draw admiration not only from the students but also from the authority and general masses.
- Apart from behaving friendly with the students, a teacher should also have a sense of discipline, for creating a better classroom scenario.
- A teacher should have no bias for or against any one student; rather he/she should show kindness and care to all the students. He or she should try to become a role model for the students to accomplish an ideal teaching-learning situation.

4.4.2 Role of Teacher as a Manager

With the change of time, the traditional role of a teacher as imparting knowledge to students for their development has gone a remarkable change. In modern concept, the role of a teacher is to socialise and educate the child according to the needs and aspira-

tions of the multicultural and globalised society. Now a day, teaching only with factual information to transact curriculum is not sufficient. In addition to the traditional role, teachers have to perform new challenging roles in promoting socialisation of the students, in evaluation, and being engaged in a number of managerial functions in several areas. The teacher has to plan, organise, lead and control the resources available in the teaching-learning situation. Instead of viewing the teacher as a lecturer, he/she is viewed in the contemporary world as a manager in teaching - learning situation.

The word manager generally means the person who handles or manages the people, events, materials and time etc. Teachers are also managers who have to manage the pupils, the teaching - learning situations, classroom etc. As a manager, the teacher has to deal with planning and organising events, controlling the materials or resources available - physical and human resources. Besides he/she should have full knowledge of time management. The roles of a teacher as a manager are as follows,

- To create a positive atmosphere in the classroom for motivating the students for studies. When they are busy with studies there are fewer problems regarding classroom discipline.
- To meet the basic needs of the students in relation to age, IQ etc. In addition, she/he should create an ambience in classroom where the students feel at ease physically, intellectually, emotionally, mentally, socially and economically.
- To effectively manage the classroom, the teacher should always exercise moderate degree of control on his/her students. Excessive control or lesser control has an adverse impact in forming and maintaining a good environment for teaching - learning situation.
- For a good classroom management, the teacher should always give the much-needed responsibility to the students in order to make them independent learners.

- The teacher should set the instruction at par with the student's level. Otherwise, the classroom situation may become very discouraging.
- For better managerial skills, the teacher must show friendly behaviour to the students so that they may become close to the teacher and can share their feelings and views more freely with the teacher.
- The teacher should not react with the students in a negative manner by using negative adjectives. It lowers the self-esteem of the students and negatively impacts the overall classroom situation.
- The teacher should create a business like environment in the classroom so that the students realise the importance of the learning activities and the common goal before them to achieve academic success.
- To prepare some general guidelines and rules applicable to various situations, this should be prominently displayed inside the classroom.
- The teacher should always be while dealing with the students yet gentle in-dealing with the situations which may be hostile sometime. To solve the problems, he/she must be assertive, rather than passive or aggressive.



CHECK YOUR PROGRESS

Q 5: Write any two qualities of a teacher.

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Q 6: Write two roles of a teacher as a manager.

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ACTIVITY 4.2

Explain the various types of roles, a teacher should play while managing his or her classroom.

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4.5 STRATEGIES FOR CLASSROOM MANAGEMENT

We have already discussed the concept of classroom management. The teacher acts as a pivot in various functions of classroom management. He or she is the person under whom all the tasks of management in a classroom are imposed. The tasks are generally planning, organising, controlling, directing, coordinating and communicating the various activities in the classroom. The teacher has to adopt different strategies for a better management of the classroom environment. Some of the strategies are described below,

- **Planning the work schedule :** The teacher should plan the activities that are to be placed in the classroom. A thorough systematic plan helps both the teacher and the taught in making the teaching - learning situation a lot easier. Without proper planning, the student gets irritated and nervous in the classroom.
- **Behaviour of the teacher :** The behaviour of a teacher has a direct impact on the manners and attitudes of the students. A gloomy faced teacher will make a sad impression upon the students and will not be able to motivate the students in a class. But a sunny, smiling face with a caring and sympathetic attitude of the teacher encourages the students to learn and it influences positively the personality of the student.
- **Development of virtues and classroom conduct :** The teacher can make the classroom virtue or conduct which is very much

dependent upon the students. If he/ she cultivate morality inside a classroom, the student will automatically follow the ethos and virtues taught by the teacher which will lead to a good and better classroom environment.

- **Teacher's role on discipline of the classroom :** The teacher should always tread the path of discipline moderately. He or she should not be too strict or too lenient in controlling the classroom. If the teacher faces some problematic situation, he/she should understand the problem first and then try to solve it in an amicable way.
- **Evolving Inter-personal Relations :** The teacher should be cautious in dealing with the students by showing assertiveness to the students without being rude. He or she must be friendly but not too intimate with the pupils. To develop inter-personal relations, he/ she should organise the group activities amongst the students and should not show bias to any particular student. The discussion should be mainly to encourage the sense of fellow beings and should not be unhealthy with rivalry between the students.
- **Classroom Monitors or Captain Selection :** The teacher must be very careful when selecting the Monitor in the class as the latter must be warm and friendly to the fellow students. The teacher should not be bias in selecting the captain in the class and the captain selected should be friendly and cooperative with all the students.

4.6 SUGGESTIONS FOR BETTER CLASSROOM MANAGEMENT

Some of the suggestions for a better classroom management are,

- To produce a high rate of work involvement i.e. students' involvement in the classroom, a low rate of deviancy from the curriculum in academic settings is necessary.
- The teacher should be very active and should vary his/her plan of teaching strategies and techniques in order to achieve more.

- By using different teaching techniques in the classroom, the teacher can achieve a higher motivation ratio among the students.
- The sitting arrangement should be laid out in such a manner that the teacher can view all the students and the students should also able to view the instructional presentations.
- Time management skill plays an important part in better classroom management.
- The material resources should be arranged in such a way that they enhance the overall teaching - learning situation in the classroom.



4.7 LET US SUM UP

- Education is a process of developing an individual to his fullest potential by bringing out his or her inherent/ latent talents and nurturing them completely. It involves three focal points which are: teacher, student and curriculum or subject matter. In this whole process, the teacher occupies an important place by bringing a harmonious relationship between the student and the curriculum.
- The word 'teacher' means a person whose duty is to teach or who is always engaged in imparting knowledge to the students by teaching. The word 'teach' is derived from the Anglo-Saxon word, 'taecon' which means to instruct, to train and to create awareness. In other way, we can say that a teacher is a person who has accumulated wealth of knowledge in any subject or field and tries to deliver that knowledge from one generation to another.
- The complete effort put on education and its subsequent impact on the society entirely depends upon the teacher. Some of the important qualities of a teacher are the physical attribute, intellectual capacity, psychological soundness, emotional stability and politeness, sense of humour and absence of bias.

- In modern concept, the role of a teacher is to teach the child how to be social and to educate him according to the needs and aspirations of the multicultural and globalise society. Now a day the teacher has to perform various roles along with the traditional role of instruction. These roles involve his efforts to make the students realise his social duties and responsibilities. Besides he has a number of managerial functions in several areas. The teacher has to plan, organise, lead and control the resources available in the teaching-learning situation.
- The role of a teacher as a manager is to create a positive atmosphere in the classroom; he prepares an ambience where the students feel at ease. The teacher has to exercise moderate degree of control on the students besides inculcating the sense of much-needed responsibility in them.
- Through school management, the utilisation of available resources - physical and human can be effectively planned, organised and controlled so that the primary objective of establishing a school can be achieved.
- The teacher should strive for inculcating democratic values in the class. He/ she should be supportive with the students and should be kind enough in dealing with the problems faced by each and every individual student through a patient hearing.
- Some of the strategies for classroom management are: planning the work schedule before hand by the teacher, his amiable and emotionally stable behaviour; conducting classroom in a manner that allows the students to acquire necessary virtues and qualities and his emphasis on evolving Inter-personal relations amongst all the students.
- Some suggestions for better classroom management include producing a high rate of work involvement, and proper sitting arrangement so that all the students get the benefit from the class and teaching effective time management skill to the students.



4.8 FURTHER READING

1. Mathur, Dr. S.S. (1996). *Teacher and Secondary Education.* Vinod Pustak Mandir, Agra
2. Das, B.C. (2000). *Teachers Education at a Distance*. Kalyani Publishers, Ludhiana
3. Mishra, R.C. (2007). *Classroom Behaviour.* A.P.H. Publishing Corporation, New Delhi



4.9 ANSWER TO CHECK YOUR PROGRESS

Ans to Q No 1: By the term, 'Classroom Management', we mean the management of all resources available in a classroom. These are: human resources in the form of teachers, material resources in the form of blackboard, furniture, teaching aids and equipment and the time management.

Ans to Q No 2: Some of the strategies for better classroom management are as follows :

Planning the work schedule : The teacher should plan the activities that are to be placed in the classroom. A thorough systematic plan helps both the teacher and the taught in making the teaching - learning situation a lot easier. Without proper planning, the student gets irritated and nervous in the classroom.

Behaviour of the teacher : The behaviour of a teacher has a direct bearing on the manners and attitudes of the students. A teacher with a gloomy face will make a poor impression upon the students and will

not be able to motivate the students in a class. But a sunny, smiling face of a teacher with a caring and sympathetic attitude would encourage the students to learn besides influencing positively the personality of a student.

Development of virtues and classroom conduct : The teacher can make or mar the classroom virtue or conduct which is very much dependent upon the students. If he/ she cultivate morality inside a classroom, the student will automatically follow the ethos and virtues taught by the teacher which will lead to a good and better classroom environment.

Ans to Q No 3: According to Swami Vivekananda, "Without the personal life of the teacher, there would be no education."

According to Bhagavan Das, "Education is the seed and root, civilization is the flower and fruit. If the cultivator is discerning and sows good seed, the community will gather wholesome grain and flourish. If not, if he sows un-wholesome weed, than poisonous berries and disease and death will be the harvest. Our cultivator is the educator."

Ans to Q No 4: The word teacher means a person whose duty is to teach or who is always engaged in imparting knowledge to the students by teaching. The word 'teach' is derived from the Anglo-Saxon word, 'taecon' which means to instruct, to train and to make aware of. In other words, the teacher is a person who has accumulated wealth of knowledge in any subject or field and who tries to transmit that knowledge from one generation to another.

Ans to Q No 5: Two qualities of a teacher are :

The physical attribute of a teacher is of paramount importance when we discuss the qualities of a teacher. The overall look and personality

as well as the voice tone, pitch and eye contact of a teacher should be such that the students are automatically attracted to him. His or her way of conversation should be very lucid and be pleasant to the pupils.

In case of intellectual qualities, a teacher should always be eager to gather new knowledge which he/she can convey to the students. The intellectual level of a teacher should be high. The students can learn more from a teacher whose intellectual competency is high.

Ans to Q No 6: Two roles of a teacher as a manager are:

(i) To create a positive atmosphere in the classroom so that the students get motivated or inclined towards the study. In other sense, this helps in reducing the problems indiscipline in classroom among the students because they are kept busy with learning.

(ii) To meet the basic needs of the students in relation to age, IQ etc. In addition, the teacher must create an ambience where the students feel at ease physically, intellectually, emotionally, mentally, socially and economically.



4.10 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q 1: What do you mean by classroom?

Q 2: What do you mean by management of a school?

Q 3: What do you mean by classroom management?

Q 4: Write any two qualities of a teacher.

Q 5: Mention two definitions of a teacher.

B) Short Questions (Answer each question in about 150 words)

Q 1: What do you mean by the term 'Teacher'? Explain the role of a teacher

for classroom management.

Q 2: Write some strategies for better classroom management.

Q 3: 'Teacher is a manager'. Explain.

Q 4: According to you what are the important factors that influence in the management of a school?

C) Long Questions (Answer each question in about 150-300 words)

Q 1: What do you mean by Classroom Management? Please write down some difficulties you may face in the classroom.

Q 2: For an efficient manager, what type of criteria a teacher should have in his/her personality?

Q 3: Are you satisfied with your school management? Suggest some strategies for better management of your school.

Q 4: Discuss the role of a teacher as a manager of school.

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UNIT 5 : EDUCATIONAL LEADERSHIP

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 The Concept of Educational Leadership

5.3.1 Role and Functions of Educational Leadership

5.4 Importance of Educational Leadership

5.5 Measurement of Educational Leadership

5.6 Let Us Sum Up

5.7 Further Reading

5.8 Answers to Check Your Progress

5.9 Model Questions

5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- define the concept of educational leadership
- discuss the role and functions of educational leadership
- discuss the importance of educational leadership
- familiariseyourselves with the different methods of measuring educational leadership

5.2 INTRODUCTION

By the term educational leadership, we mean the leadership provided in educational organisations where educational activities are conducted. The primary aim of these organisations is to provide education and to create a suitable environment for the growth and development of the students. Every educational organisation is established to attain certain specific goals. The organisational aspect of education is mainly related to those arrangements, which can help in the attainment of these goals. Providing

leadership in such an organisation is not an easy task because it covers all the human and physical factors, which may be made available in a properly organised manner for attaining the goals in view.This unit deals with the concept of educational leadership, its roles and functions, importance of educational leadership and the methods of measuring educational leadership.

5.3 THE CONCEPT OF EDUCATIONAL LEADERSHIP

Leadership may be defined as the ability of an individual to coordinate many and often conflicting individuals to achieve the well-defined common goals. The leader influences the behaviour of the individuals, but the most important element of any type of leadership is leadership behaviour. Educational leadership means providing leadership in an educational organisation. The school is the basic educational organization. Although there are different types of educational organisations in every society— from nursery schools to higher educational institutions, in this unit, we shall restrict our discussion to school organisation only.

Educational organisations are established for achieving certain specific goals. The Headmaster or the Principal provides leadership in such an organisation. He/she is like the captain of the ship. The headmaster is the team leader of a group of teachers and administrative personnel working in a school and he holds the key position in planning, coordinating and organising various programmes in the school. In order to meet the expectations of the school, the headmaster should be prudent enough to influence and gain support from the members of the school community. Besides these, how the school will function, what will be its policies etc. are all determined by the leadership quality of the headmaster. Educational leadership includes both transformational and instructional aspects. Transformational aspects are important in the sense that the quality leadership performed by the headmaster is considered the most important tool for determining the successful performance of the school with regard

to the performance of the students in curricular and co-curricular activities. Good strategic management performed by the school administration, especially by the headmaster, will directly lead the students in the right path of academic and non-academic excellence.

Thus, the functional concept of educational leadership may be understood in terms of the skills and competence that the educational leader possesses. Educational leadership is a dynamic process. The goal of an educational leader is to coordinate the group to achieve educational goals. The leader must try to develop working relationship, which will give him/her the power of functioning smoothly. The leader encourages and assists the group to plan together to achieve certain common goals. The nature of educational leadership may be explained as follows:

- Leadership is a role played in a group or organisation i.e., school.
- It is influenced by the working relationship or frequency of interactionsin the group.
- Leaders set the pattern and guide the outcomes of cooperative action.
- Leaders generate enthusiasm and provide inspiration towards achieving the common goals.

5.3.1 Role and Functions of Educational Leadership

In school set up, the role and function of the headmaster are multi-dimensional, as he/she has to deal with the students, teachers andadministrative staff. The role and function of the headmaster can be explained in the following ways:

- Guiding the Process:

  Being the leader of the school organisation, the most important role of the headmaster is to guide and set direction for the teachers, students and staff. He/she must help them to visualize

what lies ahead, what they can achieve and encourage and inspire them to harness their efforts in that direction.

- Inspiring a Shared Vision:

  Effective leadership always tries to build and motivatethe team so that their morals and performance can be raised over time. The teachers should be specifically motivated to make effective and efficient contribution to the realisation of organisational goals. The headmaster should try to integrate the concerned people with the organization to get their full cooperation for achieving the educational objectives.

- Enabling Others to Act:

  Leadership is the art of influencing people to strive willingly and enthusiastically for the achievement of the goals of the group. It is required for showing the path by providing adequate guidelines to complete the task and motivating the people to achieve the goals. It involves the ability to use power effectively and in a responsible manner;the ability to understand the people because each person has a different level and force of motivation; and the ability to inspire others so that they could apply their full capacities while performing an activity.

- Modeling the Way:

  The headmaster should be a role model for the school community. In order to hold his key position effectively, he/she should set examples by being a man of qualities. The head of the institution must be sensitive to the needs of the fellow teachers, students and other members of the school community. When he assigns a task, the first step is to decide the objective of the task. Secondly, he should prepare plans to design a strategy to accomplish the desired objectives. The third step is to implement the plans.

- Encouraging the Heart:

  Effective leaders always encourage the team members to perform the task effectively. They communicate with all school personnel with a mutual understanding and mutual loyalty to the ideals of education. They generate enthusiasm for projects and inspire working towards their completion. The leader should recognize individual contribution of the members and celebrate their accomplishments.



CHECK YOUR PROGRESS

Q 1. Define the term leadership.

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Q 2. What is educational leadership?

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Q 3. ———— is the basic educational organization, (Fill in the blanks)

Q 4. Briefly mention the nature of educational leadership.

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Q 5. List out the functions of a leader in educational organisation.

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5.4 IMPORTANCE OF EDUCATIONAL LEADERSHIP

Educational leadership is considered very important because the future of so many students is in the hands of the leaders. The important components of any educational organisation are the headmaster, teachers and students. United efforts of these three components can effectively

contribute towards the growth of the institution. Here, the headmaster is the leader. Effective leadership is the key factor in the success of these institutions and leadership is the ultimate act, which results in the attainment of success on the part of an organisation and its people. Let us,in this section, discuss how effective leadership can help in the growth of an educational institution.

- Achieving the goals:

Every educational organisation has its own specified goals. The educational leadership must make the members of the school organization aware about it so that they can work unitedly for achieving these goals. In this context, the leadership should carefully plan what it wants to achieve and measure regularly what has been achieved. Continuous supervision is necessary for achieving the goals. It is the duty of the educational leadership to create an atmosphere of understanding and this will create a spirit of cooperation among the members of the organization. The school leadership should work in such a way that teachers develop a positive attitude towards their work and show real concern for the achievement of the goals.

- Improvement of Orgnisational Performance:

Every leader in every organisation like a school performs certain roles/ tasks for the smooth functioning of the organisation and for the improvement of organisational performance. Leaders often set a direction for the people working in the organisation and help them to visualize the future prospect of the organisation. Without leadership, a group of human beings quickly degenerates into arguments and conflicts, because every human being sees things differently and lean towards different solutions. Leadership helps to move in the same direction and harness efforts jointly.

- Framing Policies and Planning:

It has been repeatedly mentioned that every organisation has its own specified objectives. Accordingly, policy matters are framed. For successful implementation of the policies, effective planning is necessary. Plans are nothing but a systematic, organized and articulated frame of

working in an educational organisation. Effective leadership is the key factor in the successful implementation of the policies. The leadership will take steps to make the members of the school community aware about the policies and act accordingly.

- Supervision and Control:

Educational institution cannot run effectively without enough supervision. The head of the school must supervise the working of the school. It includes supervision of the school office, instructional works, curriculum transactions, co-curricular activities, professional development of the staff, managing school finances, school supplies, physical and health programmes, school-community relationship and evaluation of the total arrangement of the school plant from time to time. The supervisor must provide guidance to solve the problems of the school and above all create and ensure coordinationamong all the wings of the organization. The direction is to be provided in the form of orders, commands, policies, programmes, suggestions, advice guidance and proposals.

- Organisational Climate:

Organisational climate refers to the atmosphere or environment of the organisation. The term 'psychological environment' is also used as an identical term. Largely,educational leadership is responsible for the type of climate prevailing in the organisation. For example, in some educational organisation the faculty members appear to be more relieved and at ease with one another. They are competent and their behaviour reveals a sense of confidence in them. On the other hand, in some other organisation, we may find tensions, which are easily observable in the faces of teachers. Again, some educational organisations seem to be very noisy, discipline and orderliness are totally absent and the teachers show an indifferent attitude. These differences characterize the psychological environment of the organisation. Organisational climate is a crucial input in maintaining and raising the standards of school. The role of educational leadership is vital in school administration. For making classrooms effective centres of

teaching and learning, the schools must open up the climate as it provides a situation where the teachers can work freely and they are not obstructed in their work either by the school management or by the school head. A conducive and open climate allows the freedom of thoughts and expression for both the teachers and pupils,which is reflected in their positive attitudes and performance in all respects.

- Pedagogical Leadership:

In schools, the headmaster acts as the administrative and academic leader. Creating an environment that is conducive to learning is the sole responsibility of the educational leadership. Teaching-learning activities should be properly planned and implemented. This includes preparation of the timetable, recording the attendance of the pupils, arranging for traditional and modern teaching aids as well as furniture, library and laboratory equipments. The head of the institution should see that the teachers have favourable attitude towards all the teaching learning activities. This type of environment helps the students to acquire the required knowledge, skills and attitudes without any stress and strain.

- Maintenance of Discipline:

Discipline in schools implies orderly behaviour of students, regularity and obedience to commands and rules, respect for the authority, love for orderliness, respect for values of the school, procedures and adjustment to the school environment and so on. The headmaster is the fountainhead of all discipline and character formation. He/she should adopt certain measures to inculcate good discipline in the school. However, although it is mainly the responsibility of the head of the institution, one or two persons alone cannot enforce discipline. Therefore, the head of the institution should plan and organise the maintenance of discipline by involving the entire staff and students. This will ultimately lead to self-discipline, which is extremely essential for maintaining a healthy environment and for controlling acts of indiscipline, if any.

- Assessment and Evaluation:

Every organisation should assess and evaluate itself in terms of the level of achievement of predefined goals. It is the duty of the educational leadership to take stock of the situation from time to time. Besides, the assessment of the students, Quantitative and qualitative evaluation is also necessary in the light of the achievements and failures, the merits and demerits of the existing practices, making judgment whether the things are improving or deteriorating etc. and reforms should be carried out accordingly if necessary. The parents, members of the community and also other higher authorities may expect the report of progress of the institution from time to time.

5.5 MEASUREMENT OF EDUCATIONAL LEADRESHIP

Leadership usually appears in two forms—formal leadership and informal leadership. Formal leadership refers to the influence exerted by persons appointed to or elected to positions of formal authority like the head teacher or manager in a school. An appointed leader is the one who is appointed and there is no necessity that he/she should demonstrate his/her ability to exert influence. However, informal leadership deals with the influence exerted by persons who become influential because they have special skills that meet the needs and resources of others. Any teacher or student can become an influential leader. Both types of leadership are important in an educational institution, although most of our emphasis in this unit is on formal leadership.

Now the question arisesas to who should become a leader and on what basis? Are some people born to lead? Do they possess different qualities or traits? Common observations reveal that eminent leaders possess certain traits that set them apart from others. Although, this view is not supported by any research findings, still the researchers have agreed upon a list of key traits or characteristics shared by all leaders. These are summarized in **Table 1**.

Table 1. Characteristics of Successful Leaders.

Traits/Characteristics	Description
Drive	Desire for achievement, ambition, high energyInitiative
Honesty and Integrity	Trustworthiness, reliability, openness
Leadership motivation	Desire to exercise influence over others to reach shared goals
Self- confidence	Trust in own abilities
Cognitive ability	Intelligence, ability to integrate and interpret large amount of information, Creativity Originality
Flexibility	Ability to adapt to the needs of the followers and to changing situational requirement
Expertise	Knowledge of the group activities, knowledge of relevant technical matters
(Source: M E S-005, Human Resource Development, IGNOU.)	

To assess the leadership qualities, different tests have been developed. In these tests, the persons are asked to describe themselves by checking a series of statements applied to them. Some of these are presented in the Exhibit given below:

Exhibit 1:

Take the test below to assess your leadership style you are more inclined to follow:

Instruction: Circle the response that reflects your first reaction. There is no right or wrong answer.

As a leader I tend to	Always	Often	Sometimes	Never
1. Make my own decisions	4	3	2	1
2. Tell others what to do	4	3	2	1
3. Suggest a decision to others	4	3	2	1
4. Persuade others to do things my way	4	3	2	1
5. Participate just like any other person	4	3	2	1
6. Provide resources to others	4	3	2	1
7. Gather others feedback before deciding	4	3	2	1
8. Rely on my own judgment	4	3	2	1
9. Make sure the majority rules	4	3	2	1
10. Turn decision over to others	4	3	2	1
11. Ask others to brainstorm choices	4	3	2	1
12. Share my own ideas	4	3	2	1

Key: Add the numbers together from the following set of questions. The highest number will show what leadership style that seems natural for you. You should strive to understand different leadership styles and think of the ways you might use them for different situations.Add the numbers you circled.

Total Leadership Style for following questions:

Question 1, 2, 4, 8 Autocratic

Question 3, 7, 9, 11 Participative

Question 5, 6, 10, 12 Delegative, Free Rein

Question 1, 5, 4, 10 Situational

(Source: Kumar, P.G. R, Educational Leadership, Pp 29- 30)

To measure traits, one researcher named Ghiselli used a test called "Self-Description Inventory", a portion of which is presented in the **Exhibit 2** given below. In this test,some persons are asked to describe themselves by checking a series of adjectives applied to them. For example, a person may describe himself as discrete, thorough, co-operative and cheerful. Based on this test, Ghiselli identified a number of traits, which he called:

Supervisory ability	Maturity
Intelligence	Affinity for working class values
Initiative	Need of self actualization
Self-assurance	Need of power over others
Decisiveness	Need for high financial rewards
Masculinity/Femininity	Need for job security

Exhibit 2: Portion of "Self-description Inventory"

The purpose of this inventory is to obtain a picture of the traits you believe you possess, and to see how you describe yourself. There is no right or wrong answers, so try to describe yourself as accurately and honestly as you can.

In each pair of words given below, check the one you think most describes you:

1) – capable —discreet	11) – unaffected — alert
2) – understanding — thorough	12) – sharp-witted – deliberate
3) – cooperative — inventive	13) – kind — jolly
4) – friendly – cheerful	14) – efficient – clear thinking
5) –energetic – ambitious	15) – realistic – tactful
6) – persevering – independent	16) – enterprising – intelligent
7) – loyal — dependable	17) – affectionate – frank
8) – determined — courageous	18) – progressive – thrifty
9) – industrious – practical	19) – sincere — calm
10) – playful – resourceful	20) – thoughtful – fair- minded

(Source: MES 005 Human Resource Development IGNOU)

Ghiselli found that several of these traits characterized effective leaders. The most significant leadership trait is the supervisory ability or

the capacity to direct the work of others, organize, and integrate their activities to attain the goal of the group. Effective leaders were more intelligent and decisive than less effective leaders. Effective leaders are more achievement- oriented and they seek the opportunity to utilize their talent as well as of others to the fullest extent.

The recent approach to leadership is 'interactive approach. This approach argues that the emergence of a successful leader is determined by a combination of leader traits, the needs of the group and the situation. This approach also states that people with different traits will be successful at different times. Generally, in an organization, group members have well-defined role or work assigned by the leader. The leaders whose main concern is the satisfaction and happiness of group members are the most effective leaders. Considering all this, we can say that in order to have effective leaders we must match the leader's characteristics to those of the group and the situation.



CHECK YOUR PROGRESS

6. What do you mean by 'achieving the goals'?

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7. What is organisational performance?

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8. Explain the meaning of organisational climate?

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   .....

9. Explain how educational leadership can provide pedagogical leadership.

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10. What are the characteristics of a successful leader?

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    .....



ACITIVITY 5.1

How would you like to differentiate educational leadership from political leadership? Give your opinions.

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5.6 LET US SUM UP

- In this unit, we have discussed different aspects of educational leadership.
- Providing leadership in an educational organisation is known as educational leadership.
- A school is the basic educational organisation. Educational organisations are established for achieving certain goals.
- Leadership in an organisation like school is provided by the headmaster or principal. The headmaster is the team leader of the teachers and administrative personnel working in a school.
- Good strategic management performed by educational leadership directly leads the students into the right path of academic and non-academic excellence.
- In a school set-up, the role and functions of the headmaster is multidimensional.
- Being the leader, the headmaster must set direction for the teachers, students and staff, motivate them to build teams and make effective contribution to the realisation of organisational goals, inspire others to apply their full capacities to an activity. Besides, he must be sensitive to the needs of the students, teachers and other members of the school community and encourage them to perform their task effectively.

- Effective leadership is the key factor in the success of any educational organisation.
- Educational leadership must make the members of the school organisation aware about the specific goals of the particular organisation and create an atmosphere of understanding and cooperation.
- At the same time, for improving organisational performance, the leadership must be able to visualise the future prospects of the organisation and take steps for successful implementation of the plans and policies.
- Supervision and control is necessary to build up proper organizational climate for creating an environment conducive to learning.
- In the concluding section of the unit, the characteristics of successful leaders and some methods of measuring the traits and characteristics of the leaders are discussed.



5.7 FURTHER READING

1. Bhatnagar,D.S. et al. (2003). *Educational Management*. Surya Publication.
2. IGNOU. (2007). MES- 005 Block 3. New Delhi.
3. Kumar,P.G.R. (2015).*Educational Leadership.* New Delhi: A.P.H. Publishing Corporation, New Delhi.
4. Sachdeva, M. S. (2000).*School Organisation, Administration and Management*. Ludhiana: Sultan Publication.



5.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Leadership is defined as the ability of an individual to coordinate and influence individuals to achieve a common goal.

Ans to Q No 2: Educational leadership means providing leadership in an educational institution.

Ans to Q No 3: School

Ans to Q No 4: Leadership is a role played in a group. In case of educational leadership, the leadership role is influenced by frequency of interaction with the group. Leaders set patterns and guide cooperative action. Leadership generates enthusiasm and inspires the group towards achieving the common goals.

Ans to Q No 5: The functions of educational leaders are guiding the process or set direction for the teachers, students and staff and motivate the members to make effective contribution to the realization of organisational goals. The leader should set example by being a man of qualities and must be sensitive to the needs of the members of the school community. He should generate enthusiasm to perform the different types of tasks effectively.

Ans to Q No 6: Every educational organisation has its own goals. The members of the educational organization should work unitedly to achieve those goals.

Ans to Q No 7: In case of educational institution, performance of the organisation is very important because good performance enhances the prestige and position of the organisation. It also attracts the attention of the parents and other members of the society.

Ans to Q No 8: Organisational climate means the environment or the atmosphere of the organisation. Good organisational climate enhances the efficiency of the members of the organisation.

Ans to Q No 9: Pedagogical leadership is associated with the academic aspects of the institution. Educational leadership must ensure smooth running of the academic function of the institution by making proper plan so that the students can acquire required knowledge, skills and attitudes without stress and strain.

Ans to Q No 10: The characteristics of successful leaders are—honesty and integrity, leadership motivation, self-confidence, cognitive ability, creativity, flexibility and expertise.



5.9 MODEL QUESTIONS

A. Short Questions (Answer each question I about 150-300 words)

Q 1: What is educational leadership?

Q 2: Explain the functions and the role of an educational leader.

B. Long Questions(Answer each question in about 300-500 words)

Q 1: Discuss the role of the headmaster for improving organizational effectiveness. Is there any role that the students can play for organisational effectiveness?

Q 2: Discuss in details the importance of educational leadership.

Q 3: Is it possible to measure leadership qualities? Show your acquaintance with some methods of measuring such qualities.

UNIT 6 : LESSON PLANNING

UNIT STRUCTURE

6.1 Learning Objectives
6.2 Introduction
6.3 Concept of Lesson Planning
  6.3.1 Definition of Lesson Planning
  6.3.2 Objectives of Lesson Planning
  6.3.3 Significance or Importance of Lesson Planning
6.4 Prerequisites for Lesson Planning
6.5 Essentials of a Good Lesson Plan
6.6 Classification of Lessons
6.7 Approaches to Lesson Planning
  6.7.1 The Herbartian Five Step Approach
  6.7.2 Glover's Approach
6.8 Let Us Sum Up
6.9 Further Reading
6.10 Answer to Check Your Progress
6.11 Model Questions

6.1 LEARNING OBJECTIVES

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

- identify the meaning and definition of lesson planning
- explain the objectives of lesson planning
- illustrate the significance or importance of lesson planning
- describe the essentials of a good lesson plan
- classify the steps in preparation of a effective lesson plan

6.2 INTRODUCTION

This unit introduces us to some of the basic concepts of Lesson Planning. This includes the meaning and definition of lesson planning,

importance of lesson planning, prerequisites to good lesson planning, essentials of good lesson plan, classification of lessons and steps in preparation of effective lesson planning. As a beginner, we should proceed with the meaning and concept of lesson planning.

In an educative process, methods, teaching, learning, lesson planning etc are very interrelated concepts. The concept of lesson planning is an important part of teaching and learning and teaching-learning is an essential part of education. We all know that the main aim of education is developing with desirable behaviour amongst the children. It is a process of modification of behaviour with a particular end in view. Behaviour is always directed by aims or goals. After determining the aims of education, it is very important to decide the subject matter and the means through which the aims of education can be realised, besides how the lesson can be presented before the students. Lesson planning is the blue print, which the teacher prepares before delivering a particular lesson. The teacher should carefully plan and prepare his/her lessons because it is the lesson through which he/she has to teach his students. The students will reap the maximum benefit when the educational activities are thoroughly planned and well organised. It is the task of the teacher who should create the learning situations and organise them in such a way that the child is motivated to know, to think and to do.

6.3 CONCEPT OF LESSON PLANNING

In an educative process, teaching is an important part of education and lesson planning is the essential requisite or main ingredient of good teaching. The basic meaning of the lesson planning is the formulation of a plan of action or rather a blue print of a lesson. The main aim of teaching is to enable the child to learn in such a way that all the potentialities of his/her mind gets engaged in an active way. Good teaching comprises training of the pupil to think independently as far as possible. As such, good teaching requires careful planning and preparation of lessons, through which the teacher has to teach his/her students. Careful planning is the foundation and key of all good teaching. The teacher has to prepare a lesson by putting or incorporating the entire material in the form of a lesson plan. Lesson plan is nothing but a careful plan of action, what the teacher is going to teach in a particular class. Through this lesson plan, the teacher outlines all the

activities that he/she wants to achieve through teaching like what to teach, how to teach, what methods or apparatus or devices are going to be used etc. Thus, lesson planning means the detailed description, which a teacher completes in a definite time period that differs from institutions to institutions. It is the responsibility of the teacher of each and every school to prepare the lesson plan for a period ranging from 30 to 50 minutes. In a lesson plan, a teacher should give emphasis on the description of the following items i.e. general aims, specific aims, previous knowledge of the students, appropriate strategies of teaching, techniques of teaching, teaching aids, correlation between the new knowledge of the students and other subjects, teacher's activities, evaluation of the knowledge acquired by the students etc.

6.3.1 Definitions of Lesson Planning

To make the concept clear, we have to go through the various definitions put forward by different educationists in different times. We can mention here some of the definitions which will help in making the concept more lucid and clear.

- According to Lester B. Sands, " A lesson plan is actually a plan of action. It therefore includes the working philosophy of the teacher, her knowledge of philosophy, her information about an understanding of her pupils, her comprehension of the objectives of education, her knowledge of the material to be taught and her ability to utilise effective methods."

- According to Bagley, " However, able and experienced the teacher, he could do never without his preliminary preparation."

- According to J. K. Davis, "Lesson must be prepared for there is nothing so fatal to a teacher's progress as unpreparedness."

- According to R. L. Stevenson, " Always plan out your lesson before hand but do not be slave to it."

Thus from the above definitions, it has become clear that the lesson planning plays an active role in good teaching. It helps the teacher to

remain on the right tract so that the ultimate goal of an effective teaching is achieved.



CHECK YOUR PROGRESS

Q 1. What do you mean by lesson planning?

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Q 2. Write two definitions of lesson planning.

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ACTIVITY 6.1

How would you prepare the blue print of a Lesson Plan? Give your views.

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6.3.2 Objectives of Lesson Planning

The main objective of lesson planning is to,

- Prepare a good lesson so that a good teaching can be imparted.
- Prevent the deviation from the subject so that the proper systematisation is present for an efficient teaching.
- Include all the required good elements so that the teacher can interact with the students in a meaningful way thereby imparting the real meaning of the lesson.
- It serves as a check on unplanned curriculum.
- Observe the needs and aspirations of the students in preparing the lesson so that effective teaching is achieved.

6.3.3 Significance or Importance of Lesson Planning

Lesson planning prevents the teacher from devinding from the right path of teaching, thereby assisting the teacher to realise the goals of effective teaching. We can cite various instances through whichthe importance of lesson planning in teaching can be esurtioned.

- Through the lesson planning, the teacher accomplishes the teaching objectives.
- Lesson planning helps the teacher to organise and systematise the teaching learning process.
- It assists the novice (beginners) from getting nervous or irritated during the deliberation of the lessons.
- It helps in establishing a link or relationship between the old knowledge acquired by the students with the new knowledge.
- Lesson planning helps the teacher to make the lesson more interesting and informative thereby making the interaction inside the class more lively and active.
- It helps in maintaining the mental and emotional balance of the teacher and he/ she can avoid needless repetitions.
- The teacher with the help of lesson planning can prepare important questions and illustrations of the lesson.
- It gives ample scope for checking the outcome of instructions.
- Lesson Plan enables the teacher in planning the teaching process on the basis of class control, motivation and individual differences etc.
- It aids in the development of possibilities of adjustment in the classroom situations thereby making the teaching more effective.

6.4 PREREQUISITES FOR LESSON PLANNING

To make a lesson plan, the following prerequisites are needed.

- The teacher should have complete knowledge on the subject matter when preparing the lesson plan.
- Besides having mastery over the subject, the teacher should have the complete knowledge of the principles and techniques of teaching. He/she must know the use of various tools and techniques involved in

the deliberation of the lecture in the classroom.

- The third important prerequisite for lesson planning is that the teacher should have a sound knowledge of child psychology and he/she should know the individual differences amongst the students so that he can cater to all the needs and requirements of each and every student.
- The basic aims and objectives of education should be in the forefront when preparing the lesson plan as the goal can be reached with an effective lesson plan.
- While preparing the lesson plan, the teacher should have the previous knowledge and experiences of his pupil. The new knowledge should be linked up with the previous knowledge of the students.
- While making the lesson plan, it should be divided into different units so that the process of preparation of the lesson plan gets simplified.
- The lesson should be flexible enough so that the teacher can change it when and wherever required.
- The time factor should be kept in mind in advance while preparing the lesson plan so that it can be completed in the schedule time.

6.5 ESSENTIALS OF A GOOD LESSON PLAN

A good lesson plan of utmost necessary for effective teaching in the classroom. Through this lesson plan, the objectives of teaching can be realised. Therefore, in a good lesson plan, the following points should be noted carefully,

- The lesson plan should be in a written form as it assures the teacher that he/she has gone over the lesson in a thorough and systematic manner.
- In a good lesson plan, the general objectives as well as the specific objectives should be well defined in unambiguous terms.
- The lesson plan should be based on the previous knowledge of the students and the teacher should formulate some link between the previous and new knowledge.
- The lesson plan should be divided into various stages and proper stress should be given on the subject matter point by point.
- Besides carefully organising the subject matter, the nature and the activities that are be introduced in the classroom should be clearly mentioned.

- The lesson plan should clearly mention the tools and techniques that are going to be present at the teaching learning situations in the classroom.
- The lesson plan should specify both the assignments to be given to the students as well as the black board work of the teacher.
- The age of the students as well as the time allotment should be clearly mentioned in the lesson plan.
- It should include the evaluation procedure with illustrations of various evaluation exercises.
- At the end of the lesson plan, there must be some scope for criticism where the teacher himself/ herself or some of his/her colleagues can write down the strong as well as the weak points of the lesson.



CHECK YOUR PROGRESS

1. Write two significance or importance of lesson planning.

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2. What are the essential pre-requisites for lesson planning?

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ACTIVITY 6.2

Write any two basic points that help the teachers to make a good lesson plan for his or her effective teaching.

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6.6 CLASSIFICATION OF LESSONS

Educational and psychological researches have found that all lessons can be based on the three aspects of consciousness i.e. cognition, connation and affection. On the basis of these three aspects, we can categorise a lesson plan into three types, knowledge lesson, skill lesson and appreciation lesson.

- **Knowledge Lessons :** The cognitive aspect of the learner's mental activity is more active in this type where the result is the increase in the knowledge of the learner. In other words, these lessons increase the ambit of knowledge of the learner, such as acquiring knowledge on history, science, geography etc.

- **Appreciation Lessons :** It activates the affective part of a learner's mental activity like the aesthetic inspiration of the pupil. These lessons develop of the power appreciation in the students, who take interest in studying these lessons. Perfect examples that can be cited are music and arts.

- **Skill Lessons :** The conative aspect of the learner's mental activity remains active. It helps the pupil in becoming efficient in performing some task after the teacher guides the pupil in the beginning. Through this skill lesson, the creative talent gets active and the student excels in various knowledge of painting, handlooms, handicrafts, gardening etc to name a few.

6.7 APPROACHES TO LESSON PLANNING

In order to prepare a lesson plan, different educationists have given importance on the various points keeping in mind their basic assumptions and principles of education in different time periods. Different educationists have given us different approaches to prepare lesson planning. To name a few, Herbartian five steps approach, Dewey and Kilpatrick approach, Morrison's Unit approach, American approach, British approach and Indian approach etc are prominant Among these few, Herbartian five steps approach is used as a model for lesson planning.

6.7.1 The Herbartian Five Steps Approach

One of the most followed approaches to lesson planning is the Herbartian or five approach propounded by J. F. Herbart (1776-1841). This approach is very popular even in today's perspective. Originally, Herbart proposed four steps, they were Clearness, Association, System and Method, but his followers changed the names of the steps to Preparation, Presentation, Abstract and Application respectively. It was further modified to include five steps, i.e. Preparation, Presentation, Association and Comparison, Generalisation and Application.

Preparation: It is the most preliminary stage where the mindset of the children's is involved whether they can absorb the new knowledge. It is very critical in making the children inquisitive and desir us to learn new knowledge or not. The preparation entirely depends upon the teacher's understanding of the class and the students. In other words, a thorough knowledge of the students' mindset is necessary to start a good preparation. To know where the pupils are and where they should try to be are the two essentials of good teaching. Besides the teacher, the roles of students are also very important in the preparation. In dealing with preparation, the following points are to be adhered to-

i. Curiosity or inquisitiveness should be ignited.
ii. No new knowledge should be included.
iii. Little time should be devoted to the preparation and it should be as brief as possible.

Presentation or Development: This step involves the actual development of the lesson. In other words, after the teacher introduces the lesson and announces the aim clearly, he/ she proceeds to present the new knowledge which marks the actual commencement or beginning of the lesson. With the aid of numerous communication devices, the teacher should undertake the presentation stages, like explanations, questions, demonstrations, sensory aids etc. The information or knowledge that are given in this step should be nicely explained and revealed. Like preparation step, this step also involves some points, which should be looked into. They are:

i. **Principle of Selection and Division:** The course material

should be very carefully selected and divided into various sections. In this presentation step the teacher should keep in his/her mind how much to divulge in front of the students and in case of students, how much they will grasp from the lesson.

ii. **Principle of Successive Sequence:** The divisions that are prepared in the preparation of a lesson should be well connected with each other and the teacher should keep in his/her mind that the succeeding and the preceding knowledge are clear to the pupils.

iii. **Principle of Absorption and Integration:** Though the lesson is divided into various divisions and segments, but in a holistic approach, it should be an integral part and the real meaning emerges with the understanding of the whole.

iv. **Principle of Revision and Fixation:** The unit should be always revised by the teacher so that he becomes quite clear that the student have grasped the unit and the new knowledge thus imparted is fixed in their mind.

Association and Comparison: This crucial step involves the acquisition of new knowledge by the students. The new knowledge should be imparted to them in such a way that it has a strong link with the old knowledge. After the new knowledge is imparted, the pupils are told to go through it very carefully and associate this new knowledge with the already present old knowledge i.e. compare and contrast these new ideas or facts with the facts and ideas they have already learnt. This step is really very important in case of inductive lesson like grammar, formula in algebra, theories and principles in science to name a few instances.

Generalisation: After the mind has grasped a new knowledge and compared it with the old knowledge, it comes to form a general idea underlying various ideas and formulate some principles or laws. The main aim of this step is to aid students in evolving the conclusion by themselves through thinking, reflection and experience. According to Ryburn, it is bad teaching, where the teacher gives the ready-made

conclusion to the students instead of the students evolving the conclusion by themselves.

Application: The last step is the Application, where the knowledge given is used and tested so that the real power of the knowledge emerges out of it. Knowledge that cannot be applied is useless and dead. According to psychology, the real consolidation of the knowledge takes place when it is applied to some real situations so that it becomes clear and gets absorbed in the mindset of the students.
Some forms of Application are **:**

i. Problem solving
ii. Essay writing
iii. Maps, models, graph preparation etc.

Recapitulation : The importance of this word can be observed during the entire course of development of a lesson. It actually means the revision and repetition of the knowledge gained. It can be resorted after the end of the lesson or can be laid out after each unit of a lesson through illustration of the main or major points.

Some of the advantages of Herbartian steps are,

- Unnecessary repetition is avoided and teaching becomes systematic which results in the achievement of cognitive objective of teaching.
- Employs deductive and inductive methods of teaching.
- Based on an analysis of learning process.
- To induct new knowledge, it first takes into account the previous knowledge of the pupils thereby providing a useful framework, boosts self confidence and reliance resulting in making teaching more effective.

The disadvantages of this 5-step approach are as follows,

- This method is intellectual in approach in that it suits only the knowledge lessons and not the skill and appreciation lessons.
- More emphasis has been given on teaching than on learning. Besides, the preparation step is quite vague with regard to the duty of the teachers and the students.

- The approach is quite rigid and cannot be bent to adjust with the changing situations
- In case of presentation, no activity has been observed on the part of the students. They are just passive recipients of knowledge in the steps of presentation in Herbartian approach.
- The process of association or comparison unlike the thinking of Herbart is present since the time of preparation.
- It does not build a mind free from any prejudices. In other words, it lacks the way to develop a mind with a free and independent judgement.

6.7.2 Glover's Approach

In order to remove some disadvantages of Herbartian approach, A.H.T. Glover put forwarded an alternative approach in his book, "New Teaching for a New Age" where he divided the approach into four steps i.e.

1. Questions
2. Discussion
3. Investigation
4. Pupil Activity (Expression)

Questions : This step involves the introduction of the lesson through some skillful questions by which he/ she creates some learning situations thereby stimulating the student's activity.

Discussion : After putting forward of various questions, differences in opinions will emerge out which should be discussed for sorting out the differences. As such the teacher should divide the students into selected groups and guide the discussion through necessary checking of irrelevant topics. The students should be bestowed full freedom of expression and at the end; the teacher should sum up all the main points so that it can be put to investigation in the succeeding step.

Investigation : The points that emerge during the discussion should be divided amongst the students in individual groups. The teacher

should help when the students require necessary information. Necessary written work should also proceed side by side.

Expression : This concluding step involves the oral, written, visual or concrete activities of the students. According to Glover, it can be divided into four headings i.e. passive, active, artistic or creative, organisational. Passive activities include observation, analysis, listening etc. while active activities comprise handwork, craftwork in the form of handloom and textiles, drawing, fishing, agriculture etc. Artistic activity encompasses activities like music, dancing, creative work like a piece of art, poem or song etc. and Organisational activities include organisation into groups.

The main advantage of Glover's scheme is that it requires the active participation of both the teacher and students in the teaching-learning process where the students do not remain mere spectators like in case of Herbartian approach. But, Glover's scheme has got serious disadvantage in case of small children where the later cannot take active part in the teaching-learning process due to very limited knowledge. Besides, logical sequence and a proper time frame are very difficult to maintain in this approach.



LET US KNOW

- Educational and psychological researches have found that all lessons can be based on the three aspects of consciousness i.e. cognition, connation and affection.
- On the basis of these three aspects, we can categorise the lesson plan into three types, knowledge lesson, skill lesson and appreciation lesson.
- In order to prepare a lesson plan, different educationists have given importance on the various points keeping in mind their basic assumptions and principles of education.



CHECK YOUR PROGRESS

1. What are the three aspects of consciousness on which all the lessons are based?

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2. What are the five steps of Herbartian Five steps approach?

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   .....



6.8 LET US SUM UP

- In an educative process, methods, teaching, learning, lesson planning etc. are very intermixed concepts.
- The concept of lesson planning plays a major role in teaching - learning which is an essential part of education.
- The main aim of education is developing desirable behaviour amongst the children and it is a process of modification of behaviour with a particular end in view. Aims or goals always direct the behaviour. After determining the aims of education, it is very important to decide the subject matter and the means through which the aims of education can be realised, besides how the lesson can be presented before the students.
- Lesson planning is the blue print through which the teacher prepares before going to deliver a particular lesson in front of the students.
- In an educative process, teaching is an important part of education and lesson planning is the essential requisite or main ingredient of good teaching.
- The basic concept of the lesson planning is the formulation of a plan of action or rather a blue print of a lesson. The main objective of teaching is to enable the child to learn in such a way that all the potentialities of his/her mind get engaged in an active way.

- From various definitions put forward by different educationists in different times, it has become clear that lesson planning plays an active role in good teaching. It aids the teacher to remain on the right trac so that the ultimate goal of an effective teaching gets accomplished.
- The significance of lesson planning gets reflected in the accomplishment of teaching objectives by the teacher which farther helps him/her in making the teaching learning process in an orderly and systematic manner.
- Some prerequisites are of utmost necessary for making a good lesson plan such as the teacher should have complete knowledge on the subject matter when preparing the lesson plan.
- Besides having complete knowledge over the subject, the teacher should have the complete knowledge on the principles and techniques of teaching and must know the use of various tools and techniques involved in the deliberation of the lecture in the classroom.
- The teacher should also have a sound knowledge of child psychology and should understand the individual differences amongst the students so that he can fulfil all the needs and requirements of each and every student.
- A good lesson plan is necessary for effective teaching in the classroom. Through this lesson plan, the objectives of teaching can be realised. The lesson plan should be in a written form as it assures the teacher that he/she has gone over the lesson in a thorough and systematic manner. In a good lesson plan, the general objectives as well as the specific objectives should be well defined in unambiguous terms.
- Educational and psychological researches have found that all lessons can be based on the three aspects of consciousness i.e. cognition, connation and affection. On the basis of these three aspects, the lesson plan can be categorised into three types, knowledge lesson, skill lesson and appreciation lesson.
- In order to prepare a lesson plan, different educationists have given importance on the various points keeping in mind their basic assumptions and principles of education in different time periods. Different educationists have given us different approaches to prepare lesson planning. To name a few, Herbartian five steps approach, Dewey and Kilpatrick approach, Morrison's Unit approach, American approach, British approach and Indian approach etc. are quite important.



6.9 FURTHER READING

1) Aggarwal, J. C. (1996). *Principles, Methods & Techniques of Teaching (Second Revised Edition)*. Vikas Publishing House Pvt. Ltd., New Delhi

2) Bhatia, K & Bhatia, B. D. (1994). *The Principles and Methods of Teaching.* Doaba House, Delhi



6.10 ANSWER TO CHECK YOUR PROGRESS

Ans to Q No 1. The basic meaning of the lesson planning is the formulation of a plan of action or rather a blue print of a lesson. Lesson plan is nothing but a careful plan of action, what the teacher is going to teach in a particular class. Through this lesson plan, the teacher outlines all the activities that he/she wants to perform through teaching such as what to teach, how to teach, what methods or apparatus or devices are going to be used etc. Thus, lesson planning means the detailed description of the contant which a teacher completes in a definite time period that differs from institution to institution. Lesson planning can be seen as a plan of action which highlights what has been accomplished, the set of guidelines through which the students should be guided and helped in the next stage and what work should be undertaken immediately. In a nutshell, it can be classified as the mental and emotional visualisation of the teacher's classroom experience in advance.

Ans to Q No 2. Two definitions of lesson planning are,

According to Lester B. Sands, " A lesson plan is actually a plan of action. It therefore includes the working philosophy of the teacher, her knowledge of philosophy, her information about an understanding of her pupils, her comprehension of the objectives of education, her knowledge of the material to be taught and her ability to utilise effective methods."

According to Bagley, " However, able and experienced the teacher, he could do never without his preliminary preparation."

Ans to Q No 3. Two importance points regarding lesson planning are,

- Through lesson planning, the teacher accomplishes the teaching objectives.
- Lesson planning helps the teacher to organise and systematise the teaching learning process.

Ans to Q No 4. The essential prerequisite of lesson planning are: the teacher should have complete knowledge on the subject matter when preparing the lesson plan and the lesson plan should be in a written form as it assures the teacher that he/she has gone over the lesson in a thorough and systematic manner respectively.

Ans to Q No 5. The three aspects of consciousness on which all the lessons are based on cognition, connation and affection according to educational and psychological researches.

Ans to Q No 6. The five steps of Herbartian Five Steps Approach are- Preparation, Presentation, Association and Comparison, Generalisation and Application.



6.11 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: Explain some significance of lesson planning.

Q 2: Write down some essentials of lesson planning.

Q 3: What are the advantages and disadvantages of Herbartian Five Steps Approach?

Q 4: Write down the aspects of consciousness with definitions on which all the lessons are based.

B) Long Questions (Answer each question in about 300-500 words)

Q 1: What are the principles involved in the presentation or development step of Herbartian Five Steps Approach?

Q 2: Write down some other approaches of lesson planning apart from Herbartian Approach.

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UNIT 7: ORGANISATION

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Meaning and Definition of organisation

7.3.1 Educational Organisation

7.4 Functions of Educational Organisation

7.5 Improving Organisational Effectiveness

7.5.1 Concept of Organisational Climate

7.5.2 Factors Responsible for Improving Organisational Effectiveness

7.6 Let Us Sum Up

7.7 Further Reading

7.8 Answers to Check Your Progress

7.9 Model Questions

7.1 LEARNING OBJECTIVES

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

- define the meaning of organisation,
- explain what educational organisation is,
- discuss the functions of educational organisation,
- define organisational climate, and identify the factors responsible for improving organisational effectiveness.

7.2 INTRODUCTION

Man as a social animal always likes to live in organised groups. Initially, group activities were simple, like collecting food, hunting animals, migrating or defending the security of the groups etc.

The group also gives it a distinct identity. But gradually, with the changes of time, the nature of group activity changed tremendously. The specialised nature of the functions of a group required the cooperation of the members of the group to concentrate on different types of tasks to achieve certain goals. To achieve the desired goals, some system had to be established. This type of a system of group relationship built on co-operation is basically what is meant by an organisation. In this unit, we shall discuss the meaning of an organisation, educational organisation, its functions and the measures regarding how to improve organisational effectiveness.

7.3 MEANING AND DEFINITIONS OF AN ORGANISATION

Let us discuss the meaning of organisation–

In common parlance, the word organisation is used to refer to an institution. It may be an educational institution, a business unit, a private agency, a government department etc.. These are generally termed as organisations. But in the context of management, it refers to a formal structure of arrangement among groups of people for doing different activities and sharing responsibilities to achieve certain objectives. It is a mechanism or structure which helps the activities to be performed effectively. Organisation can be compared to a human body which consists of different parts, i.e, hands, feet, eyes, ears, nose, fingers, mouth etc. These parts perform their work independently and at the same time, one part cannot be a substitute for another. The same principles can be applied in an organisation also. An organisation consists of different parts or departments and each department works independently and cannot be a substitute for another department. Crowing (1966) states: "An organisation can be defined as a stable patterns of interactions among conditions or groups, having a collective identify (e,g, a name and a location) ,pursuing interests and accomplishing given tasks and coordinated through a system of authority."

Louis A. Allen defines organisation as "that process of identifying and

grouping the work to be performed, defining and delegating responsibility and authority and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing the objectives."

These definitions of the organisation point to the following characteristics of an **Organisation :**

- An organisation is a collective identity of a group of people,
- There exists a stable pattern of interaction among the group,
- It identifies the task to be performed by each individual or a group of individuals, and by members of the group
- There is coordinated efforts to accomplish the objectives.
- An organisation can be viewed as a social spectrum of co-operation that is designed to enhance individual effort at goal accomplishment.

7.3.1. Educational Organisation

A society has different types of organisation. For a student pursuing education, his main concern is with an educational organisation. Again, when we talk about educational organisation, we usually mean the school in which educational activities are conducted. This leads to the question as to what is an educational organisation?

Educational organisations are those organisations whose primary aim is to create a suitable environment for the growth and development of students. As such, the oraganisational 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 organised manner for attaining the objectives in view .Basically, it is the manpower and human resource on whose manipulation an educational organisation survives and makes, progress. The individuals constitute by and large, the most important unit in these organisations.

In every society, we find different types of educational organisations-from nursery school to university and research institutions. These organisations are established for the purpose of achieving certain specific goals. In general, they bear the responsibility of imparting knowledge to the pupils and developing in them skills and certain human qualities. Some of them are established to train people for jobs and a few others are set up to conduct research in education. In order to achieve these goals they must develop a complex structure. For example, if a school is to be established it will require a good site or place, good environment, well constructed buildings, appropriate furniture, different types of educational equipment, library, laboratory, water and sanitary facilities, teachers and other non-teaching staff etc. For achieving the desired goal, all these elements will have to be organised as an integrated institution.

Let us illustrate it with an example. We know that one of the main objectives of imparting education to children is to develop good moral character of the students. To achieve this objective the school must organise the co-curricular activities, social activities etc. in such a way that it must be able to inculcate good moral sense among the students besides maintaining an ideal and ethical atmosphere in the school. For constructing an appropriate environment, the school must appoint efficient teachers of good moral character. The teachers, the headmaster or the principal, the inspecting authority and all other persons involved with the teaching process join hands in the task of building character of the pupils

It is clear from the above discussion that the primary focus of an educational organisation is on education. Educational organisation also defines and determines the functions, programmes and activities for its teachers, students and other members. Under this organisation, it is not only the arrangement of work to be performed by each individual

that is necessary but it is also vitally important to establish coordination among the different factors so that the work of the organisation is conducted smoothly.



LET US KNOW

The educational organisation was first analysed systematically in 1932 by Willard Waller in his work 'The Sociology of Teaching'.



CHECK YOUR PROGRESS

Q1: What is organisation?

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Q 2: What is an educational organisation?

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7.4 FUNCTIONS OF EDUCATIONAL ORGANISATION

Now, that we have understood the meaning of educational organisation, it is necessary to discuss its functions. Educational organisation is concerned with a wide variety of tasks. Its main functions are:

Framing policies and planning :

The most important function of an educational organisation is to frame policies for achieving the specified objectives. Policy matters are framed at the highest level. It helps to make plans at different levels of the institution. Plans are nothing but a systematic, organised and articulated frame of

working. In an educational organisation different decisions have to be taken at the institutional level and many decisions have to be taken at class-rooms level. Therefore, to frame policies one requires effective plans for their successful implementation. Teachers need to understand that planning is an extremely useful exercise to be undertaken. Planning can be thought of at the beginning of the year, month or of the week or the day. They should list things, they have to do and then spend some time planning for the actions to be taken, problems to be solved, decisions to be made, and the relative priorities that should be attached to these activities. Some of the planning activities which the teachers carry out are:

- Planning on what to teach and how to teach the content.
- Lesson planning
- Planning the co-curricular activities for the semester or for the session
- Allocating the emphasis to be given to unit, topic, lesson etc.

Recruitment of personnel and division of work :

Another important function of the educational organisation is the recruitment of teachers and other employees. After recruitment, there should be judicious work distribution among them on the basis of their qualifications. It should be ensured that no activity is left out from being assigned to them and that favourable condition of work for them is maintained so that the teacher can collectively pool their efforts towards executing purposeful work and attaining the overall goals.

Instructional provision :

Providing instruction to the students is the central activity of a school. Therefore, it is the function of the school authority to make provision for all the necessary arrangement relating to instruction. This includes construction of curriculum, preparation of the time table, recording attendance of pupils and making arrangement of different traditional and modern teaching aids. Traditional type of aids includes chalk, duster, blackboard etc. as well as furniture, library and laboratory equipment. Modern aids include computer, electronic gadgets, projector, television, video camera, audio system etc.

Maintenance of discipline :

Maintenance of discipline is a must in every educational institution. No doubt, it is mainly the responsibility of the head of the institution but one or two persons alone cannot enforce discipline. Rather, the Involvement of all people connected with the school organisation can tackle it well. The head of the institution should plan and organize the maintenance of discipline by involving the entire staff and the students. This will ultimately lead to self discipline, which is extremely essential for maintaining a healthy environment and for controlling acts of indiscipline, if any.

Assessment and evaluation :

Every organisation has to do self appraisal and take stock of the situation from time to time. It is not the assessment of the students alone, there are all types of assessment, such as, achievements and failures, making judgment, whether the things are improving or deteriorating etc. Evaluation should be done to examine the merits and demerits of the existing practices and reforms should be done if necessary. Parents, members of the community and other higher authorities expect the reports of progress of the institution from time to time.

Maintenance of Records :

One of the most important functions of the school organisation is to prepare and maintain all the relevant records systematically. It is an indispensable task for systematic and successful working of an organisation. Records relating to pupil's achievements, their problems, admission and withdrawal, progress register, examination results, pupil's attendance as well as teacher's attendance and various other types of office records are to be maintained for running an efficient administration. From the records, reports can be prepared and communicated to the concerned authority, from time to time especially to the parents so that they may be involved in the child's educational progress and can extend necessary co-operation in the interest of the pupil's development.

Supervision and control :

The administrative authorities of the school have to exercise control over different aspects of school organisation by framing rules and regulations, norms and traditions, and financial provisions. The headmaster or the principal must supervise the working of the school. He must examine the work of individual teachers and in general the proper functioning of the school. The supervisor must guide to solve the problems of the school and above all create and ensure coordination between all the wings of an educational setup. The direction is to be provided in the form of orders, commands, policies, programmes, suggestions, advice, guidance and proposals. Thus, supervision is a function that includes the improvement of every phase of the educational programme, such as, organisation of programme of studies, the revision of curriculum, the instructional procedures, the pupil activity programmes and the non-instructional activities of staff members.

Provision of co-curricular activities :

Co-curricular activities are now considered to be an integral part of the school programme. These activities are meant for harmonious and all round development of the students through physical, mental, intellectual, moral and spiritual development. It is the function of the school organisation to organise different co-curricular activities for channelising students' energy and interest also from psychological point of view these activities are considered essential because they provide outlets for the flow of surplus energies of the students.

Organisation of guidance service :

Providing guidance services to the students for all activities is an essential function for the members associated with the school organisation. As the students are immature, they need expert advice, enthusiasm, encouragement and recognition from the headmaster the teachers and other members of the school organisation. The school should have a guidance cell consisting of members with professional qualifications and teacher as members. This cell should provide both vocational and educational guidance.

Besides the functions mentioned above, the school organisation has some other functions which are mentioned below-

- Setting up and maintaining a good library and ensuring efficient library service.
- Providing the material equipment such as building, furniture, laboratories, museum, art gallery etc.
- Preparing curriculum for the different classes.
- Preparing time-table.
- Organisation of health and physical education.
- Providing various auxiliary services like mid-day meals, school uniforms, text books etc.
- Coordinating work of home, school and community.
- Evaluation of pupil achievement.
- Financing and budgeting
- Cooperating with departmental authorities and implementing the orders of higher educational authorities.

In short, anything and everything which is related to the education of students through the agency of the school will be included in the functions of an educational organisation.



LET US KNOW

The term 'Inspection' is often used interchangeably with supervision. The practice of school inspection was established in India on the recommendations of Wood's Despatch 1854. The persons assigned with the duties of inspection were designated as inspector of schools. Inspection was a device to ensure that an institution receiving grant-in-aid from Government utilised the money properly. Another function of

the inspector was to extend recognition to privately managed schools on the basis of certain criteria. The concept of inspection has now changed and is replaced with supervision which means to see and promote professional growth of the institution.



CHECK YOUR PROGRESS

Q 3: List the main functions of the educational organisation.

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Q 4: Write briefly :

(a) School Record,

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(b) Guidance Service.

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7.5 IMPROVING ORGANISATIONAL EFFECTIVENESS

An educational organisation is created for providing education wherein teachers and learners interact with each other and co-exist to achieve the learning objectives within their own framework. The important components of any educational organisation are principal, teachers and students. United effort of these three components can effectively contribute towards the growth of the institution.

The efficiency of the school as one organisation depends upon the

coordination between its units and parts. Every unit is to be assigned its proper place and the units are to be coordinated with one another which will ultimately produce a total well-integrated unity in the whole organisation. The effectiveness of an educational organisation actually depends upon the improvement of the organisational climate. Now, the question is: what is organisational climate?

7.5.1 Concept of Organisational Climate

Organisational climate actually refers to the atmosphere or environment of the organisation. We know that organisations differ in many respects from one another, such as, composition of their population, goals etc. If we observe minutely we find that every organisation has its own characteristic features which contribute towards developing a distinct type of environment within the organisation. This distinct type of environment is referred to as 'individuality' of the organisation. Individuality is again labelled as the 'atmosphere of the organisation'. Other similar commonly used terms are 'environment', 'personality of the organisation' or 'organisation's climate'. By observing the organisation's climate one can understand how one particular organisation is functioning what are the causes of variations among different organisations and also how these underlying influences organisation's effectiveness. Let us explain the situation with examples.

In one educational organisation the faculty members appear to be more relieved and at ease with one another. They are competent and their behaviour reveals a sense of confidence in them. In another organisation, we may find greater tension which is easily observable in the faces of the teachers, in the manner of their speech and in their method of working. Again, some schools and colleges seem to be very noisy, where discipline and orderliness are totally absent, and teachers show an indifferent attitude or no make attempt to improve

the environment of the school. The head of the institution of some schools seems to assert his authority and shows a certain amount of formality in dealing with others. But in other schools the principal may be quite informal with his colleagues without reducing the importance of his role in the system. These subtle differences which characterize the psychological environment are in the domain of organisational climate.

Chris Argyris is generally given the credit of making the first attempt to describe systematically the factors which comprise organisational climate in a study of organisational relationship in a bank (Chandra & Chakraborty, 2008). He used the term 'personality' for organisational climate while some others have referred to the term as 'general flow of behaviour and feeling' among the members of the organisation.

The term organisational climate has been given somewhat more precise meaning in recent years through the contribution of a number of researchers. As such, the term 'psychological environment' is more used as an identical term for organisational climate. In conclusion, we can say that organisational climate is created by the interaction of environmental and personal variables of the members of a group or groups which operate in an organisation.

7.5.2 Factors Responsible for Improving Organisational Effectiveness

The quest for effective educational organisation begins with the commitment of the head of the institution and his staff towards their organisation and pupils. The concept of organisational effectiveness is multidimensional. It refers to an organisation's ability to achieve its goals, maintain itself internally and adapt to its environment. All these characteristics are essential for an organisation for being effective

and stable. The factors to be considered for organisational effectiveness are administrative functioning, leadership behaviours, moral-culture and climate, parental involvement, community support, teachers' efficiency and commitment, loyality and satisfaction of teachers and students' academic performance. We will discuss some of these factors which should receive utmost importance for improving organisational effectiveness.

Clarity of goals :

It has been repeatedly mentioned that every organisation has its own specified goals. While framing the goals, one should be careful that it must be realistic and tangible. It should be clearly defined and the members of the organisation must be well aware about it so that they can work unitedly for achieving these goals. In this context the school should plan what it wants to achieve and measure regularly what has been achieved. Constant and intelligent supervision is also essential for achieving the goals. An atmosphere of understanding should exist in the organisation and this will create a spirit of cooperation among the members of the school organisation. The management and the school principal should work in such a way that teachers develop positive attitude towards their work and show a real concern for goal fulfilment.

Open Climate :

We have already discussed the organisational climate. Organisational climate is a crucial input in maintaining and raising school standards. For making classrooms as effective centres for teaching and learning schools must move towards openness of the climate as it provides a situation where the teachers can work freely and they are not obstructed in their work either by the management on by the school principal. They enjoy friendly relations among themselves, have job satisfaction and are sufficiently motivated from within. There is also a correlation between school climate and the achievement of students.

A conducive and open climate allows the pupils' freedom of thoughts and expression which is reflected in their positive attitude and performance in all aspects.

Role of Headmaster :

The role of the headmaster or the principal is vital in school administration. He is considered to be the leader of the school because he looks after all academic, nonacademic and administrative functions of the school. A school becomes reputed and effective not because of the magnificent buildings but because of the effective and efficient principals or headmasters. In the words of the Secondary Education Commission "On him the proper working of the school ultimately depends. The reputation of the school and the position he holds in the society depend in a large measure on the influence he exercises over his colleagues, his pupils and the general public."

The headmaster should be able to provide dynamic leadership to his staff and students. In order to hold his key position efficiently, a headmaster should be a man of qualities. He is both an educator and an administrator. As an administrator he is responsible for administrative efficiency and integrity and as an educator he is responsible for creating a scholastic atmosphere in his school. At the same time he is responsible for healthy and harmonious relationships in the school population. In order to improve the effectiveness of the school organisation he is required to

- Plan and organize school activities efficiently.
- Allocate duties to staff and non-teaching staff judiciously.
- Maintain relationship with parents, community and the government.
- Organize social activities.
- Procure infrastructure and material resource.
- Mobilize available resources for the development of schools.
- Acquaint himself with the recent trends in technology and

information.

- Visualise the future of the school in the society.
- Be sensitive to the needs of teachers, students and the community.

Role of the Teacher :

A teacher is the most important element in the educational process. He is the soul of the school. A teacher who is a friend and guide to his pupils, suggests and inspires them and makes them learn their lessons not by using force but by motivating them. The Secondary Education Commission (1952-53) stated "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher." The National Policy on Education, 1986 also says: "No system of education can rise higher than its teachers."

In order to make the school an effective organisation, the teacher has to perform different functions effectively. These include-

Dynamic leader : The teacher must act as the dynamic leader of a group of pupils in the classroom. He must motivate his pupils for better learning and guide the pupil in a variety of matters, such as proper selection of subjects and vocation, identifing and appreciating their strengths and weaknesses. The teacher must adjust his own attitudes and behaviour so that he is able to motivate the students for hard work.

Teacher as a manager : As a manager, the teacher has to plan and prepare the curriculum, time-table, teaching aids and other curricular and co-curricular activities, instructional work, library work etc. He has to manage the time and the available resources and organize activities that have been planned. He has to maintain discipline and keep records of the day to day academic work and evaluate the achievement of pupils and diagnose their strengths and weaknesses.

Facilitator : The teacher must act as a facilitator in a classroom situation. He should not resort to either spoon feeding the pupils or imposing himself on them. He should help and guide the students in carrying out their tasks by showing the right method and by providing them with the objects of interest that would suit the various abilities of the students.

Initiator : As an initiator the teacher takes the lead in taking up various academic and curricular activities and then helps students to carry out them. He develops new method of teaching and gives scope to students to work on their own and thereby to learn by doing. Thus, the teacher should help the pupils to learn and acquire knowledge on their own. He guides them to the sources from where they can acquire knowledge.

In conclusion, we can say that in order to make the school an effective organisation or to improve the organisational effectiveness there should be free flow of communication from top to bottom. Teachers should not be overloaded. They should be motivated to overcome their difficulties and frustration. The headmaster should give almost complete freedom to teachers and should have set procedures and regulations which would provide guidelines that the teachers can follow. Teachers should be given a chance to participate in making decision concerned with the strategies or goals to be achieved. Cooperation, coordination and discussion among the headmaster, teachers, parents, students and management are important if we want to successfully accomplish the goals of education and face new tasks and challenges that may arise in the path of progress of the school organisation.



CHECK YOUR PROGRESS

Q 5: What is organisational climate?

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Q 6: Discuss the role of teachers and the headmaster in improving organisational effectiveness.

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7.6 LET US SUM UP

- In the beginning of this unit, we have discussed the meaning of the organisation in general.
- An organisation is a formal structure of arrangement among groups of people for doing different activities and sharing responsibilities to achieve certain objectives.
- Organisation is a mechanism that helps the activities to be performed effectively. It consists of different parts and each part works independently and can not be substituted for another. As students of education, our concern is with educational organisations.
- The primary concern of an educational organisation is to create a suitable environment for the growth and development of children. In every society there are different types of educational organisation from the nursery school to the university. They are responsible for imparting knowledge to pupils and developing in them skills and certain human values.
- Our discussion focuses on the functions of educational organisation and these include framing policies and planning, recruitment of

personnel and division of work, instructional provision, maintenance of discipline, assessment and evaluation, maintenance of records, supervision and control, provision co-curricular activities, and organisation guidance services.

- Improving organisational effectiveness was the next point of discussion which focuses on the measures that should recieve importance for improving organisational effectiveness.
- We have discussed the concept of organisational climate which is the environment of the organisation. Every educational organisation has its own characteristic features which contribute towards developing a distinct type of environment and this is often referred to as the individuality of the organisation.
- Now a days the term ‘psychological environment' is more used as an identical term for organisational climate.
- Towards the end of the unit we have discussed the factors responsible for improving organisational climate. Clarity of goals, open climate, role of the school principal and the role of the teachers are the most important factors for improving the organisational effectiveness in any educational organisation. Cooperation, coordination and discussion among all the important components of the educational organisation can lead it towards becoming an effective organisation.



7.7 FURTHER READINGS

1. Chandra, S. S. & Chakraborty. *A. K. (2008) School Administration, Organisation and Management.* R. Lau Book Depot, Meerut.
2. Sachdeva. *M. S. (2000) School Organisation, Administration and Management.* Sandan Publication, Ludhiana.

7.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: An organisation refers to the collective identity of a group of people . It is a formal structure of arrangement among groups of people for doing different activities and sharing responsibilities to achieve certain objectives. It is a mechanism or structure which helps the activities to be performed effectively.

Ans to Q No 2: Educational organisation are those organisations whose primary objective is to create a suitable environment for the growth and development of the students. Educational organisation plays the vital role for imparting knowledge to the pupils and developing their skills and human qualities.

Ans to Q No 3: Followings are some of the functions of an educational organisation:

- Framing policies and planning
- Recruitment of personnel and division of work
- Maintenance of discipline
- Application of assessment and evaluation
- Providing instruction to the students and maintaining records of them in an organisation.

Ans to Q No 4: (a) In an educational organisation, the most important work of the authority is to maintain the record sheets among the teachers and the students, concering their success and failure in their academic and co-curricular activities during the school hours. Records relating to pupil's achievements, their problems, admission and withdrawal, progress register, examination results, their attendance as well as teacher's attendance and various other types of office records are to be maintained for running an efficient administration in an organisation.

(b) Guidance Service : Guidance service means providing

assistance and direction to the students of the school. The school should have a guidance cell consisting of members having professional qualification and teacher members.

Ans to Q No 5: Organisational climate is the environment of the organisation. Every organisation has its own characteristic features relating to interpersonal relationships among its members. Discipline, cooperation, coordination etc. contribute towards organisational climate.

Ans to Q No 6: **Role of Teachers :** The teacher is the central point of educational powers. He has to perform different tasks effectively such as, proper selection of subjects, motivating students to learn, diagnose, the strengths and weaknesses of students etc. Again, he has to prepare time table, organise co-curicular activities, keep record of academic work etc. to run the school effectively.

Role of Headmaster : Every Headmaster is a leader of the school by way of his post. He is the central pilot around which the whole system of the school revolves. His main function includes planning, organizing, supervision, teaching , providing guidance and maintaining relation with pupils, parents teachers and public. He is the controlling authority in the school.



7.9 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: What do you mean by an Organisation?

Q 2: What do you mean by an Educational Organisation?

Q 3: What do you mean by organisational climate?

Q 4: Teacher is a facilitator. Explain.

Q 5: Teacher is a manager. Explain.

Q 6: Teacher is a dynamic leader in an educational organisation. Explain.

B) Long Questions (Answer each question in about 300-500 words)

Q 1: What is an educational organisation? How does it differ from general organisation?

Q 2: Discuss in details the functions of the school organisation?

Q 3: What is organisational climate? What are the factors responsible for organisational climate?

Q 4: What is the role of the headmaster and the teachers in improving school effectiveness. Is there any role that the students can play for organisational effectiveness? Discuss.

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UNIT 8 : MANAGEMENT OF INTER-PERSONAL CONFLICT AND STRESS IN EDUCATIONAL ORGANISATION

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Concept and Definition of Conflict

8.4 Role of Conflict

8.5 Inter-Personal Conflict

- 8.5.1 Causes of Inter-Personal Conflict
- 8.5.2 Management of Inter-Personal Conflict

8.6 Stress-Management

- 8.6.1 Meaning and Nature of Stress

8.7 Methods of Managing Stress

- 8.7.1 Individual Approaches
- 8.7.2 Organisational Approaches

8.8 Let Us Sum Up

8.9 Further Reading

8.10 Answers to Check Your Progress

8.11 Model Questions

8.1 LEARNING OBJECTIVES

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

- define the concept of conflict and its role in an organisation
- explain the nature of inter-personal conflict and the methods of managing inter-personal conflict.

- describe the meaning and nature of stress, and
- discuss individual and organisational approaches for stress management.

8.2 INTRODUCTION

An educational organisation is a formal set up created for providing education. Its main objective is to develop human personality, human welfare and prosperity. The basic components of such organisations are individuals. They survive and make progress by manipulating the individuals. It is natural to have conflicts or differences among the individuals leading to disagreement regarding opinion, working style, hostility, competencies and the like. This kind of situation has considerable influence on the behaviour and performance of the employees which may hamper the progress and realisation of the goals of the organisation. Therefore it is very important for the school management to understand the concept of conflict fully and try to handle it carefully.

This unit deals with the concept of conflict inter-personal conflict, management of interpersonal conflicts and stress management.

8.3 CONCEPT AND DEFINITION OF CONFLICT

First, it is necessary for us to understand the concept of conflict. Conflict means disagreement or hostility between individuals and groups in the organisation. It is an expression of hostility, negative attitudes, antagonism, aggression, rivalry and misunderstanding. Conflict is experienced when one person perceives that one's needs or desires are or likely to be thwarted or fustrated.Let us mention the following definitions of conflict.

- Follett simply defines conflict as "the appearance of difference, difference of opinions of interest."
- Louis R. Pondy has offered a very comprehensive definition of conflict. According to him, the term conflict is used in four different

ways in the literature (Prasad, L. M., P.489) to describe—

(i) antecedent conditions of conflicting behaviour such as scarcity of resources or policy differences;

(ii) effective states of individuals involved such as stress, tension, hostility, anxiety etc.,

(iii) cognitive states of individuals, that is their perception or awareness of conflicted situation and

(iv) conflicted behaviour ranging from passive resistance to over-aggression.

On the basis of the above definitions, we can say that a conflict situation arises due to differences of opinions or interests between the individuals or groups, blocking of interests of each other for attaining the goal, clash of value, lack of perception or awareness of conflicted situation etc. These can be comprehensively termed as conflict. Conflict is also associated with situations that involve contradictory or irreconcilable interests between two opposite parties. Conflict can take several forms, the most common being disagreement, contradiction and in compatibility which finds expression in fighting, hostility, aggression tension, anxiety, jealousy etc. In fact, conflict in some form or degree is a part and parcel of human life or of an organisation. It has considerable influence on the behaviour, performance and satisfaction of the employees. Presence of conflicts often complicates the job of a manager in many ways.

Educational managers, i.e., the headmasters or the principals and the vice chancellors confront conflicting situations of various kinds at all levels. Conflicts occur between the teachers and the principals of the colleges, between the teachers' associations and the vice-chancellors of the university, who confront conflicting situations of various kinds at all levels. Conflict between heads of the department and other staff members or in between the staff members. As such, educational managers have to spend a lot of time in solving the problems arising out of these various kinds of conflicts. As a result, they get very little

time for constructive planning and developmental activities.

8.4 ROLE OF CONFLICT

There are, however, conflicting views about the role of conflict in the organisation. Traditionally, conflict was viewed negatively and it was used synonymously with such terms as violence, destruction and irrationality. Conflict was considered totally bad and it was advocated that conflicts must be avoided in an organisation and as such there was a tendency to suppress conflict. Administration and management of the organisation believed that by developing an organisational structure which would specify task, rules, regulations procedures and authority relationships, occurrence of conflict could be minimised. Even if it develops, then these inbuilt rules will identify and correct problems of such conflict. Thus, through proper management techniques and attention to the causes of conflict, it could be eliminated and organisational performance improved.

From the late 1940s to 1970s, it was argued that conflict was a natural occurrence in all groups and organisations. Since conflict was inevitable, the management should accept conflict and try to avoid it by creating an environment of good will and trust. But due to differences in opinions, faulty policies and procedures, lack of cooperation, allocation of resources etc. conflicts are bound to happen and would lead to destortion and blockage in communication. Accordingly, management should always try to avoid conflict and, if possible, resolve it as soon as possible in the interest of the organisation.This is the traditional view point about conflict.

But modern viewpoint regarding conflict is totally different from the views mentioned above. The modern approach encourages conflict and even believes that conflict is not only a positive force in a group but is also necessary for a group to perform effectively. If the group

is harmonious, peaceful and co-operative, it is prone to becoming static and non responsive to the needs for change and innovation. Therefore, the manager must allow some conflicts to happen in the group so that the group may remain viable, self critical and creative.



CHECK YOUR PROGRESS

Q 1: What is conflict?

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Q 2: State both traditional and modern view of conflict.

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8.5 INTER-PERSONAL CONFLICT

We are already familiar with the concept of conflict and its role in the organisation. Now we will discuss inter-personal conflict.

Inter-personal conflict involves the conflict between two or more individuals. This type of conflict is the most common and most recognised conflict. If we observe minutely we find that all conflicts are basically inter-personal conflicts because most of the conflicts involve conflict between a person in one organisation or a group and another person in other organisation or a group. Every individual has a separate acceptable alternative course of action and different individuals prefer different alternatives. Sometimes, the organisation itself creates such a situation in which two individuals are placed in conflict situations.

For example, in an educational organisation, particularly the

decision making process often creates inter-personal conflicts among the teachers and also among the non-teaching staff. Logical and natural decision making is an important skill which everyone requires, especially those who are in the school management boards. But sometimes they fail to take proper decision or take biased decisions, such as, selecting an incompetent teacher for promotion or for some prestigious award etc. among several competent teachers, which may lead to inter-personal conflict. Thus, sometimes the organisation itself creates situations in which two individuals are placed in conflict situation. A large number of inter-personal conflicts are likely to occur in every educational organisation among the teachers, students, administrators, parents and other employees. Many of these conflicts may be simple in nature but a few of them may be quite serious and difficult to resolve.

8.5.1 Causes of Inter-Personal Conflict

It is necessary for us to understand the causes of inter-personal conflict. Broadly, the factors leading to inter-personal conflict may be divided into two types— *personal factors* and *situational factors*. Let us first discuss the personal factors.

(a) Personal factors : It means that the type of persons involved in the interaction process would determine to a great extent the degree to which the interaction may be co-operative or conflicting. The following factors are important in this context—

Personal differences : Personal differences can be a major cause of conflict between individuals. People interact with particular ego-states. Ego states are the person's way of thinking, feeling and behaving at any particular time. If ego states are not complementary the conflicting situations take place. Thus, lack of complementary, ego states or ego clashes or personality clashes may lead to interpersonal conflict. Again, personal bias regarding religion, race

or sex also becomes the source of conflict.

Value System : Individuals possess different dominant value systems. Values are nothing but guiding principles of life or we can say that values are personal philosophy of life. Value system determines how a person reacts to different situations of life. People having different value systems react differently to different situations which reflects his way of behaving, working etc. which may be the basis of inter-personal conflict.

Socio-cultural factors : Individuals differ because of one's upbringing in different social and cultural background. Then, they may develop conflict among themselves. Many interpersonal conflicts are based on caste, religion, region, family tradition, family background etc. These differences may lead people to perceive the personal interest as conflicting.

(b) Situational factors : Situational factor means the environmental situation which may create or generate the conditions under which conflicts may develop. These factors are :

Interest Conflict : Interest clashes in the group leads to interest conflict. This is not because of the basic nature of the people but because of the situation. In the school organisation, the role of a teacher is open to many pressures and conflicts. These stem from the impact of the changes in our socio-political environment which can be felt directly in our educational system. Sometimes, we observe that because of political influence persons having low calibre supersede persons having high calibre. This is bound to create conflict among the members of the organisation.

Information Deficiency : Lack of information can be another cause of interpersonal conflict. Breakdown of communication among the

members of the school organisation or between the principal and the teachers, partial or misunderstood information may become a source of conflict. Again, filtering of communication, i.e., information passed through many levels or through many members. The amount of information is functional upto a point; after that it becomes a source of conflict.

Environment stress : The interpersonal conflict can also be due to environmental stress. Stress from environment arises because of competitive pressures, high degree of uncertainty, overload of work etc. The teacher's role has become extended by new tasks and challenges. Besides providing instruction to students, he is expected to transmit a body of knowledge and skills to students keeping in mind their abilities and needs. Socialisation of the child is another important function. Again, the teacher has to evaluate his students, making judgement regarding promotions, counsel parents and students for educational and vocational guidance. All these pressures may create anxiety and stress which may lead to conflict between staff members, teacher and parents, teacher and students, teachers and the principal etc.

Role ambiguity : Role ambiguity occurs when an individual is not clear regarding his duties and responsibilities of job. If the authority does not state clearly about the functions or duties to be performed by a particular employee or what is expected from his role, he or she may develop conflict with another employee performing the same function or role.

8.5.2 Management of Inter-Personal Conflict

What we have observed in the above discussion is that conflict is an integral part of every day life of an individual or of an organisation. It has considerable influence on the behaviour,

performance and satisfaction of the employees. So, conflict beyond certain level is harmful to the school organisation. Therefore, if conflict is generated in the organisation for whatever reason, the management should take effective steps to resolve it without delay.

Interpersonal conflicts have a tendency to resolve themselves because the conflicting parties are not in a position to remain tense for a long time. Time is the healing factor for these conflicts. In case the inter-personal conflicts are of persisting nature, the school management can take the following steps to resolve such conflict.

Counselling : Counselling means consultation, mutual interchange of opinion, deliberating together. It is an individualised and personalised assistance with personal problems in which the pertinent facts are studied and analysed and a solution is sought. Conflict between two individuals implies that they have conflicting perceptions, values and goals. The school management should bring both the parties together and discuss their problems freely and frankly and try to resolve the conflict by creating an atmosphere of mutual understanding.

Effective communication : As stated above, blockages in the channels of information create conflict in different levels. It is necessary to develop an effective communication system between the headmaster or the principal, teachers of different departments and also other employees of the school. In such circumstances the chances of misunderstanding among the employees are reduced to a great extent.

Joint decision making process : Every one in education is constantly making decisions. Departments and school make policy decisions about the curriculum recruitment, examinations, resources, co-curricular activities etc. Teachers and management should

indulge in joint decision making, i.e., they make decision with the help and support of their colleagues. This will ultimately reduce the chances of inter-personal conflicts among the employees.

Open climate : Organisational climate is a crucial input in maintaining and raising school standards and also reducing interpersonal conflicts. Open climate depicts a situation which has relatively more openness. Teachers are not hindered in their work either by the management or the school principal. They work together without complaints and infighting. They are intimate and friendly with one another. Teachers are not overloaded and are motivated enough to overcome difficulties and frustration. They have job satisfaction and are proud to be related to the school. If such an atmosphere can be created in school the chances of inter-personal conflicts will automatically be minimised.

Thus, through proper management techniques and attention to the causes of conflict, it could be eliminated. The important point is the management has to listen to and understand the needs of teachers impartially and consider their view points. The focus has to be on issues and facts rather than on personalising the conflict. An open environment is to be created and opportunities are to be provided for discussion between the concerned individuals.



CHECK YOUR PROGRESS

Q 3: What is interpersonal conflict?

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Q 4: List the causes of interpersonal conflict.

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Q 5: Mention the methods for managing interpersonal conflict.

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8.6 STRESS MANAGEMENT

Before discussing the methods of management of stress, we must understand what stress actually is and why it is important to manage stress. Let us first discuss the meaning and nature of stress :

8.6.1 Meaning and Nature of Stress

From an individual point of view, stress is our body's physical, mental and chemical reactions to circumstances that frighten, confuse or irritate us. In simple words, it refers to an individual's reaction to a disturbing factor in the environment. Stress occurs when pressure exceeds our perceived ability to cope.

In today's competitive work environment, the stress level is increasing both in the workers as well as in the managers of an organisation. As a result of work stress, the efficiency level of the employees may go down and show signs of chronic fatigue and boredom. It is also responsible for a variety of ailments like hypertension, heart attacks, ulcers, diabetes, cancer, arthritis and also psychological disorders including breakdown.

Stress is highly individualistic in nature. Some people have high tolerance for stress but some have very low level of tolerance and they become paralysed when they have to interface with routine

everyday factors which appear undesirable to them. When an individual is stressed he becomes less effective as a manager or as worker. The effect of stress on an organisation can be widespread.

Educational organisations are also not free from stress and its related problems. Educational managers, i.e., the principals or headmasters and also the teachers, if stressed, may become less effective as a manager or as a teacher. The role of teachers has undergone a change in the last decade and they have to shoulder more responsibilities than the traditional teachers. Their role has become extended by new tasks and challenges and is open to many pressures and conflicts. All teaching jobs contains some elements of management and almost all the principles of management have a direct application to managing a classroom. The teacher is now considered a manager. He has to plan instruction, finish his curriculum in time, manage examination, manage resources, manage co-curricular activities, and manage other such functions etc. If we want a school to prosper and grow, it is essential that teachers perform their functions to the best of their abilities. Therefore, it is necessary to take steps to minimise stress as far as possible.'

8.7 METHODS OF MANAGING STRESS

Stress reduction strategies may be undertaken from both the individual and organisational levels. First, we shall discuss the individual approaches and then proceed to organisational approaches or strategies.

8.7.1 Individual Approaches

There are a number of ways by which a person can avoid stressful conditions or learn to cope with them. Some of the stress management strategies from individual's point of view are—

Knowledge about stress : In the first stage, the individual should become knowledgeable about stress. He should know about the process and effects of stress. He must find out the major sources of his stress and decide what he can cope with and what he cannot.

Physiological fitness : Physical exercises in any form, such as, aerobics, walking, jogging, swimming, riding a bicycle, playing football or tennis etc. can help people in coping with the stress.

Time management : Poor time management is the cause of feeling work overload, skipped schedules and tension. A well organised person can often accomplish twice as much as the person who is poorly organised. Therefore, an individual must understand how to manage his time so that he can cope with tensions created by job demands. Some well known management principles are— preparing daily list of activities to attend to, prioritising activities by importance and urgency and scheduling it, knowing the daily schedule and handling the most demanding parts when one is most alert and productive.

Assertiveness : Assertiveness means one should not say 'yes' when he wants to say 'no'. Being assertive is an important factor in reducing stress.

Readjust life goals : Every individual should know what he really wants to do and what is important for him. High expectations and limited resources often lead to stress. Therefore, every person must readjust his goals and make sure that he has the ability and resources to reach such goals.

Learn how to relax : Every individual should learn to reduce

tension through relaxation techniques such as yoga, meditation, hypnosis etc. 15-20 minutes deep relaxation a day releases tension and provides peace and serenity to the mind.

Plan in advance : People create situations that induces stress because they either did not plan or did a bad planning. If we plan in advance we can confront unexpected difficulties with confidence when they occur.

8.7.2 Organisational Approaches

It is a must for the organisations to develop programmes that will help the employees in reducing their stress. In an educational organisation, the management can adopt the following techniques:

Goal setting : Individuals can perform better when they have specific and challenging goals to be achieved. Education is a goal oriented activity. It has to produce results and has to satisfy the demands and aspirations of the society. Accordingly, the management has to set goals before the teachers and students. It will provide motivation and reduce stress.

Improved communication : As stated earlier, lack of effective communication from the principal or management may create role conflict which may be the cause of stress. Therefore, channels of communication should be improved for sharing information and feedback on performance, duties and responsibilities etc. This will help to perform effectively and develop one's sense of identity in the system.

Redesigning jobs : In order to reduce stress caused by monotony, routine work, work overload or underload, the school management

can redesign the jobs to enhance motivation and to give the teachers more responsibility, more meaningful work and more autonomy to work with own spirit and devotion.

Participative Decision making : If the teachers are involved in decision making, they will actively feel the responsibilities and understand the implications of those decisions. It will improve the job performance of teachers and reduce the role stress.

Building teamwork : The school management should try to create such work environment in which there is no inter-personal conflict or group conflict. Such conflicts are the causes of stress. Therefore, team work should be developed in such a way that groups and members become mutually supportive and productive. They should consider themselves the members of the same family and seek support from each other.

Personal wellness programmes : Such programmes should focus on the total physical and mental wellbeing of teachers and other employees of the school. It can provide facilities for physical fitness such as gym, sports, facilities as well as psychological counselling at the school premises. They should hold seminars or workshops to make the employees understand the nature and sources of stress and the possible ways to reduce it.

In conclusion, we can say that all these strategies or a combination thereof should be applied to make the work environment less stressed at a level which is positive and challenging.



LET US KNOW

Stress busting techniques—

- Try to identify your pressure points that cause stress.
- Talk with a friend and ask for impartial advice as to how to ease the problems.
- Exercise regularly and learn how to relax.
- Many stresses are habitual. So stop what you are doing and do something else.
- Think positively.



CHECK YOUR PROGRESS

Q 6: What is stress?

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Q 7: What strategies can an individual adopt to reduce stress?

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Q 8: List the organisational approaches for reducing stress.

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8.8 LET US SUM UP

- In the first part of the unit, the meaning and concept of conflict has been discussed.

- Conflict means disagreement or hostility between individuals and groups in an organisation.
- It arises due to the differences of opinions and interests between individuals and groups. In fact, conflict in some form or degree is a part and parcel of human life.
- Traditionally, conflict was viewed negatively but modern viewpoint believes that conflict is necessary to remain viable, self critical and creative.
- Interpersonal conflict involves conflict between two or more individuals. This type of conflict is the most common type of conflict.
- A large number of interpersonal conflicts are likely to occur in every educational organisation among teachers, students, administrators, parents and other employees. Many of these conflicts may be simple in nature but a few may be quite serious.
- Causes of interpersonal conflict may be divided into two types– personal factors and situational factors. The school management can take different measures to resolve interpersonal conflict such as counselling, effective communication, joint decision making process, open climate etc.
- The second part of the unit deals with stress management. Stress refers to an individual's reaction to a disturbing factor in the environment that causes chronic fatigue and boredom. Educational organisations are also not free from stress related problems.
- The principal or the teachers if they suffer from stress, may become less effective in their respective function as a manager or a teacher.
- Therefore, it is necessary to minimise stresses as far as possible.
- Stress reduction strategies may be undertaken from both the individual and organisational level. To reduce stress, one should have knowledge about stress and maintain physiological fitness. He or she must learn time management technique, learn how to relax and make plan in advance.

- At the organisational level, management can adopt techniques like goal setting, redesigning jobs, participative decision making, building teamwork, personal wellness programme etc.



8.9 FURTHER READING

1. Chandra, S. S. (2008) & Chakraborty, A. K.. *School Administration Organisation & Management.* R. Lall Book Depot, Meerut.
2. Gupta, S. K (2008) & Joshi, R.. *Human Resource Management.* Kalyani Publishers, Ludhiana.
3. Prasad, L. M. (2008). *Principles and Practice of Management.* Sultan Chand & Sons, New Delhi.



8.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No. 1: Conflict means disagreement between individuals and groups in an organisation. It is an expression of hostility, negative attitude, antagonism, aggression, rivalry and misunderstanding.

Ans to Q No 2: Traditionally, conflict was viewed negatively and it was used synonymously with such terms as violence, destruction and irrationality. It was considered totally bad for an organisation which must try to avoid it. But the modern viewpoint is totally different. This viewpoint encourages conflict and believes that conflict is not only a positive force but also necessary to perform effectively in a group.

Ans to Q No 3: Interpersonal conflict involves conflict between two or more individuals. This type of conflict is the most common and most recognised conflict.

Ans to Q No 4: Personal differences, value systems, socio-cultural factors, interest conflict, information deficiency and role ambiguity.

Ans to Q No 5: The methods for managing inter-personal conflicts are counselling, effective communication, joint decision making process and open climate.

Ans to Q No 6: Stress refers to an individual's reaction to a disturbing factor in the environment. It occurs when pressure exceeds our perceived ability to cope.

Ans to Q No 7: An individual can adopt the following strategies to reduce stress. He or she must learn about stress, make oneself physically fit, must manage time and learn to be assertive. Besides, an individual can reduce stress by learning how to make relax and by making plans in advance in which case a lot of tension can be avoided.

Ans to Q No 8: Goal setting, improved communication, redesigning jobs, participative decision making, building teamwork and by adopting personal wellness programmes.



8.11 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q1: What do you mean by conflict?

Q2: What do you mean by interpersonal conflict?

Q3: What do you mean by stress?

Q4: What is the concept of open-climate?

Q5: What do you mean by cunselling?

B) Short Questions (Answer each question in about 150 words)

Q1: Identify the causes of inter-personal conflict.

Q2: What are the methods for reduing the interpersonal conflict?

Q3: Explain the organisational approaches for reducing stress in an educational organisation.

C) Long Questions (Answer each question in about 300-500 words)

Q1: What is conflict? Why does it occur in educational organisation?

Q2: What do you mean by interpersonal conflict? Mention the possible reasons for interpersonal conflict.

Q3: What is stress? Explain in detail some of the organisational strategies in coping up with employees' stress.

Q4: Explain in detail some of the personal strategies in coping up with stress. Highlight the importance of each of these strategies.

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UNIT 9: MANAGEMENT PROCESS IN EDUCATION

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Meaning of Management Process

9.4 Planning

9.4.1. Features of a Good Plan

9.5 Organising

9.6 Directing

9.6.1. Importance of Direction

9.7 Controlling

9.8 Let Us Sum Up

9.9 Further Reading

9.10 Answers to Check Your Progress

9.11 Model Questions

9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- define the meaning of management process.
- explain the importance of planning in school organisation
- identify the process of organising
- acquaint yourself with the process of directing, and
- describe controlling as a process of management.

9.2 INTRODUCTION

Like any business organisation, an educational institution is also now considered an organisation and its functioning is analysed from the

organisational perspective. The basic educational organisation is the school. School is the most important institution in any society because the function of developing the future citizens of the country is entrusted to the schools. The efficiency of the school system can be ensured not by providing only a magnificent building to it, but by organising and administering it properly. In the school, there are human elements in the form of students, teachers, ministerial staff, menial staff, inspecting staff, board of management etc. All the persons engaged in school must be organised in such a way that each number may contribute his best to the joint activity and also to the collective responsibility. Thus, the school organisation must make systematic arrangement so that the objectives of the school can be achieved and it can function as an effective and efficient organisation. It is therefore necessary for the school management to have a deep insight and thorough knowledge of the various management processes of a school. This unit deals with the various management processes in educational planning such as planning, organising, directing and controlling.

9.3 MEANING OF MANAGEMENT PROCESS

In order to understand the various management processes in a school organisation, let us first try to understand the meaning of the term management process.

Management processes are those processes which are performed by managers. A process can simply be defined as a systematic method of handling activities. We know that management is a process of getting things done with and through the people in the organisations. In the context of management, the term "process" refers to "an identifiable flow of interrelated events moving through some purpose, goal, or end." Here,

- 'Flow' implies movement through time and in the direction of a result,
- 'Interrelatedness' implies interaction within the process and between the events,
- 'Events' are activities or happenings, and

- 'Purpose', 'goal' or 'end' imply some end result or conclusion achieved by completing the process.

Thus, a process is a chain of action of interrelated and purposeful activities to achieve some end result.

The concept of process can be applied to any type of system whether it is static or a dynamic system. The organisation of school is a dynamic system and the management process applied in the context of school is also dynamic. It implies that events and its interrelationship in school must be seen as a dynamic, continuous and flexible process, and as such, must be considered as a whole. Thus, management as a process involves a number of activities and sub-activities. However, what these activities are must be defined precisely to understand the exact nature and scope of management. In general, these activities or processes can be divided into **four categories**- **planning, organising, directing and controlling**. These processes are also called organisational processes because they go beyond an individual manager and effect the entire organisation. Let us discuss these processes one by one.

9.4 PLANNING

Planning a process that involves the determination of future course of action. It is the working out of the broad outlines from the beginning to the end. Planning is an important managerial function and is a pre-requisite of any efficient administration. An unplanned administration cannot go very far. Only a planned approach can achieve the desired results. There is a need for planning at the initial stages, in the middle and also at the final stage.

Importance of planning in school has to be understood by all. Without planning, there is very little scope for intelligent and directed activity. It is an essential component of any kind of meaningful activity that takes place in

the school. Every member of the school organisation needs to understand that there has to be a systematic, organised and articulated scheme working. It is an extremely useful exercise to be undertaken by the educational manager, i.e., the Headmaster. The Headmaster has to plan institutional work at four different stages :

- before the start of the new session
- on the opening day or during the first week of the new session.
- during the course of the year
- at the end of the year.

While planning, the Headmaster should seek cooperation of his staff, student's council and the parent-teacher association. As far as possible planning should be kept flexible and there should be provisions for modifications according to the need and requirement of the school, the staff, the students. Let us discuss the above mentioned stages of planning.

- **Planning before the start of the new session:** The new session should not start in a confusion. Every detail of the work should be drawn up before starting the new session. The Headmaster should convene meetings of the staff well before the opening day to discuss and finalize the rules for new admission, time table, preparation of year's calendar of school activities, functions and other things for the whole session should also be prepared well in advance. Beside these, all vacancies of staff should be filled up before time and the stock and the store should be verified in time to arrange for replacement and additions, if needed. Everything should be done in a time-bound and date-bound manner.

- **Planning on the opening day and during the first week:** Regular work should start from the very first day according to the time table. The size of the class may also be balanced during the first week and the change of sections and subjects may be allowed and facilitated during this period. The text-books prescribed for students should be

announced and the teacher should ask the students to procure them at the earliest. The instruction to the students should be given in a comprehensive and clear cut manner through the prospectus or through a properly planned lecture in the morning assembly.

- **Planning during the course of the year:** Planning should also be done for instructional activities, i.e., planning on what to teach and how to teach the content, lesson planning, allocating the emphasis to be given to unit, topic, lesson etc. Side by side. The co curricular activities should also be carried out according to schedule. Evaluation programme in the form of class tests, unit tests has also to be organised in a planned manner. Along with these new plans, programmes and techniques for the improvement of the institution should also be planned to implement new ideas.

- **Planning at the end of the year:** At the end of the year, there should be an evaluation of the functions of the institution. For example, success and failure, enrolment, income, expenditure etc. should be the basis of planning for the next year.

9.4.1 Features of a Good Plan

It is necessary for us to understand the features of a good plan, which are as follows :

- **Linked with long-term objective:** All the plans must be linked to long term objective of the organisation. For example,-a budget is a short term plan mostly for one year. While allocating resources to various departments of the school, the focus must be on the achievement of long-term objectives through annual resource allocation.

- **Direction for Action:** A good plan should provide direction for future course of action clearly and specifically. It means that

the plan must specify the action which should be taken and the outcomes of these actions so that the progress of the plan can be measured.

- **Feasible:** A good plan must be based on reality of the situations. It must be feasible to be implemented. A highly ambitious plan sometimes adds frustration if the target set is too high. For example,- we often find misses in Government's plans because, in general, these are not based or reality.

- **Simplicity:** Plan should be simple to understand. It is essential because the plan is formulated by the school management and is implemented by the teachers, students and the ministerial staff of the school. Sometimes, there may not be frequent communication between them for which the implementation of the plan may be hampered. Therefore, a plan should be simple to understand so that implementation becomes easier.

- **Flexible:** Flexibility is another feature of a good plan. Flexibility is required in both short term and long-term planning. There may be fundamental changes or simple modification to quickly adjust to changes in activities in school life.

In conclusion, we can say that a good plan should be clear regarding what is to be achieved and how. It must be able to identify the possible outcomes of the action. It is the duty of the management to review the plans from time to time and the manager should constantly check the execution of the plan to see that these are proceeding in right direction..



CHECK YOUR PROGRESS

Q 1: Explain the meaning of the term “management processes”.

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Q 2: What is planning?

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Q 3: What are the characteristic features of a good plan?

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9.5 ORGANISING

After finalizing the creative phase of planning, the next issue comes before the headmaster or the manager is– who will do it. Since the work is done by a group of persons working together, the managers will have to consider who will do what and what will be the relationship among these persons. This particular aspect is called organising, where the managers analyse the activities and assign duties and responsibilities to different persons for achieving the organisational objectives.

Organising is the fundamental task of every administration. It is the machine for getting things done by dividing the work into convenient tasks or duties, grouping of such duties in the form of positions, departments and sections, assigning duties to individual positions so that the work is carried out as planned. Organising function can be viewed as a bridge connecting the conceptual idea developed in creating planning, to specific means for accomplishing these ideas. Organising function contributes to the efficiency of the organisation by ensuring that all necessary activities are performed and objectives are achieved.

In the school organisation, the Headmaster has to assign different duties to its teachers and other members of the staff. He has to get things done in the instructional work by distributing work among the teaching staff. In determining a teacher's responsibility for organising any activity in a school, the basic elements to be considered are to

- define the purpose and objective,
- analyse and identify the activities or tasks required to meet the objectives.
- allocate related activities to individuals
- group the related activities logically
- provide for management and coordination of activities at each level of responsibility and
- establish a reporting channel.

The Headmaster should know how to plan the work intelligently, execute that effectively and evaluate the results critically. As an organizer, he should have his fingers on everything which is going on in the school or which is being planned for tomorrow. Thus, organising ability is essential to run the school free from any sort of confusion, wastage, duplication, indecision and discrimination. The financial details of school funds, co-curricular activities, library and equipment and other activities must be cared for in a business like manner. Organising ability ensures the coordination of efforts of all people engaged with the manager in an important educational task.

9.6 DIRCTING

Direction is an important function of management like planning and organising. It is the process of instructing, guiding, counseling, motivating the human resources to achieve organisational objectives. Direction is not merely issuing orders and instructions by the manager to his employees or the staff but it includes the process of guiding and inspiring them. For getting the work done, individuals have to be supervised, motivated and

communicated with. Thus, direction has **three main aspects: motivation, leadership and communication**. From this point of view, direction has the following characteristics:

- Direction is an important function of a manager and, through direction, the manager initiates action in the organisation.
- It is such a function which is performed at every level of management. This means that in the context of superior – subordinate relationship, every manager in the organisation performs his duties both as a superior and as a subordinate.
- Direction is a continuous process and it continues throughout the life of an organisation.
- Direction initiates at the top level in the organisation and follows to the bottom through the hierarchy. For example-in an educational organisation the management or the governing bodies frame the policies and gives direction to the Headmaster to implement it. The Headmaster then issues direction to different heads of the departments who further gives instructions/directions the teachers.
- Direction originates with planning, issues forth in activities and closes with the evaluation of results.

9.6.1 Importance of Direction

Providing a sense of direction is a key managerial task which involves exercising leadership, motivating people, determining accountability and developing guidelines for action. For example, if a group of students is going on a botanical study tour, the objective will not be met unless the teacher gives proper direction as what to do and how to do. The importance of direction function in the school organisation can be presented as follows:

- **Direction initiates actions:** The school organisation is composed of both human and non human resources. Non human resources includes library, laboratory, sports materials etc. Through direction, the headmaster conveys and motivates

individuals in the organisation to function in the desired way to achieve the organisational objectives.

- **Direction increases efficiency:** The management through appropriate direction techniques can improve the efficiency of the organisation .

- **Direction attempts to get maximum out of individuals :** Every individual has some potentiality and capability. In the absence of proper motivation, leadership and communication, these may not be utilised fully. Correct direction provides the way to utilise these capabilities and also help to increase them.

- **Direction provides stability and balance in the organisation:** Direction can be regarded as the heart of administration. Effective direction increases work performance of the organisation and provides stability. It also helps in maintaining balance in different parts of the organisation and it can work in a harmonious way.

From the above discussion, we can say that direction has unique significance in the process of administration. In fact, it includes in itself all the other management processes, i.e., planning, organising, co-coordinating and evaluation. It also provides right direction after rectifying any wrong step if already taken up. We cannot think of an organisation without direction.



CHECK YOUR PROGRESS

Q 4: What is organising?

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Q 5: Give the characteristic features of direction.

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Q 6: Write briefly –

(a) Headmaster as an organizer

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(b) Importance of direction.

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9.7 CONTROLLING

Already, we have learnt about planning, organising and directing. Let us discuss another very important management process, i.e., controlling.

Controlling, as its name indicates, concerns the over-all supervision of the whole process of administration. Control is the application of the power and authority to hold the workers responsible for their actions. Control is required in all spheres of the educative process, aims and objectives, teachers and students, instruction and equipment, finance and public relations etc. However, we need special devices for each purpose, for example, – for control of finance we need the budget, accounting and auditing. Controlling involves the following steps :

- Measuring and monitoring the performance of the organisation.

- Identification of actual results, i.e., comparison of actual results with expected results as set by the planning process.
- Identification of deviation, if any.
- Taking corrective action so that actual results match with the expected results.

Thus, control indicates how far the goals have been achieved and to what extent there is a deviation from the plans. The basis of control is measurement. It depends on accurate information and feedback about what is happening compared with what should be happening. In other words, we can say that control deals with the difference between planned and actual performance.

Let us illustrate it with an example. Monitoring performance of the pupils is the main responsibility of the teachers. In order to exercise effective control, the teachers need to :

- Plan what they aim to achieve,
- Measure regularly what has been achieved,
- Compare actual achievements with the plan,
- Take collective measures to ensure that deviations do not take place,
- Take action to improve performance.

Same is the case with an educational manager or Headmaster. For applying control, first he should determine the point where it is needed. Then, he should decide on the device to be used. The devices of control are many, such as, policies, objectives, budgets, salaries, accounts, time table, curriculum, rules and regulation etc. Finally, he should evaluate or judge the results of control to see whether its purpose has been fulfilled or not. All the time, we have to remember that educational activity is very complex and so a large variety of devices are needed for excercising control. The central purpose of control is to bring about improvement and to promote the realisation of the goals of education.

To conclude, it is necessary to mention here that the various

management processes described in this unit constitute no more and no less than an orderly and disciplined approach to the management by educational managers of a variety of uncertain, unpredictable and changing situations. Educational managers shall have to spend a lot of their time in dealing with immediate events. It is not always possible to divide their functions into distinct and sequential phases of planning, organising, directing and controlling. They carry out these processes as and when required. These tasks often overlap. However, to maintain a momentum in the direction in which they need to go, the manager must from time to time deliberately review plans, reconsider the way in which they organise their work, decide what needs to be done to increase motivation and commitment and monitor progress towards already set goals. These processes provide the frame work within which the managers exercise their skills to deal with different situations.



CHECK YOUR PROGRESS

Q 7: Explain what you understand by controlling.

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Q 8: Write the different steps in the controlling process.

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9.8 LET US SUM UP

- This unit has attempted to provide basic ideas on different management processes. Management processes are those processes which are performed by the manager.
- In general, these processes can be divided into **four categories :**

planning, organising, directing and controlling. These are also known as organisational processes.

- Planning as a process involves the determination of the future course of action. Planning is an important managerial function and a pre-requisite for any efficient administration. Without planning, there is very little scope for intelligent and directed activity.
- A good plan is always linked with long-term objective of the organisation. It must be based on reality and at the same time must be simple to understand.
- Organising is translating plans into action, where the managers analyse the activities and assign duties and responsibilities to different persons for achieving organisational objectives.
- It is the fundamental task of every administrator for getting things done by dividing work into convenient tasks or duties. Directing is another management process. Through which the manager provides instruction to his subordinates.
- There are three main aspects of direction, i.e., motivation, leadership and communication. Direction increases efficiency and it attempts to get the maximum out of individuals.
- It also provides stability and balance in the organisation. Controlling is the application of the power and authority to hold the workers responsible for their actions.
- Control is required in all spheres of the educative process. It involves monitoring performance of the organisation and if it deviates from the actual plan, actions should be taken for improving the performance.
- The main purpose of control is to bring about improvement and to promote the realization of the goals of education.



9.9 FURTHER READING

1. Bhatnagar, SS. & Gupta, P.K. (2006). *Educational Management.* Surya Publications

2. Chandra, S.S. & Chakraborty, A.K. (2008). *School Administration, Organisation and Management.* R. Lall Book Depot, Meerat



9.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Management processes are those processes which are performed by the managers. It is a systematic method of handling activities. Management as a process involves a number of activities and these processes can be divided into four categories – Planning, Organising, directing and controlling.

Ans to Q No 2: Planning as a process involves the determination of the future course of action. It is the working out of the broad outlines from the beginning to end. It is a pre-requisite for any administration.

Ans to Q No 3: The features of a good plan requires the following characteristics:

- Linked with long – term objective
- Direction for action
- Feasible
- Simplicity
- Flexible.

Ans to Q No 4: Organising is the fundamental task of every organisation. It is the machine for getting things done by dividing the work into convenient task of duties in the form of positions, departments, sections and assigning duties to individual positions.

Ans to Q No 5: The characteristics features of direction are:

- Through direction, the manager initiates actions in the organisation
- It is a function which is performed at every level of management
- It is a continuous process

- Direction initiates at the top level in the organisation and follows to bottom
- Direction originates with planning issues.

Ans to Q No 6:

(a) The Headmaster is considered the leader of the school, because he looks after all academic, non-academic and administrative functions of the school. He plans and organizes the school activities, allocates duties to staff and non-teaching staff and maintains relations with the parents, community and government. He organizes social activities also.

(b) Direction is very important because it initiates actions and with proper direction, the management can increase the efficiency of the organisation. It attempts to get the maximum out of individuals and provides stability and balance to the organisation.

Ans to Q No 7: Controlling is concerned with the over-all supervision of the whole process of administration. It is the application of the power and authority to hold the workers responsible for their actions. It indicates how far the goals have been achieved and to what extent deviation from the plans takes place.

Ans to Q No 8: The different steps of controlling are – (a) Measuring and monitoring performance of the organisation (b) Identification of actual results (c) Identification of deviation, if any (d) Taking corrective action so that actual results match with expected results.



9.11 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q 1: What do you mean by a management process?

Q 2: What do you mean by planning?

Q 3: What do you mean by directing?

Q 4: What do you mean by controlling?

B) Short Questions (Answer each question in about 150 words)

Q 1: What are the features of a good plan? Explain.

Q 2: Planning should be linked with long term objectives. Explain.

Q 3: Explain the importance of direction in an educational institution.

Q 4: Write the different steps in the controlling process.

C) Long Questions (Answer each question in about 300-500 words)

Q 1: Define management processes. Describe the different processes briefly.

Q 2: What is planning ? State the necessity of planning. Is it important for the school organisation?

Q 3: Discuss the relationship between directing and controlling. Explain their importance in the school organisation.

Q 4: What are the organisational processes? Explain the necessity of each process with special reference to the educational organisations.

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UNIT 10 : EDUCATIONAL ADMINISTRATION

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Meaning & Definition of Educational Administration

10.3.1 Definition of Educational Administration

10.4 Nature of Educational Administration

10.5 Classifications or Types of Educational Administration

10.5.1 Distinction between Educational Administration and other Types of Administration

10.6 Need or importance of Educational Administration

10.7 Scope of Educational Administration

10.8 Let Us Sum Up

10.9 Further Reading

10.10 Answers to Check Your Progress

10.11 Model Questions

10.1 LEARNING OBJECTIVES

After going through this unit, you will be able to —

- define the meaning and concept of educational administration
- identify the nature or the characteristics of educational administration
- classify the various types of educational administration
- distinguish between educational administration and other types of administration
- describe the different areas or the scope where educational administration can be applied.

10.2 INTRODUCTION

This unit introduces us to some basic concepts of administration, educational administration, its objectives, types and functions etc. Besides, the unit also distinguishes educational administration from other types of administration and describes the various areas of educational administration. Before going to discuss educational administration, it is very important for us to know the relation between education and educational administration. Education is a process of development. It is the process through which the individual acquires knowledge, skill, attitude and behaviour, that would help him/her to adjust and lead a meaningful life in society. The task of educating pupil or individual is a very difficult job. The society entrusted the responsibility of educating the pupil to some organisations or some institutions. There must be a systematic procedure or a machinery to run or manage that organisation smoothly. Thus, administration is a procedure or machinery through which an institution or organization is managed to run smoothly its manifold functions. Education administration is a comprehensive effort to direct, guide and realise the specific goals of education. To understand clearly what it means, we have to go through the meaning and definition of educational administration.

10.3 MEANING AND DEFINITION OF EDUCATIONAL ADMINISTRATION

Education is a complex process which involves different components such as pupils, teachers, employees, building, money, equipment, rules and regulations etc. All these components have to be managed properly in order to run the entire process smoothly. Educational Administration deals with all these components of education and integrates the different parts into a comprehensive whole for the smooth functioning of educational process.

We all know that for any process to run, we need different components, a proper procedure and a machinery to fulfil its specific end in view. Educational administration is a comprehensive effort to integrate different components of education to achieve the aim and objectives of education. It is a dynamic side of education, which generally deals with the educational practices. Educational administration always deals with an educational organization or institution right from school, college, to university or any other seat of higher learning. It also deals with the different aspects of education such as planning, decision making, implementation of educational

policies, evaluation, framing and implementing rules and regulations of the institution, finances, and different problems of pupils, teachers, employees and above all, realisation of some specific aims of education. Thus, educational administration deals with the total management of an educational institution or organisation and the main purpose of educational administration's is to apply the procedure of organising, ordering, facilitating and improving the efforts of the people associated with the task of implementing the ultimate goals of education.

10.3.1 Definition of Educational Administration

After understanding the meaning of educational administration, it would be useful if we go through some of the definitions of educational administration as put forward by different educationists.

- According to ***Graham Balfour***, "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."

- According to ***Jesse B. Sears***, "In education, administration contains much that we mean by the word government and is closely related in content to such words as superintendence, supervision, planning oversight, direction, organisation, control, guidance and regulation."

- According to ***Brook Adams***, "Administration is the capacity to coordinate many, and often conflicting, social energies in a single organism, so adroitly that they shall operate as a unity."

- According to ***Ordway Tead***, "Administration is the comprehensive effort to direct, guide and integrate associated human striving which are focussed towards some specific ends or aims … administration is conceived as the necessary activities of those individuals (executives) in an organization who are charged with ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to realise certain defined purposes."

- According to ***Grayson Kefauner***, "Educational Administration approaches statesmanship when there are clearly formulated long term policies and objectives and when day to day activities and problems are dealt with under the guidance of the perspective is given by such long term policies."

- According to ***National Society for the Study of Education (NSSE)***, "Educational Administration is a social statesmanship which guides educational activities, plans programmes and facilities, and provides leadership in a long term but broad social perspective."

After going through the various definitions given by different educationists, it must be clear for us that educational administration is rendering service to society in its march towards progress at societal and individual levels. It is concerned with all the activities that assist fullest utilisation of resources, for education and its purposes through the procedure of organising, facilitating, ordering and improving the efforts of people in the realisation of aims of education.



LET US KNOW

- Educational Administration deals with all the components of education and integrates the different parts into a comprehensive whole for smooth functioning of the educational process.
- The main purpose Educational Administration is to apply the procedure of organising, ordering, facilitating and improving the efforts of the people through which the ultimate goals of education can be realised.
- Educational administration renders service to society for its progress and for that of the individuals to



CHECK YOUR PROGRESS

Q 1. What do you mean by administration?

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Q 2. Is there any relationship between education and administration?

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Q 3. Write one definition of educational administration as coined by one of the famous educationists.

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ACTIVITY 10.1

How would you like to define educational administration in your own words?

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10.4 NATURE OF EDUCATIONAL ADMINISTRATION

After going through the meaning and definitions of educational administration, it is now easier to discuss the nature or characteristics of educational administration. Educational administration is a comprehensive effort through which the goal of education can be realised. In other sense, through educational administration, the progress of a society as well as that of the individuals can be achieved. In its ambit, it comprises the concerned people such as teachers, students, parents, employees and the resultant coordination amongst them. In addition, it also encompasses all the available resources through maximum utilisation of which the goal of

education can be realised. As mentioned earlier, the process of organising, ordering, facilitating and improving the work nature of the people can be obtained through it in the ultimate fulfilment of the aims of education.

Lastly, we can conclude that educational administration is a dynamic side of education, which always deals with educational practices.

10.5 CLASSIFICATION OR TYPES OF EDUCATIONAL ADMINISTRATION

Different educationists classify educational administration in different ways. Generally, we can classify educational administration into two types i.e.

i. External Administration
ii. Internal Administration

i. External Administration

By the term **external administration**, we mean the administration which is imposed from outside, that is, by the Government or some statutory bodies on the educational institutions. The concerned educational organisations or institutions should strictly follow these administrational rules and regulations. Some of the external administration issues are: framing of rules and regulations for the institutions, selection of textbooks, selection criteria of the faculties, framing of curriculum, payment structure of the employees, fixation of total working days etc. All these above mentioned directives are decided and controlled by the external authority so that uniformity prevails amongst all the educational institutions. These also help to manage the educational institutions systematically and in a planned manner. Example of external administration are: University Grants Commission/ Department of Education directives on the universities, colleges, schools etc.

ii. Internal Administration

Internal Administration means that administration which is framed and managed by the head/ principal along with his/her assistants comprising colleagues and students to maintain the day-to-day activities and programmes of the institution concerned in accordance with the laid down rules and regulations of the external authority. In other sense, it indirectly

helps or aids in smooth functioning of the external rules and regulations imposed on the institutions.

Apart from the above classifications, we can also classify educational administration in a different way. It can be typed into,

i. Democratic Administration
ii. Autocratic Administration

Democratic Administration is that administration where educational institutions are set up, organised and they function according to the democratic principles and values. In democratic administration, the educational institutions strictly follow the principles of democracy. The main principles of democracy like principle of equality, freedom, justice, cooperation, recognition of individual work, sharing responsibility, leadership quality etc. are all emphasised by the educational institutions. The main aim of this type of administration is to develop the individual as a democratic citizen of the country who gives priority to individualistic as well as societal development.

By **Autocratic Administration**, we mean a centralised set up where the authority or the head of the institution exercises full power and control over the organisation comprising the faculty as well as the students. Rooted in the classical theory of human organisation, this type of administration entirely depends on the decision of the head of the institution and all the other factors like faculties and students are mere passive instruments. The head of the institution decides on the rules and relations of the institution, prepares the course content, takes decision on the text books and plans and manages all the activities of the institution according to his/her own views.

10.5.1 Distinction between Educational Administration and other Types of Administration

All types administration basically have the same objective i.e. to realise the goal through utilisation of all the resources in hand. It ranges from defence, trade, and industry to all the ambit of human development thereby involving all the concerned groups of people or the entire humanity. Some of the factors, which differentiate educational administration from the other types of administration, are *goals, purposes or motives, methods and techniques and evaluation.*

- **Goals, purposes or motives**: General administration, or other types of administration basically aims at the maintenance of rules and regulations through which law and order can be enforced but educational administration aims at the development of human personality through which the entire human welfare and prosperity can be realised. In other types of administration, no effort or attention is given for the inner development of the individual, as it is not based on ethics and philosophy. On the other hand, educational administration is strongly rooted in philosophy.

- **Methods and Techniques:** Methods and techniques play a crucial role in framing the administrational policies. In case of educational administration, the main thrust is given in the welfare of the people, so the nature of the methods and techniques applied here is mostly persuasive. But the methods and techniques applied in the other types of administration are mostly authoritative and dictatorial. Though authoritative measures are very much essential in running an administration yet the main difference between the educational and other types of administration lies in the measures of democratic principles that are applied in the educational administration for the welfare of its people.

- **Evaluation:** Evaluation is one of the most important factors to know the result or progress of any activity. It is the qualitative and quantitative measurement of any activity. In other types of administration, the evaluation process is very simple and objective but in case of education it is very complex because it deals with human personality. Therefore, standardised tools are prepared to measure the human personality in different ways to give a holistic and accurate evaluation result.



LET US KNOW

- Through Educational Administration, the progress of a society as well as that of the individuals can be achieved .
- External administration means that administration which is imposed from outside that, is by the Government or some statutory bodies of the educational institutions.
- Internal Administration means that administration which is framed and managed by the head/ principal along with his/ her assistants comprising colleagues and students to maintain the day-to-day activities and programmes of the institution in accordance with the laid down rules and regulations of the external authority.
- Democratic Administration is that administration where the educational institutions are set up and organised and thus function according to the democratic principles and values.
- Autocratic Administration means a centralised set up where the authority or the head of the institution exercises full power and control over the organisation comprising both the faculty and the students through discretion.
- Some of the factors that differentiate Educational Administration from other types of Administration are as follows:Goals, purposes or motives, Methods and Techniques, Evaluation.



CHECK YOUR PROGRESS

Q 4 : Describe briefly the nature or characteristics of educational administration.

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Q 5 : How do you classify educational administration?

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Q 6 : Is there any difference between democratic administration and autocratic administration?

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ACTIVITY 10.2

Enumerate the characteristics of modern Democratic Educational Administration.

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10.6 NEED OR IMPORTANCE OF EDUCATIONAL ADMINISTRATION

After going through all the previous sections, we must have understood the meaning, definition and classification of educational administration. The role it plays on the people is immense and it is one of the prime factors which governs the educational scenario of our nation.The need of educational administration or the importance of educational administration is quite broad and diverse. Some of them are outlined below,

- The educational administration is very important because it helps in building the personality of the individual and also aids in realisation of his/her needs or in attainment of perfection.
- It helps in dealing with any type of problem through a humanistic and reformist manner.
- It help to build a healthier society. Educational administration helps in building persons with strong moral and cultural character.
- Educational Administration is important because it is based on experimentation to find out the real truth of any matter in a scientific way.
- Inner development of any individual is of utmost importance in building the total personality of the individual. It can be only accomplished through educational administration.
- Through educational administration, the basic objective or goal of education can be realised.

10.7 SCOPE OF EDUCATIONAL ADMINISTRATION

Like the importance of educational administration, the scope is also very wide and extensive covering different fields or areas. These are described below :

- **Legal Structure**: It encompasses all the rules and regulations that are to be passed and framed in order to run an institution or organisation. The rules range from powers and standards of educational institutions, to fix up responsibility and obligations, to set up administrative machinery etc.
- **Pupils**: The educational administration is basically framed for the pupils in accordance with their needs and aspirations. Rules for their admission, disciplines etc. have also to be framed.
- **Personnel**: To run educational activities, manpower is most necessary. It is the central driving force of educational administration. As such, proper rules and regulations for recruitment, promotion, salary etc. are to be framed so as to attract the talented persons so that the basic goal of education can be realised.
- **Finance**: It is a crucial area, which involves accounting and auditing, income and expenditure etc. Therefore, proper rules are required for framing the budget as well as the fund share ratio by the central, state and statutory bodies.
- **Curriculum**: Curriculum is the means through which the aims of education are realised. Educational administration also deals with the problem of construction of curriculum as well as selection of textbooks and other materials.
- **Physical Facilities**: This comprises the ambit concerning the provision and maintenance of school, plant, equipment and supplies, etc., and their production, purchase, upkeep and lastly accounting.
- **Public Relations**: Education is a social process, which includes students, teachers, parents and the entire community. Therefore, a perfect relation and coordination, in other words, public relation amongst these groups is vitally necessary to build a sound enterprise.



LET US KNOW

- Educational Administration helps in building the personality of an individual, solves problem through a humanistic and reformist manner, builds strong moral and cultural character in an individual and is completely based on experimentation to find out the real truth of any matter in a scientific way.
- The scope or area of Educational Administration is diverse. It encompasses legal structure, pupils, personnel, finance, curriculum, physical facilities and public relations.



CHECK YOUR PROGRESS

7. Indicate any two needs or points of importance of educational administration.

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8. Write down the main areas of educational administration.

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ACTIVITY 10.3

According to you, how far our present educational administration is conducive to a democratic country like India? Suggest some ways and means for better educational administration suitable for our democratic ethos and principles.

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10.8 LET US SUM UP

- Education is a process of development through which the individual acquires knowledge, skill, attitude and behaviour and it also helps him/her to adjust with the society or environment. There must be a systematic procedure or a machinery to run or manage that organisation smoothly. Thus administration is a procedure or machinery through which an institution or organisation is managed to run its manifold functions smoothly. Educational administration is a comprehensive effort to direct, guide and realise the specific goals of education.
- Education is a complex process, which involves different components such as pupils, teachers, employees, building, money, equipment, rules and regulations etc. All these components have to be managed properly in order to run the entire process smoothly.
- Educational Administration is a comprehensive effort to integrate different components of education to achieve the aim and objectives of education.
- Educational Administration's main purpose is to apply the procedure of organising, ordering, facilitating and improving the efforts of people through which the ultimate goals of education can be realised.
- The procedure of organising, ordering, facilitating and improving the working nature of the people can be obtained through the ultimate fulfilment of the aims of education.
- External administration means the administration, which is imposed from outside, that is, by the Government or some statutory bodies on the educational institutions.
- The concerned educational organisations or institutions should strictly follow these administrational rules and regulations.
- Internal Administration means that administration which is framed and managed by the head/ principal along with his/her assistants comprising the colleagues and the students to maintain the day-to-day activities and programmes of the institution in accordance with the laid down rules and regulations of the external authority.
- Democratic Administration is that administration where the educational institutions are set up and organised and they function according to the democratic principles and values.

- By Autocratic Administration, we mean a centralised set up where the authority or the head of the institution exercises full power and control over the organization comprising the faculty as well as the students through discretion.
- Some of the factors that differentiate Educational Administration from other types of Administration are: *goals, purposes or motives, methods and techniques, evaluation.*
- Some of the importance of Educational Administration are: it helps in building the personality of an individual, solves problem through a humanistic and reformist manner, builds strong moral and cultural character in an individual and it is totally based on experimentation to find out the real truth of any matter in a scientific way.
- The scope of Educational Administration is diverse. It encompasses legal, pupil, personnel, finance, curriculum, physical facilities and public relations.



10.9 FURTHER READING

1. Balfour, Graham (1921). *Educational Administration.* The Clarendon Press, Oxford, U.K.
2. Sears, Jesse B. (1959). *The Nature of the Administration Process.* Mc Graw Hill, New York, USA
3. Agarwal, J. C. (1956). *School Administration.* Arya Book Depot, Karolbagh, New Delhi



10.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Administration is a procedure or machinery through which an institution or organisation is managed to run smoothly its manifold functions.

Ans to Q No 2: Education is a process of development. It is the process through which the individual acquires knowledge, skill, attitude and behaviour, which helps him/her to adjust and live satisfactorily in the society. Education is a complex process, which involves different components such as pupils, teachers, employees, building, money,

equipments, rules and regulations etc. All these components have to be managed properly in order to run the entire process smoothly. Educational Administration deals with all those components of education and integrates the different parts into a comprehensive whole for smooth functioning of educational process. Educational administration is a comprehensive effort to direct, guide and realise the specific goals of education.

Ans to Q No 3: According to ***Jesse B. Sears***, "In education, administration contains much that we mean by the word government and is closely related in content to such words as superintendence, supervision, planning oversight, direction, organisation, control, guidance and regulation."

Ans to Q No 4: Educational Administration encompasses all the components of education. The procedure of organising, ordering, facilitating and improving the work nature of the people can be obtained through it in the ultimate fulfilment of the aims of education. Educational Administration is a dynamic side of education, which always deals with educational practices.

Ans to Q No 5: We can classify Educational Administration into Democratic and Autocratic Administration or External and Internal Administration. **Democratic Administration** is that administration where the educational institutions are set up, organised and which function according to the democratic principles and values. By **Autocratic Administration**, we mean a centralised set up where the authority or the head of the institution exercises full power and control over the organisation comprising faculty as well as students through discretion. **External Administration** means that administration, which is imposed from outside, that is, by the Government or some statutory bodies of the educational institutions. **Internal Administration** means that administration which is framed and managed by the head/ principal along with his/her assistants comprising colleagues and students to maintain the day-to-day activities and programmes of the institution in accordance with the laid down rules and regulations of the external authority.

Ans to Q No 6: Yes, there is difference between Democratic and Autocratic Administration. **Democratic Administration** is that administration where the educational institutions are set up, organised and which function according to the democratic principles and values. By **Autocratic Administration**, we mean a centralised set up where the authority or the head of the institution exercises full power and control over the organisation comprising faculty as well as students through discretion.

Ans to Q No 7: The two needs or importance of Educational Administration are as follows: firstly, it helps in building the personality of an individual and aids in the realisation of his/her needs or in the attainment of perfection, and secondly, it helps in dealing with any type of problem through a humanistic and reformist manner.

Ans to Q No 8: The main areas of Educational Administration where it can be applied are legal structure, pupils, personnel, finance, curriculum, physical facilities and public relations.



10.11 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1. Bring out the differences between internal administration and external administration.

Q 2. Define educational administration and enumerate its characteristics.

Q 3: Explain the needs and importance of educational administration.

B) Long Questions (Answer each question in about 300-500 words)

Q 1: Enumerate the factors that affect educational administration in a democratic country.

Q 2: What principles of educational administration in a democratic nation like India should follow?

Q 3: Elaborate the scope or areas of educational administration citing some examples.

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UNIT 11 : EDUCATIONAL SUPERVISION

UNIT STRUCTURE

11.1 Learning Objectives
11.2 Introduction
11.3 Meaning and Definition of Educational Supervision
    11.3.1 Definition of Educational Supervision
11.4 Objectives of Educational Supervision
11.5 Nature or Characteristics of Educational Supervision
11.6 Needs and Importance of Educational Supervision
11.7 Various Functions of Educational Supervision
11.8 Let Us Sum Up
11.9 Further Reading
11.10 Answer to Check Your Progress
11.11 Model Questions

11.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- define the meaning and definition of educational supervision
- specify the aims and objectives of educational supervision
- explain the nature or characteristics of educational supervision
- elaborate the needs and importance of educational supervision
- describe the various functions of educational supervision

11.2 INTRODUCTION

This unit introduces us to some basic concepts of Educational Supervision; its different definitions given by the famous educationists in different periods; nature and characteristics of Educational Supervision, objectives of Educational Supervision, needs or importance of Educational Supervision and functions of Supervision.

If we assume that an educational institution or organisation is a whole system, then it includes different parts, which are all interdependent and correlated and the work together to realise the ultimate goal of the institution. Educational Supervision is an essential and important part of the administration. In other words, it is an inseparable function of administration. In administration, the plans are prepared, techniques and strategies are determined and objectives are defined. All these functions of administration are executed by supervision. Therefore, supervision is done to execute the real plan, which is determined by educational administration to realise the ultimate goals or aims of education. It is an important aspect of administration which is concerned with the improvement of the whole teaching – learning situation.

11.3 MEANING AND DEFINITION OF EDUCATIONAL SUPERVISION

The word 'Supervision' means to guide, to superintend and to stimulate the activities of others with a view to improving their work. Educational Supervision means to assist or guide the process of education so that total improvement of the teaching – learning situation can be achieved as well and the ultimate goal of education can be realised. Education is a complex process, which includes different interrelated parts. It consists of human resources, material or physical resources and subject matter or curriculum etc. A good interpersonal relationship among these factors is very essential to make a total process a success. Educational Supervision is an important phase of education which is concerned with the total improvement of the teaching – learning situation. As per modern educational thought, supervision is an aspect of administration with particular stress on the products of teaching – learning activities. The main function of educational supervision is to help the teachers to do a better job in their professional engagement with teaching. It is a very comprehensive activity, which means doing everything that contributes to the effectiveness of teaching – learning.

11.3.1 Definition of Educational Supervision

Various educationists have defined educational supervision in many ways. Some of them are as follows:

- According to **A.S. Barr**, "Supervision is an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth."

- According to **Harold Spears**, "Supervision has gradually moved from the improvement of instruction to the improvement of learning."
- According to **William A. Yeager**, "Supervision is now conceived as process which has for its purpose the general improvement of the total teaching – learning situation.
- According to **Secondary Education Commission**, "In our view the true role of an inspector – for whom we would prefer the term Education Adviser – is to study the problems of each school to take a comprehensive view of all its functions and to help the teacher to carry out his advice and recommendations."
- According to **Fred C. Ayer**, "Supervision is the most noble and dynamic of all educational endeavour. It is the most noble because it is the most creative."
- According to **Kimball Wiles**, "Supervision is assistance in the development of a better teaching – learning situation."

Thus, from the above definitions, it is clear that educational supervision is defined in different ways by various educationists in periods. Though the definitions of educational supervision is put forward by different educationists vary, yet they all agree that educational supervision as a comprehensive process whose main focus is to help and improve teaching – learning situations.



LET US KNOW

- Supervision is done to execute the real plan, which was determined by educational administration to realise the ultimate goals or aims of education.
- The word Supervision means to guide, to superintend and to stimulate the activities of others with a view to improving their work.
- Supervision is a very comprehensive activity, which means doing everything that contributes to teaching – learning effectiveness.
- Education is a complex whole, which includes different interrelated parts. It consists of human resources, material or physical resources and subject matter or curriculum etc.



CHECK YOUR PROGRESS

Q 1: What do you mean by the word, "Supervision"?

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Q 2: Is Supervision different from Administration? Write briefly.

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Q 3: Provide some of the important definitions of Educational Supervision by eminent educationists and forums.

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ACTIVITY 11.1

"The main focus of Educational Supervision is Educational Service". Illustrate this statement with examples.

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11.4 OBJECTIVES OF EDUCATIONAL SUPERVISION

A m b i e n c e : atmosphere

In broader terms, the basic aim of Educational Supervision is to improve the quality of education through conferring professional leadership to the teachers and to appraise the work of the educational institutions through suggestions for improvement. In addition, one of the main aims of educational supervision is to promote the all round professional growth of all teachers by providing in-service training as well as to prevent the misuse of resources and energies.

In specific terms, the basic objectives of educational supervision can be divided into many types. Some of them are as follows–

- To assist teachers during planning, presenting and evaluating the Instruction.

- To aid teachers in classroom management, development of curriculum and evaluation of the curriculum.
- Aid the teachers in evaluating themselves and also in evolving a team spirit amongst them.
- To help the teachers to solve any type of problems in an amicable way.
- To assist the teachers in attaining excellence in classroom management.
- To aid the teachers in using modern methods of teaching.
- To coordinate, direct, and guide the activities of teachers in teaching – learning situations.

11.5 NATURE OR CHARACTERISTICS OF EDUCATIONAL SUPERVISION

Administration and Supervision are the prime factors for any type of instruction and supervision is the ultimate factor whose contribution to education is far greater than administration. The main aim of supervision is to make continuous improvement in the field of instructional programme. Some of the most important characteristics of Supervision are as follows,

- It provides direction, coordination and guidance to all round teacher activities.
- It is a dynamic activity embedded with creativity and expert technical services.
- It provides leadership with superior skills and knowledge.
- It assists in the endless improvement of teachers as well as pupils.
- It improves the teaching – learning situation through improvement in quality of instruction which finally leads to total development of the educational process.
- It aids in the fulfilment of relevant aims and objectives of education.
- It promotes cooperative educational effort in a friendly ***ambience.***

Thus, Supervision is a dynamic and creative process through which friendly guidance and direction can be provided to the teachers and the pupils for developing themselves and also to the teaching – learning process so that the ultimate goal of education can be realised.

11.6 NEEDS AND IMPORTANCE OF EDUCATIONAL SUPERVISION

There are various needs of Supervision. Some of them are described below :

- Supervision is needed for providing some expert technical assistance and services to the teachers so that the instruction as well as administration can run smoothly.
- Supervision is of utmost necessity for continuous improvement on the effectiveness of teaching of the teacher in a realistic way.
- It is also needed for assisting teachers during their preparation for teaching/ delivering instruction so that the teaching – learning situation gets improved.
- Socio-Economic changes also create a deep impact on the educational process. Supervision helps the teachers in keeping themselves up-to date in their knowledge and professional skill in this regard.
- Supervision helps the teachers in developing a democratic professional leadership so that a better team effort can be achieved in order to realise a superior educational scenario.
- Supervision is needed in order to generate a favourable teaching - learning atmosphere.
- Supervision plays an active role in developing and improving human relationships.



LET US KNOW

- The basic aim of Educational Supervision is to improve the quality of education through conferring professional leadership to the teachers and to appraise the work of the educational institutions through suggestions for improvement.
- The basic objectives of educational supervision are to assist teachers during planning, presenting and evaluating the Instruction and to aid teachers in Classroom Management, development of Curriculum and evaluation of the Curriculum and soon.
- The main aim of supervision is to make continuous improvement in the field of instructional programme.
- Supervision is needed for providing some expert technical assistance and services to the teachers so that the instruction as well as administration can run smoothly.



CHECK YOUR PROGRESS

Q.4 : Enumerate some of the main objectives and characteristics of Educational Supervision.

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Q.5 : Indicate some needs and importance of Educational Supervision.

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ACTIVITY 11.2

"The Educational Supervision helps in improving the teaching – learning process." Do you agree with this statement? Justify your answer.

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11.7 VARIOUS FUNCTIONS OF EDUCATIONAL SUPERVISION

After going through the previous sections, you must have become familiar with the term Educational Supervision. Supervision is a complex process, which encompasses innumerable types of functions. These functions are described as below,

- **Builds a Strong Leadership**: In order to realise a common goal, a strong leadership is necessary to form a platform where people of varied temperaments, mindsets and abilities can cooperate with a team effort with a common mind and purpose. For supervision to be effective, some people are to be assigned the leadership role so that the resultant output of the team effort can be of use to the pupil. According to Campbell and Russell, leadership is crucial as it is "the total process through which appropriate human and material resources

are made available and made effective for accomplishing the purposes of an enterprise."

- **Framing of policies**: Education is a powerful tool through which development and growth of an individual's capabilities and abilities can be realised so that a perfect social order can be formed. In order to establish a good social order, policies will have to be formulated and planned along with aims and objectives. Without any policy, no effective implementation can take place.
- **Study of Teaching – Learning Situation**: One of the important functions of supervision is to study the teaching – learning situation through systematic survey of the pupils, teachers, classrooms, curriculum as well as the materials of instruction. The main purpose of supervision is not only to analyse the academic growth rate, but it should also encompass stimulation of interests, development of powers and capacities of the learners to enable them to lead a richer and more fruitful life.
- **To improve Teaching – Learning Situation**: Supervision is a necessary step to improve the teaching – learning situation through incorporation of training and guidance to the teachers as well as formulating better policies for the improvement of curriculum and educational services.
- **Improves Personality**: Supervision improves the personal and interpersonal skills of the teachers and helps them in developing their creativity so that they can grow professionally in order to deal with any type of teaching – learning situation.
- **Provides Better Team Spirit**: Supervision improves human relations and group interaction that results in a better team effort and a better educational scenario in the society.
- **Improves Supervision**: Supervision sets forth its own purposes and effectively monitors itself how far it is accomplishing the goals it has earmarked in a definite time frame and curriculum.
- **Improves morale of teachers**: Through supervision, a definite way can be laid out to accomplish the educational goals and it indirectly improves the attitude of the teachers.
- **Creates a favourable learning climate**: Psychosocial characteristics of the environment greatly influence the teaching – learning situations. Supervision through its role improves the scenario

by minimising the conflicting nature of the teaching – learning process, thereby realising the ultimate goal of education.



LET US KNOW

- Supervision is a complex process, which encompasses innumerable types of functions.
- Some of its functions are: it builds a strong leadership, assists in framing of policies, studies of teaching – learning situation, improves teaching – learning situation, improves personality and provides better team spirit.
- Supervision improves group interaction so that the basic objective gets realised through a better team effort.
- Supervision improves the morale of teachers and creates a favourable learning climate.
- The factors that have influenced education and educational supervision in modern times is the democratic way of life.
- Supervision should adopt remedial measures whenever and wherever needed.



CHECK YOUR PROGRESS

Q 6 : Mention the various functions of Educational Supervision.

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Q 7 : One of the main functions of Educational Supervision is that it improves the teaching – learning situation. Do you agree to this statement? Explain in brief.

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ACTIVITY 11.3

Describe in your own words the role and responsibility of Educational Supervision and its accountability in the total management of institution.

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11.8 LET US SUM UP

- Educational institution or organisation is a whole system, which includes different parts that are all interdependent and correlated they work together to realise the ultimate goal of the institution. Educational Supervision is an essential and important part of administration. In administration, the plans are prepared, techniques and strategies are determined and objectives are defined. All these functions of administration are executed by supervision.
- The word Supervision means to guide, to superintend and to stimulate the activities of others with a view to improving their work. Educational Supervision means to assist or to guide the process of education so that total improvement of the teaching – learning situation can be achieved as well as ultimate goal of education can be realised. Education is a complex whole, which includes different interrelated parts. It consists of human resources, material or physical resources and subject matter or curriculum etc.
- Educational supervision has been defined in different ways by various educationists in different periods. All educationists agree that educational supervision is a comprehensive process whose main focus is to help and improve teaching – learning situations.

- The basic objectives of educational supervision can be divided into many types. Basically, it assists the teachers during planning, presenting and evaluating the Instruction, aids the teachers in Classroom Management, development of Curriculum and evaluation of the Curriculum and it also assists the teachers in evaluating themselves and in evolving a team spirit amongst them.
- Administration and Supervision are the prime factors for any type of instruction and supervision is the ultimate factor with far greater contribution to education than administration. The main aim of supervision is to make continuous improvement in the field of instructional programme. Important characteristics of Supervision include providing direction, coordination and guidance to the all round teacher activities. It is a dynamic activity filled with creativity and expert technical services and provides leadership with superior skills and knowledge.
- There are various needs of Supervision. It is needed for providing some expert technical assistance and services to the teachers so that the instruction as well as administration can run smoothly. Supervision enables a continuous betterment of teaching effectiveness of the teacher.
- Supervision is a complex process, which encompasses innumerable types of functions. Some of the functions are: it builds a strong leadership, assists in framing of policies, studies the teaching – learning situation, improves teaching – learning situation, improves personality and provides better team spirit.



11.9 FURTHER READING

1. Adams and Dickey (1953). *Basic Principles of Supervision.* American Book Co., New York
2. Ayer, Fred C. (1956). *Fundamentals of Instructional Supervision.* Harper and Brothers, New York

11.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The word 'Supervision' means to guide, to superintend and to stimulate the activities of others with a view to improving their work. Educational Supervision means to assist or to guide the process of education so that total improvement of the teaching – learning situation can be achieved and the ultimate goal of education can be realised.

Ans to Q No 2: The main difference between Educational Supervision and Educational Administration is that Educational Supervision is an essential and important part of administration. In other words, it is an inseparable function of administration. In administration, the plans are prepared, techniques and strategies are determined, and the objectives are defined. All these function of administration are executed by supervision. Therefore, supervision is done to execute the real plan, which was determined by educational administration to realise the ultimate goals or aims of education.

Ans to Q No 3: Some of the definitions of Educational Supervision as put forward by eminent educationist are: "Supervision is an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth." (A.S. Barr). "Supervision has gradually moved from the improvement of instruction to the improvement of learning' **(Harold Spears**'). In our view the true role of an inspector – for whom we would prefer the term Education Adviser – is to study the problems of each school to take a comprehensive view of all its functions and to help the teachers to carry out his advice and recommendations." (**Secondary Education Commission** 1952-53)

Ans to Q No 4: Some of the main objectives of Educational Supervision are assisting the teachers during planning; presenting and evaluating the Instruction and help them in Classroom Management,

development of Curriculum and evaluation of the Curriculum. Some of the main characteristics of Educational Supervision are: it provides direction, coordination and guidance to all round teacher activities; it is a dynamic activity embedded with creativity and expert technical services and it provides leadership with superior skills and knowledge.

Ans to Q No 5: Supervision is needed for providing some expert technical assistance and services to the teachers so that the instruction as well as administration can run smoothly and it is very essential for continuous betterment of teaching effectiveness of the teacher in a realistic way. Socio-Economic changes also create a deep impact on the educational process. Supervision helps the teachers in keeping themselves up-to date in their knowledge and professional engagement. It also helps the teachers in developing a democratic professional leadership in order to create a better team effort towards the realisation of a superior educational scenario.

Ans to Q No 6: Some of the functions of Educational Supervision are: it builds a Strong Leadership, it assists in framing of policies, it studies of teaching – learning situation, it also improves teaching – learning situation, improves personality and provides better team spirit.

Ans to Q No 7: One of the main functions of Educational Supervision is that it improves the teaching – learning situation. Yes, I agree to this statement. Supervision is a necessary step to improve the teaching – learning situation through the incorporation of training and guidance to the teachers as well as formulating better policies for the improvement of curriculum and educational services.



11.11 MODEL QUESTIONS

Q 1. How does educational supervision help a school organisation? Justify your views.

Q 2. Describe the functions of educational supervision citing relevant examples.

Q 3. Define educational supervision in your own terms.

Q 4. Why is educational supervision considered greater than educational administration? Explain.

Q 5. Write the notable differences between Educational Supervision and Educational Administration.

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UNIT- 12 : CO-CURRICULAR ACTIVITIES

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 Meaning of Co-Curricular Activities

12.3.1 Definitions of Co-curricular Activities

12.3.2 Objectives of Co-curricular Activities

12.4 Underlying Principles for Organising Co-curricular Activities

12.5 Types of Co-curricular Activities

12.6 Advantages of Co-curricular Activities

12.7 Disadvantages of Co-curricular Activities

12.8 Significance and importance of Co-curricular Activities

12.9 Management of Co-curricular Activities in School

12.10 Let Us Sum Up

12.11 Further Reading

12.12 Answer to Check Your Progress

12.13 Model Questions

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- identify the meaning, definition and importance of co-curricular activities
- define the objectives of co-curricular activities
- discuss the principles for organising co-curricular activities
- explain the types of co-curricular activities
- elucidate the advantages and disadvantages of Co-curricular activities
- describe the management of co-curricular activities in schools

12.2 INTRODUCTION

This unit introduces us to the basic concept of Co-curricular activities. This includes the meaning and definition of Co-curricular activities, objectives of Co-curricular activities, principles for organising Co-curricular activities and types of Co-curricular activities. Besides, it will signify the importance of Co-Curricular activities as well as the advantages and disadvantages of Co-Curricular activities in addition to the management of Co-curricular activities in schools. As a beginner, we should proceed with the meaning of Co-curricular activities.

In an educative process, methods, teaching, learning, lesson planning, curriculum, co-curricular activities etc are very well known and interrelated concepts. As we all know that the main aim of education is to develop the all round personality of the child, curriculum is the means through which the aim of education can be realised. For an all round development of the child, participation in different activities is very necessary. So, co-curricular activities are the activities or experiences, which the child gets along with the curricular activities in schools. These co-curricular activities are not different from curricular activities or experiences, but these are going side by side with the regular curricular activities. While education is a process of learning, for which curriculum is necessary, co-curriculum activities signify the situations for learning. In the general sense, the term Curriculum encompasses the totality of activities and experiences, which the child receives in an educational institution. It comprises the overall summation of good learning experiences the students have in order to achieve the ultimate goals of education as well as determine the direction of these experiences. The co-curriculum is sometimes seen as a non-academic, but formal part of education, with a timetable and compulsory sessions for all students – in which each student may get to choose what co-curricular activity he wishes to pursue. They are required to follow at least one co-curricular activity. In addition to child's health, hygiene, sanitation and safety, now a day the schools are giving much emphasis on recreational games and activities intelligently designed and promoted for the purpose of wholesome physical and mental development, able citizenship, character building, manners and courtesy.

Co-curricular activities comprise all the forms of learning that give a totality to the students who are exposed to regular classes, laboratory, library, seminars, workshops, discussions, playground, to name a few.

12.3 MEANING OF CO-CURRICULAR ACTIVITIES

The term, Curriculum, is derived etymologically from the Latin word, 'Currere' which means 'run' and the term Co-Curriculum means the experiences gained by the student side by side with the regular curriculum that is taught in a particular educational institution to achieve the ultimate goal of education. The word curriculum encompasses all the planned activities and experiences that are available for the students under the jurisdiction of that particular school. Co-Curriculum is not rigid; it can be changed in view of the needs and aspirations of the students and the school at large. In the words of Alberty and Alberty, it is the sum total of student activities which the school sponsors for the purpose of achieving its objectives. More or less the exact meaning of the term co-curricular activities is that it is a complex of more or less planned or controlled conditions under which the students learn to behave in various ways. Through the process of co-curricular activities, new behaviour may be acquired and the existing behaviour may perhaps be modified, eliminated resulting in the formation of the most desirable behaviour amongst the receiver.

Now a day, along with the emphasis given on academic courses, co-curricular activities are also gaining much importance. In the present scenario, the school authority gives importance not only to a selected few subjects but they also try to encompass as many learning situations as possible through which the child gets the best in order to attain the perfection in mental, physical, emotional, social parameters, to name a few. In other words, he/ she reaches the ultimate objective of attaining the all round development of personality through curricular as well as co-curricular activities.

12.3.1 Definitions of Co-Curricular Activities

To make the concept clearer, we have to go through the various definitions put forward by different educationists at different times.

We can mention here some of the definitions which will help in making the concept more understandable.

- According to **Dr. Radhakrishnan**, "We must release the talents of the children and help them to become what they are in potential. It is the machine that constructs, it is the living spirit that creates."
- According to **Indian Education Commission (1964-66)**, "We conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities in the school or outside they are carried on under its supervision."
- According to **Babylon Dictionary, "Co-Curricular activities** (CCAs), previously known as **Extra-curricular Activities** (ECAs) are activities that education organisations in some parts of the world create for school students. They serve to promote a variety of activities, which all school students must attend alongside the standard study curriculum."
- According to **Richmond W. Rennet (1972)**, "Curriculum is a slippery word. Broadly defined, it means nothing less than the education process as a whole. Narrowly defined, as is usually done, the term is regarded as being more or less synonymous with the 'syllabus', 'a scheme of work' or simply 'subjects'. According to one, no sharp distinction can be drawn between curricular, co-curricular and extra curricular activities, all of which are held to play their part in the pupil's total experience; according to the latter, the time between formal instruction and informal learning needs to be drawn much more firmly. The differences between two positions correspond to the difference between child-centered and discipline-centered."

Thus, a co-curricular activity is defined as a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences. It is a voluntary and not a part of the regular school curriculum and do not earn grades. It is the intent of the school authority to encourage academic effort and achievement in multiple activities by the students.

So, with the above-mentioned definitions, the exact meaning of co-curricular activities must be clear to us by now.

12.3.2 Objectives of Co-curricular Activities

The main objectives of Co-curricular activities are as follows,

- To ignite the inquisitiveness of the pupils and inculcate the inspiration for the total development of each student.
- To uplift the standard of entire educational programme of the school and this will result in the raising of the general character of the school.
- To aid in the creation of an environment where the pupil can learn the subject with critical introspection thereby helping them in seeking the truth present and finding solutions to problems.
- To make children obedient, loyal and affectionate towards the school as well as the community at large.
- To develop the character of the pupils i.e. integrity, honesty, friendliness etc.
- To develop men and women who are able citizens under a vibrant democratic society where the two wings of freedom and liberty exist side by side with law and justice for providing the much needed impetus besides the inanimate character of each individual in all the planes of society.
- To cater to the needs of each and every students having a wide range of aptitudes, intelligence and skills.
- To use leisure time in a constructive way so that the hidden talent of the students flourishes.
- Enables individual students to self-evaluate their individual personalities.
- Develops their democratic responsibility and helps them in learning to practice good human relationship.

- Helps the students in developing likings towards the school or getting adjusted with the surrounding they are in so that a common fraternity can be established between each and every individual citizen.



LET US KNOW

- Curriculum is the base in education on which the teaching-learning process is planned and implemented. In other way, it means nothing less than the education process as a whole.
- The term, Curriculum, is derived etymologically from the Latin word, 'Currere' which means 'run'.
- The main objectives of Co-curricular activities are to ignite the inquisitiveness of the pupils and inculcate the inspiration for the total development of each student.



CHECK YOUR PROGRESS

Q 1. Write two definitions of Co-curricular activities.

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Q 2. Write three objectives of Co-curricular activities.

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12.4 UNDERLYING PRINCIPLES FOR ORGANISING CO-CURRICULAR ACTIVITIES

Curriculum or co-curricular activities are the effective tools in the hands of the teacher through which he/ she can inculcate or imbibe the moral character and principles in the students that are so vital for a decent life. The complete satisfaction out of life can only be accomplished through

properly following the curriculum and participating in the co-curricular activities.

Some of the main principles guiding the preparation of co-curricular activities are listed below,

- In framing the co-curricular activities, it should always be kept in mind that the number of activities should not be too high but it should be upto that level which can cater to all the needs and aspirations of the students.
- Co-curricular activities should be properly studied and supervised before introducing them in the school.
- The main aim of developing the overall mental, social and physical state of the students should be the motto behind the inclusion of every co-curricular activitiy.
- Only the participation of students from the same school should be given priority while organising co-curricular activities.
- Every student must get equal treatment and opportunity to participate in the co-curricular activities.
- While selecting the type of activities, the allotment of time should be specified. Regarding the outdoor and indoor physical games, time to be allotted should be after the completion of the daily academic courses and in case of some creative activities, holidays should be preferred.
- Much importance should be given to those selected activities which have educative values imbibed inside them.
- Activities should be devised according to the financial position of the institution.
- Proper timings of the activities should be given importance as well as the funding source should be clearly worked out while preparing to introduce co-curricular activities.

- Much responsibility should be entrusted on the students to transmit the traditions, knowledge, culture, experience or, in other words, the way of life to the present generation.
- To make today's students responsible citizens of tomorrow, various instances or activities of character building should be considered in addition to incorporating socially useful productive works (SUPW) for hands on activities to inculcate the dignity of labour in the mindset of the students.

12.5 TYPES OF CO-CURRICULAR ACTIVITIES

Co-curricular activities can be the following types:

1. Academic Activities
2. Physical Activities
3. Literary Activities
4. Productive Activities
5. Social Activities
6. Artistic Activities
7. Leisure Time Activities
8. Cultural Activities
9. Citizenship Training Activities
10. Educational Tours and Excursions (Field Activities)
11. Multipurpose Activities

Various activities under each heading is shown in the table below,

Sl. No.	Headings	Activities
1	Academic	Debating, Discussions, Symposium, Mock Elections, Quiz etc.
2	Physical	Sports, Athletics, Gymnastics, Wrestling, Swimming, Boating, Gardening, N.C.C. training etc.
3	Literary	School Magazine, Pamphlets, Wall Magazine, Bulletin, Essay Writing, Story Telling, Summary Writing, Book Reviews etc.
4	Productive	Embroidery, Electrical works, Tailoring, Cooking, Various useful productive works etc.
5	Social	Cleanliness Drive, Plantation Drive, Fast Aid Service, Red Cross, Voluntary social works etc.
6	Artistic	Dance, Music, Painting Competitions, Sculpture Making, Horticulture Show, ***Ikebana*** etc.
7	Leisure Time	Photography, Album Making, Stamp Collection, Preparation of Models etc.
8	Cultural	Folk Dance, Music, Arts, Culture, Tradition etc.
9	Citizenship	Mock Parliament, Student Councils, Co-operative Stores etc.
10	Field	Excursions, Bird Survey, Nature Trip, Visit to National Parks and Wild Life Sanctuaries, Museums, Planetariums etc.
11	Multipurpose	Cultural Week, Annual Day Function, Community Survey, Group Discussions, Seminars, Conferences etc.

Ikebana: Japanese flower arranging that has strict rules.



LET US KNOW

- Curriculum or co-curricular activities are the effective tools in the hands of the teacher to inculcate the moral principles in the students for building the character.
- Inclusion of co-curricular activities aims at developing the overall mental, social and physical state of the students.
- The eleven types of co-curricular activities are: academic, physical, literary, productive, social, artistic, leisure time, cultural, citizenship training, field and multipurpose.



CHECK YOUR PROGRESS

Q 3. Write any two principles behind organising Co-curricular activities.

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Q 4. Write three types of Co-curricular activities alongwith examples.

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ACTIVITY 12.1

"Co-curricular activities are the integral part for all round development of a child in a school." Give your views on the statement.

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12.6 ADVANTAGES OF CO-CURRICULAR ACTIVITIES

Co-curricular activities offer many advantages**.** Some of the advantages of Co-curricular activities are:

- **It supports the academic missions of the school or institution:** Co-curricular activities are not a diversion but rather an extension of a good educational programme. Students who participate in activity programmes tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than the of her students.
- **It is inherently educational:** Activity programmes provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing and hard work. Through participation in activity programmes, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are the qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.
- **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success of a student – in college, in professional life participation helps him to become a contributing member of society.
- **Co-Curricular Activities make room for higher grades and higher attendance** amongst the students.
- **Co-Curricular Activities are an exceptional bargain** when compared with the total budgetary cost of education.
- **Co-Curricular Activities fulfill student's basic needs,** help in student's attitudes towards self and school and minimise dropout and discipline problems.
- **Punctuality and respect for others' opinion would be learned in the process.**
- **If Co-curriculum is given an equal footing in a student's life**, there will be an improvement in the student's ability to grasp things as a whole, because they will have received a more rounded education.
- **Co-curricular activities are particularly good for providing opportunities** for students to work in teams, to exercise leadership and initiatives.

- **Most co-curricular activities are physically active** in getting the student out from behind their desk and making them try new things. This is healthy and ensures that students are exposed to practical tasks, not just to what is taught in class. The outcome of giving the co-curriculum the same status as the curriculum will therefore be the formation of well-balanced individuals.
- **The broad education that the co-curriculum can help in better preparation** for life in a society where an individual may change his career several times in his life. Students must therefore have a fundamental grasp of multiple skills.

12.7 DISADVANTAGES OF CO-CURRICULAR ACTIVITIES

Some of the disadvantages of Co-curricular activities are listed below,

- Co-curricular activities may be helpful and nice for the students, but they have never been shown or projected as the most important factors in the student's life. If the co-curricular activities distract the student from the regular curriculum, it will be harmful for the students.
- The Co-curricular activities never build a highly specialised person skilled in his/her field of area; rather it makes an all rounder. In the real life scenario, specialists are required like an engineer or a doctor or software professional etc.
- Credits are not given to co-curricular activities, as it is not considered a part of academic programme in an educational institution.

12.8 SIGNIFICANCE AND IMPORTANCE OF CO-CURRICULAR ACTIVITIES

The significance and importance of co-curricular activities can be seen from the following:

- It provides the much needed relaxation and fun to the students so that they can become free from the stressresulting out of too much load of academic courses in schools.

- Through these activities, the students develop the sense of sharing with other individuals. This leads to a better social life.
- The seed of a democratic life gets implemented through the participation in the co-curricular activities. These results in a nation have able democratic citizens who know the responsibility and the freedom they are entrusted with.
- The leisure time can be spent in a constructive way through co-curricular activities, thereby harnessing the latent talent of the students.
- It results in making healthy individuals, physically, mentally and emotionally.
- Through these activities, the pupil learns how to be one with his friends and the school and acquires qualities to rise in moral character.
- The surplus energy the children and adolescents have can be transmuted through these activities so that antisocial character and acts do not develop in these individuals.
- Helps the students in gaining valuable information.
- Apart from the physical, moral and social values, it has got psychological, academic, aesthetic, recreational and disciplinary values for the students.
- They have a great educational significance.

12.9 MANAGEMENT OF CO-CURRICULAR ACTIVITIES IN SCHOOL

The management of Co-curricular activities in school is a very important task for reaping the ultimate objective of these learning situations. In order that all the students benefit from co-curricular activities, the school authority should carefully plan and manage these activities. Some of the important points that should be kept in mind while formulating the management policy of co-curricular activities are,

- The head of the institution should be the overall in-charge of all the co-curricular activities so as to maintain uniformity.

- Under the leadership and guidance of the head, various committees should be formed which will look after various co-curricular activities. The main function of these committees will be to look at the available logistics and equipments in the school so that a particular activity can be introduced and then implement it amongst the students observing the needs and requirements of the individual students.
- There should be a hierarchy, where teacher in-charge should be appointed for each and every activity under which different teachers and students can be engaged.
- The financial support should come from the school authority to maintain the co-curricular activities.
- Each and every student should undertake at least one co-curricular activity so that the main objective of these activities yields result in a positive way.
- Apart from the regular academic courses, co-curricular activities should be provided appropriate timings so that the students can participate wilfully.
- The sense of participation and sharing in each and every activity should be the ultimate motto and competitiveness should not be given the most importance.
- The management should incorporate not only the teachers but also the students for a better and efficient management of co-curricular activities.
- In order to establish a link between the parents and the school, the former should be invited for watching their siblings take active part in the co-curricular activities.
- The management should be very careful when choosing the teacher in-charge as the overall success depends upon the interest shown by the teacher. It should also be seen that the basic motive of education behind these activities is not lost sight of.



LET US KNOW

- Co-curricular activities support the academic missions of the school or institution.
- Co-curricular activities provide the much needed relaxation and fun to the students so that they can become stress free.
- Co-curricular activities may be helpful for the students, but they should not distract the student from the regular curriculum. It will be harmful for the students.
- Management of Co-curricular activities in school is of great importance for realising the ultimate objective of these learning situations.



CHECK YOUR PROGRESS

Q 5. Write any two advantages and two disadvantages of Co-Curricular Activities.

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.....

Q 6. Write two important points regarding the management of Co-curricular activities.

.....

.....



12.10 LET US SUM UP

- In an educative process, methods, teaching, learning, lesson planning, curriculum, co-curricular activities etc are very well known and interrelated concepts. The main aim of education is to develop the all round personality of the child and curriculum is the means through which the aim of education can be realised. For an all round development of the child, participation in different activities is very necessary.

- The co-curriculum may sometimes be seen as a non-academic activity but it is a formal part of education with a timetable and compulsory sessions for all students. Now a day, the schools are giving much emphasis on games and recreational activities which are intelligently designed and promoted for the purpose of wholesome physical and mental development of the students so that possess the qualities of; able citizenship; character building, manners and courtesy. In addition, their child's health, hygiene, sanitation and safety are taken care of.
- The main objectives of Co-curricular activities are to ignite the inquisitiveness of the pupils and inculcate the inspiration for the total development of each student and to uplift the standard of entire educational programme of the school which will result in the raising of the general character of the school.
- The main principle guiding the preparation of co-curricular activities provides the necessary guidelines in framing the co-curricular activities. It should always be kept in mind that the number of activities should not be too high but it should be up to that level which can cater to all the needs and aspirations of the students.
- Some of the advantages of Co-curricular activities are that they support the academic missions of the school or institution. The activities are not a diversion but rather an extension of a good educational program me. It is inherently educational. It provides the much needed relaxation and fun to the students so that they can become free from the stress caused by too much load of the academic courses in the schools.
- The main disadvantages of Co-curricular activities are that these activities may be helpful for the students, but they have never been shown or projected as the most important factor in the student's life. If the co-curricular activities distract the student from the regular curriculum, it will be harmful for the students.
- Management of Co-curricular activities in school is a very important task for getting the ultimate objective of these learning situations. In order that all the students benefit from co-curricular activities, the school authority should carefully plan and manage these activities.



12.11 FURTHER READING

1. Mathur, Dr. S.S. (1996). *Teacher And Secondary Education.* Vinod Pustak Mandir, Agra
2. Safaya, R.N. & Shaida, B.D. (1992). *Development of Educational Theory and Practice.* Dhanpat Rai & Sons, Jalandhar – Delhi



12.12 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Two definitions of Co-curricular Activities are:

- According to **Dr. Radhakrishnan**, "We must release the talents of the children and help them to become what they are in potential. It is the machine that constructs; it is the living spirit that creates."
- According to **Indian Education Commission (1964-66)**, "We conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities in the school or outside, they are carried on under its supervision."

Ans to Q No 2: Three objectives of Co-curricular Activities are,

- To ignite the inquisitiveness of the pupils and inculcate the inspiration for the total development of each student.
- To uplift the standard of entire educational programme of the school which will result in the raising of the general character of the school.
- To aid in the creation of an environment where the pupil can learn the subject with critical introspection thereby helping them in seeking the truth present and finding solutions of problems.

Ans to Q No 3: Two principles behind organising Co-curricular Activities are :

- In framing the co-curricular activities, it should always be kept in mind that the number of activities should not be too high but it should be upto that level which can cater to all the needs and aspirations of the students.

- Co-curricular activities should be properly studied and supervised before introducing it in the school.

Ans to Q No 4: Three types of Co-curricular Activities are, Academic Activities, Physical Activities and Literary Activities. Examples include Debating, Discussions, Symposium, Mock Elections, Quiz in case of Academic type, Sports, Athletics, Gymnastics, Wrestling, Swimming, Boating, Gardening, N.C.C. training in Physical type and School Magazine, Pamphlets, Wall Magazine, Bulletin, Essay Writing, Story Telling, Summary Writing, Book Reviews etc in case of Literary type.

Ans to Q No 5: Two advantages of Co-curricular Activities are:

- it supports the academic missions of the school or institution,
- Co-Curricular Activities fulfill student's basic needs.

Ans to Q No 6: Two disadvantages of Co-curricular Activities are:

- Co-curricular activities are helpful for the students, but they are not considered the most important factor in the student's life. If the co-curricular activities distract the student from the regular curriculum, it will be harmful for the students.
- Co-curricular activities never build a highly specialized person skilled in his/her field of area; rather it makes an all rounder. In the real life scenario, specialists are required like an engineer or a doctor or software professional etc.



12.13 MODEL QUESTIONS

Q 1. Define co-curricular activities. Explain the various types and importance of co-curricular activities.

Q 2. Define the significance and importance of co-curricular activities.

Q 3. How can you manage the co-curricular activities in your school?

Q 4. Write about some disadvantages of co-curricular activities.

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UNIT- 13 : MANAGEMENT AND RESOURCES

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Concept of Resources

13.3.1 Concept of Human Resources

13.3.2 Concept of Material Resources

13.4 Principles of Resource Management

13.5 Role of Stockholders in Resource Management

13.6 Need and Importance in Mobilising Resources in Educational Institutions

13.7 Role and Responsibilities of Teachers for Mobilising the Institutional resources

13.8 Let Us Sum Up

13.9 Further Reading

13.10 Answer to Check Your Progress

13.11 Model Questions

13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- understand the meaning of human and material resources of an educational institution
- identify the different types of human and material resources
- understand the strategies for managing human and material resources
- know the problems regarding managing human and material resources

13.2 INTRODUCTION

Educational institution as a social institution is a universal phenomenon. It is an agent of perpetuation of culture, tradition, civilization and nation formation that has existed for many centuries. The society has upheld its importance and necessity, and thus, the society has built educational institutions to educate children and youth with the relevant knowledge, skills, beliefs, values and ideologies in order to make them literate and help them function well in the processes of life and living. In the contemporary times, educational institution is an important agent of change towards a better quality of life. Henceforth, management of resources has become the crux of existence and excellence of educational institutions. In this unit, we shall discuss various issues related to the management of human and material resources of an educational institution. We shall, first discuss the meaning of human and material resources of an educational institution and then shall also discuss the relationship between resources and management. Further, we shall highlight the role of the teachers in resource mobilisation.

13.3 CONCEPT OF RESOURCES

Resource is defined from different points of view. From the general point of view, a resource is any means, human or material,required to achieve a goal or to produce a commodity.Again in terms of economic point of view, resource is defined as any supply, support or aid that will meet the need (demand) of an individual or institution.Therefore, it is said that resource is a means for implementing a plan, getting out of the trouble, solving problems and achieving success. Resources may bein the form of money, services rendered by human beings, economic goods, machines,property, assets, equipments, land, buildings, vehicles and so on.

According to Wikipedia, resource means a source or supply from which benefit is produced. Typically, resources are materials or other assets that are transformed to produce benefit and in the process, may be consumed or made available.

According to Dictionary.com, resource is a source of supply, support or aid, especially one that can be readily drawn upon when needed.

Resources may be available naturally like the mineral resources, land and forest resources etc. Some resources are produced like equipments, vehicles etc. which are man-made resources. Some resources are potentially present, but they need to be developed and utilised-for example, skills and capacities of human beings are potentially present in them but they have to be developed through education and training to be utilised. Similarly, electrical energy, wood energy and solar energy are potentially present in nature, but theyhave to be tapped through suitable technology for utilizing them. Some resources are symbolic in nature and the value of these in terms of money is a good example for this type of resource.

In an educational institution, different resources play a pivotal role for proper functioning of it. There are three types of resources in an educational institution. These are:

- Human Resources:They include Governing Body, Head of the Institution (Principal/Head Master), Vice-Principal, Teachers, Students, Non-Teaching Employees etc.
- Material/Physical Resources:Material resources include Land, Play ground, School building, Hostel Compound, Classrooms, Library, Laboratory, Workshop, Reading Room, Auditorium, Museum, Teachers and Students Common Room etc.
- Financial Resources:Financial resources include grant, expenditure etc.

13.3.1 Concept of Human Resources

"We do not build automobiles, airplanes, refrigerators, radios, we build men. The men build products" - a head of an American Corporation once said.

Human beings who render various services to produce some good or to achieve a goal are known as human resources. Human beings possess physical energy, psychological abilities, and motor-skills and learn social skills to maintain human relationship, which they use in producing goods and render services. All these put together are known as human resources.

Leon Megginson defines human resources as "the sum total of knowledge, skill, creative abilities, talents and aptitudes of an organisations work force as well as the values, attitudes and believe 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."

Human resources are very important resources of an educational institution. The Management system during the last two decades has been characterised by a growing concern with the nature and needs of human beings in the educational organisation. The assumption that human beings in the educational organisation have their own goals, values, feelings, emotions and needs, affect their behaviour in certain ways and that the organisation expects the members to behave in ways consistent with the organisational needs and goals.

13.3.2 Concept of Material Resources

Material resources are those materials found in the midst of nature

and they can be used for practical and human purposes for which they are considered to have certain values. Material resources of educational institutions refer to the school building, library, laboratory, aids, equipment, other teaching-learning materials and furniture. Material Resources are physical in nature and they are available in raw condition or they have to be manufactured. Material Resources can be utilised for a long period. Good material resources increase the efficiency of the teaching learning process. It motivates the teachers and the students to teach and learn efficiently. Moreover, it creates the sense and the feelings of pride in the minds of every member of the institution. Efficiency in teaching and learning largely depends upon the material resources available in schools.



CHECK YOUR PROGRESS

Q 1: _____resources can be utilised for a long period. (Fill in the Gap)

Q 2: Give the definition of human resources.

.....

.....

13.4 PRINCIPLES OF RESOURCE MANAGEMENT

Management of resources,most specifically material resources, are based on certain principles. These are:

- Determination of Material Resources:

  The first and foremost principle of resource management is to decide what types of materials are required for the educational institution. This is needed for the allocation of funds, budgeting of expenses and

starting procedures of procurement of materials. The determination of material requirement depends on several factors like-the type of activities planned, the strength of the staff, the size of the students enrolled, immediate and remote needs, availability of funds and so on. Planning and discussion are required for proper understanding of the requirements.

- Facilities have to be specified based on requirements:

  In the beginning, it has to be decided what kinds of facilities are to be provided in the educational institution. On this basis, required materials have to be purchased. This however, requires proper planning and estimation of quantity/quality of materials required and the cost of these materials.

- Determining the Quality is Essential:

  While purchasing different goods for the educational institutions, priority has to be given to high quality. It is even more important in the institutions because public money is involved in the purchase of materials. High quality of materials ensures proper service and long time use and avoids wastage.

- The Quantity of Materials has to be decided properly:

  The quantity of materials (number and volume) required has to be determined very minutely depending upon the requirement. Unnecessary stock of materials has to be avoided. Only scarce materials can be purchased in large quantity and stored, but perishable and consumable materials must be purchased in small quantities.

- Per Capita Material Requirement has to be worked out:

  It is important to determine how much cost has to be incurred per student (unit) while purchasing any materials. This can be obtained by dividing the total cost as required by the number of students (Units). This gives an indication to decide whether the investment is feasible

or not. If per capita cost of this is known as unit cost in economics) proves to be too high, the proposal of that purchase has to be limited.

- All Material Resources have to be Optimally Utilised:Optimum utilisation of any material is a cardinal principle in the material management of any institution. Maximal utilisation improves efficiency of the equipments, proves to be economical.

- A proper Inventory System has to be Maintained:All the available/ purchased materials have to be listed in stock registers and utilisation registers etc. Entries have to be made for new material purchased.

- Each Material has to be Properly Identified:As all materials belong to the institution and thus become a public property, they have to be identified and tested and recorded. Identification marks like name of the institution, category of materials and serial numbers have to be painted on each material.

13.5 ROLE OF STAKEHOLDERS IN RESOURCE MANAGEMENT

There are a number of stakeholders for management of both human and material resources. According to rules and regulations and as the headmaster/principal is the administrative head of the institution, he/she is responsible for procuring, maintaining and utilising all the resources in the institution. However, the other personnel of the institution such as the teaching and non-teaching staff are indirectly responsible for the management of the resources. They are normally responsible for the proper maintenance and utilisation of the resources. It is the joint-responsibility of the head of the institution, teaching and other staff of the institution to properly manage the resources. Each has his role to play.

- **Role of the Headmaster:**

The overall responsibility of management of resources is in the hands of the head of the institution. His role is mentioned in the following points:

- He has to check the type of materials to be purchased as well as the other resources to be mobilised for the requirements of the institution. He will take the decision with the co-operation of the staff members and members of the management committee.
- He prepares the indent of required materials and prepares the estimated cost. This requires to invite tenders and purchase the materials as per rules.
- The head of the institution should verify the quality of the purchased materials.
- Based on requirement, the head master should distribute the resources.
- He has to supervise the proper utilisation of all resources.
- He should also supervise the maintenance of equipments in the laboratory and other places.
- He relegates the responsibility of resources of various sections to the concerned chiefs like librarian, physical education teacher, laboratory assistants, in-charge of audio-visual room and also to the classroom teachers.
- The head master should periodically assess the requirement of various resources- human and material for the institution and take steps to procure them.
- The head of the institution should allot the work judiciously.Regular supervision of staff is also important to ensure efficiency.
- He can identify new sources of resources and can mobilise them adequately.

Thus, the head of the institution plays an important role in resource management.

- **Role of the Teacher:**

Classroom teachers are also responsible for the effective utilisation of available resources. Their roleincludesthe following points:

- Class teachers have to play an important role especially in the proper utilisation of library laboratory, sports materials, teaching aids etc.

- They are also responsible for maintaining proper discipline among the students, for bringing out their potential and for proper development of their personality and character.
- They can assist and advise the headmaster in purchasing books, electronic materials, laboratory equipments and sport materials.
- They should maximally utilise library facilities, laboratory facilities and encourage students to make the best use of these facilities.

- **Role of Non-Teaching Staff:**

The roleplayed by non-teaching staffs ismentioned below:

- The role of the non-teaching staff is limited to the maintenance of materials, keeping records related to them and providing various services like library service, laboratory service and routine office work etc.
- They have to inspect the materials and equipments regularly and report any defects, which need to be repairedto the head master.
- The librarian and Laboratory Assistants, technician of Audio-visual Room also play an important role in teaching learning activities.
- A good librarian can educate students in making good use of library and similarly Laboratory technicians help students in laboratory activities.

- **Role of School Management Committee (SMC) & Parent Teacher Association (PTA)**

School Management Committees and Parent-Teacher Associations also play important role in the resource management in the following ways:

- Their responsibility is limited to the identification and mobilisation of resources and proper supervision of their utilisation.
- They can help the headmaster in locating new resources for the institution.
- They can participate in any activity of the school for resource mobilization.

- SMC's have the power to advise and sanction money for the purchase of required materials.
- They have the right to inspect to what extent the available resources are utilised.
- PTA members can follow up the progress and academic achievement of the students.



CHECK YOUR PROGRESS

Q 3: Mention two principles of management of resources.

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Q 4: What type of role do the non-teaching staff members play in resource management?

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13.6 NEED AND IMPORTANCE IN MOBILISING RESOURCES IN EDUCATIONAL INSTITUTIONS

One important aspect for the development of an educational institution is mobilisation of resources to the maximum extent and in an effective manner. Resource mobilisation helps to achieve the objectives of educational institution in an effective way. The following points reflect the need and importance of resource mobilisation in an educational institution.

- Mobilisation of resources helps in the all round development of the school.
- Maximum utilisation of all available material resources in the school is possible with the help of resource mobilisation.

- It helps to utilise the available human resources to the fullest extent possible.
- Qualitative improvement of the academic functions of the school is possible with the help of mobilisation of resources.
- The objectives set by the educational institutions will be achieved with the help of mobilisation of resources.
- It helps to organise the curricular activities of the school effectively.
- It becomes possible to organise the co-curricular activities effectively.
- All round development of students of the educational institution is possible with the help of mobilisation of resources.
- It economises the expenditures of the school.
- It helps to plan development activities for further improvement of the school.
- It makes it possible to utilise various community resources to the maximum extent.
- It helps the teachers to carry out their teaching activities effectively.

13.7 ROLE AND RESPONSIBILITIES OF TEACHERS FOR MOBILISING THE INSTITUTIONAL RESOURCES

Education is a process of man making often referred to as "Human Resource Development" and it implies practising and ensuring transformation of the human staff at various levels of socialisation, acculturation, awareness and divine realisation. This process of transformation gets stimulated with the help and support of a teacher for whom the Indian coinage 'Guru' provides the best meaning. In the words of Prof.Humayun Kabir, "Teachers are literally the architects of a nation's destiny. It may sound altruism, but it still needs to be stressed that the teacher is the key to any educational, reconstruction". Teacher's influence is everlasting. He shapes the destiny of future citizens.It is always an acceptable statement in the whole world that the success of any educational system depends largely on the teachers. The teacher is the main human

resource responsible for the success of educational system.

Teachers must continuously try to get the support of the community and voluntary organisations. Although difficult, it is a necessary duty of teacher. The headmaster and the entire school administration should extend their co-operation to the teachers. As the teachers have to strictly follow the rules and regulations of the government, sometimes it becomes difficult for them to work with the community to mobilise resources for the school. However, in spite of such occasional difficulties, the teachers must try to establish cordial relationship with the community using their wisdom and social skills. With the active co-operationand guidance of the Department of Education,the teachers must explore the scope for possible and meaningful participation of the community in matters relating to the development of the school. They should ensure effective and responsible community participation opportunities by holding social and cultural activities/ festivals/functions, cleaning the premise of the school aswell as the village, conducting health camps and literacy campaign programmes, holding religious functions as well as public education programmes such as Awareness regarding AIDs, Environment Awareness programmes and so on. By doing these, the teachers can contribute to the qualitative and quantitative improvement of the school education. As education is considered a valuable human capital, the teachers should try to develop and protect this human capital with community co-operation.

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



CHECK YOUR PROGRESS

Q 5: Write few points about the importance of resource management.

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13.8 LET US SUM UP

- Resources may be in the form of money, services rendered by human beings, economic goods, machines, property, assets, equipments, land, buildings, vehicles and so on.
- In an educational institution, different resources play a pivotal role for the proper functioning of the institution.
- Human beings possess physical energy, psychological abilities, motor-skills, and learn social skills to maintain human relationship, which they use in producing goods and in rendering services. All these put together are known as the human resources.
- Material resources of educational institutions refer to the school building, library, laboratory, aids, equipment, other teaching-learning materials and furniture. Efficiency in teaching and learning largely depends upon the material resources available in the school.
- The determination of material requirement depends on several factors like the type of activities planned, the strength of the staff, the size of the students enrolled, immediate and remote needs, availability of funds and so on.
- Optimum utilisation of any material is a cardinal principle in the management of resources in any institution. Maximum utilisation improves efficiency of the equipmentsand it often proves to be economical.

- As the headmaster/principal is the administrative head of the institution, he/she is responsible for procuring, maintaining and utilising all the resources in the institution. Other personnel of the institution such as the teaching and non-teaching staff are indirectly responsible for the management of the resources.
- One important aspect in the development of an educational institution is the mobilisation of resources to the maximum extent and in an effective manner. Resource mobilisation helps to achieve the objectives of an educational institution in an effective way.
- For the development of the school and for the qualitative improvement of education,the teachers should also take the responsibility of resource mobilisation.



13.9 FURTHER READING

1. Ghosh (1975). *Personnel Administration of Education in India*. New Delhi: Sudha Publishers.
2. Mathur S. S. (1970). *Educational Administration, Principles and Practice.* Jullunder: Krishna Printers.
3. Sharma. R. D. (1978). *Human Resource Planning.* New Delhi: Light and Life Publishers.
4. Sukla P. D. (1983). *Administration of Education in India.* New Delhi: Vikas Publishing Co.
5. SyenaS. (1979). *Educational planning in India*. New Delhi: Sterling Publishers.



13.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No. 1: Material.

Ans to Q No. 2: Leon Megginson defines human resources as "the sum total knowledge, skill, creative abilities, talents and aptitudes of an

organizations work force as well as the values, attitudes and believe 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".

Ans to Q No. 3: Two principles of resource management are: (1) Determination of material resources and (2) Facilities have to be specified based on requirements.

Ans to Q No. 4: The role played by non-teaching staffs is mentioned below:

- The role of non-teaching staff is limited to the maintenance of materials, keeping records related to them and providing various services like library service, laboratory service and routine office work.
- They have to inspect the materials and equipments regularly and immediately report to the head masterif there is any defec tthat needs to be repaired.
- The librarian and Laboratory Assistants, technician of Audio-visual Room play an important role in the teaching learning activities.
- A good librarian can educate the students in making good use of the library and similarly, the Laboratory technicians help the students in laboratory activities.

Ans to Q. No. 5: Few points about the importance of resource management are:

- Mobilisation of resources helps in the all round development of the school.
- Maximum utilisation of all available material resources in a school is possible with the help of resource mobilisation.
- It helps to utilise the available human resources to the fullest extent possible.
- Qualitative improvement of academic functions of the school is possible with the help of mobilisation of resources.



13.11 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q.1: What is meant by material resource?

Q.2: Give examples of human resources of an educational institution.

Q.3: Why is it important to check the quality of resources?

Q.4: Mention one feature of resources.

B) Short Questions (Answer each question in about 150 words)

Q.1: State the difference between material and human resources of an educational institution.

Q.2: Why is resource management important in an educational institution?

Q.3: Write briefly about the role played by the teacher in mobilising the resources.

C) Long Questions (Answer each question in about 300-500 words)

Q.1: Describe the role played by head master of a school in resource management.

Q.2: Discuss the need and importance of resource management in an educational institution.

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UNIT- 14 : TOTAL QUALITY MANAGEMENT

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 TQM for Human Resource Development

14.4 Essentials of TQM Culture

14.5 Process Management in TQM System

14.6 Benefits Due to TQM

14.7 Components of TQM

14.8 Let Us Sum Up

14.9 Further Reading

14.10 Answers to Check Your Progress

14.11 Model Questions

14.1 LEARNING OBJECTIVES

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

- identify the concepts of Total Quality Management
- know about Process Management in TQM system
- identify the components of TQM

14.2 INTRODUCTION

TQM is a philosophy that involves every department and every employee of an organisation for the continuous improvement in quality in of work and for achieving customer satisfaction. In this definition, three aspects are very relevant i.e. (a) Continuous improvement, (b) Customer satisfaction and (c) Involvement of all employees. Quality is everyone's concern and it could be in connection with the product, packing, distribution,

public relation, customer relation, attending telephone calls, writing letters, attending visitors etc. Hence, TQM involves all and is concerned with the development of a new culture of quality altogether. From educational point of view, Total Quality Management (TQM) indicates the management of the quality hours of study, effectiveness of teaching and also reflects the outcomes of the learner's achievements in a learning environment. Quality indicates the degree of excellence in particular things. It may be a norm, a rank or a standard, which comes out after assessing the performance of the functions of a particular institution. In fact, quality assurance is a development mechanism that is designed to maintain and enhance the institutional effectiveness as a whole. The improvement of quality is essential to enrich the important dimensions like curricular aspects, teaching learning processes, research consultancy and education; health practices and students support services, extensive publications and co-curricular activities of an institution etc.

14.3 TQM FOR HUMAN RESOURCE DEVELOPMENT

Total Quality Management is a management model which emphasises the leadership, strategy, teamwork, and rigorous analysis while also paving the way for self-assessment. To meet the TQM expectations, the voluntary participation of all the employees is essential. The task of HRD starts with the recruitment and selection stage for new recruits. The new employees can be groomed by making them work under an experienced supervisor. Developing the existing experienced workforce is an important task for the senior managers. There are various methods for motivating people for TQM. Some of the methods are as follows.

- Organising training for employees on periodic basis to develop their requisite skills.
- Ensure that excess and partly busy staff are not provided to any department. Idle employees often waste time of others.
- Job and responsibilities are to be allotted based on merit and

experience. Besides right person in the right task must be placed.

- Emphasising the cohesive working environment and team building processes. This leads to employees' participation in the decision-making processes.
- The senior management personnel should, in addition to routine work, do the mentoring works to develop future leaders for various functions.
- Employee should be encouraged to learn new-skills, obtain higher qualifications both for self-development and for contributing to the growth of the organisation.

By taking care of the HRD activities and with constant monitoring on the basis of maintaining files and records, as well as continuous improvements in organisational activities, the human resources can be continuously improved in terms of knowledge, skill and upgradation.



LET US KNOW

Know the concept of TQM:

- The full meaning of TQM is Total Quality Management, where
- 'Total' means made up of the whole.
- 'Quality' indicates the degree of excellence of a product or service providers.
- 'Management' means the act, art or manner of planning, controlling and directing.

In fact, TQM is the art of managing the whole to achieve excellence.

14.4 ESSENTIALS OF TQM CULTURE

Total Quality Management (TQM) is a management approach that originated in the 1950s and has gradually become more popular since the early 1980s. Total quality is a description of the culture, attitude and

organisation of a company or institution that strives to provide customers with products and services that satisfy their needs. The culture requires quality in all aspects of the company's operations, the processes, the outcome or the result of a system and so on. However, there are certain points that should be followed for maintaining the TQM culture in an organisation. These are as the following:

- To be in constant pursuit of customer satisfaction. Attend to customer feedback by incorporating the same in the organisation work.
- Commitment of the management in providing a lead to develop the TQM culture.
- To formulate organisational quality policy which shall be a guideline to all the employees.
- Formation of organisation structure, which should be effective from the perspective of organisational interest.
- Involvement of the Human resources in all the levels of the development of the quality culture.
- Involving all the staff (teaching and non-teaching) of an educational organisation.
- To create an award/ reward system to good performers. .
- While individual talent can be appreciated, group formation or team building for cohesive working leads to better performance.
- Continuous comprehensive evaluation in the teaching learning process.
- Adoption of the latest forms of pedagogies and methods for ensuring the quality education in an educational organisation.
- If process and work methods are taken care of while doing quality work, then inspection is least required.
- Training and re-training in quality related functions are a necessity for continuous improvement.

14.5 PROCESS MANAGEMENT IN TQM SYSTEM

In the TQM system, the processing should take care of the quality

aspects from beginning to end. From design stage to delivering stage, the documentation and instruments, operators and stage evaluation should be such that the desired quality is obtained effortlessly by the system and not by just a few individuals.

During designing and implementing the curriculum transaction in a teaching learning process, the learners' expectations should be considered or incorporated. Up to date syllabus, designing and developing teaching learning materials, adopting methods of teaching, delivering educational materials to the learners, processes of evaluation and assessment etc. would add to Quality always and ever. Consistency of quality is the hallmark of the TQM system. Besides, giving feedback to the learners on time also helps to maintain total quality management system in an educational organisation.

The administrators of an academic institution should take precautions for preventing the defects and all kinds of obstacles prevalent in an educational organisation that impedes in ensuring the academic progress and educational achievements. Besides, in terms of recruitment, particularly of the teaching staff, the right person should be selected for handling the right job. Moreover, by spending time and money on positive efforts, the administration may save the cost of an organisation and the image of the organisation would also remain high. Finally, the evaluation should be done on the right time before any mistake occurs. Subsequently, corrections can also be made to avoid further embarrassment of the organisation as well as the cost burden.

14.6 BENEFITS DUE TO TQM

Benefits of TQM may be divided into two parts-Tangible and Intangible.

(a) Tangible Benefits

- Substantial reduction in quality costs.
- Increase in profitability due to increased productivity and nil or negligible re-work costs.

- Academic achievement of the learners will improve.
- Reduction in service expenses

(b) Intangible Benefits

- Employees' morale and institutional image will be high.
- Employees' involvement and teamwork will improve.
- Human relations between the learners and the staff will be better



LET US KNOW

Any discussion of TQM shall never be complete without a reference to the names of TQM Gurus and their teachings. Dr. Walter Shewhart is the seniormost amongst them and Dr. Edward Deming and Dr. Joseph Juran, his students come next. Other contributors of TQM literature, practical and books are Dr. Philip Crossby, Mr. Masaki Imai, Shigeo Shingo and Dr. Ishikawa. Here, we can mention the contribution of Dr. Edward Deming in the field of TQM. Dr. Deming was originally a statistics professor but went on to involve himself in corporate world. After the World War II, he was sent to Japan by the USA government to improve the industrial scenario in Japan. After the war, Japan was devastated and needed recovery. Dr. Deming toured throughout Japan, conducted several seminars and workshops to train the Japanese executives for quality improvement with the help of SQC (Statistical Quality Control) techniques. About 1950 to 1960, hundreds of executives were trained in Japan in statistical process control. He advised all to build the quality expectations in the process rather than check only the product. He was the first to highlight quality productivity link and the Japanese took this seriously and appreciated it.

'Deming's 14 points for Management' These are advises on teamwork, commitment, facilities, training and employee involvement. They are as follows:

- Create consistency of purpose for continual improvement of product and service.
- Adopt the new philosophy of economic stability.
- Cease dependence on inspection to achieve quality.
- End the practice of awarding business on price tag alone.
- Improve constantly and forever the system of production and service.
- Institute training on the job.
- Adopt and institute modem methods of supervision and leadership
- Drive out fear.
- Break down barriers of communications between departments, individuals and also with customers and suppliers.
- Eliminate the use of slogans, posters and exhortations.
- Eliminate target or quota for work standards.
- Remove barriers between workers and their right to pride in their workmanship.
- Establish a regular programme of education and retraining.
- Top management must accept and involve in implementation of the above points.



CHECK YOUR PROGRESS

Multiple Choice Questions:

1. The basic aspects of TQM are:
   a) Continuous improvement
   b) Customer satisfaction
   c) Involvement of all the employees
   (d) (a) & (b)
   (e) (a) (b) and (c)

2. In TQM implementation:
   a) All the employees are equally responsible.
   b) All are responsible and workers are more responsible.
   c) All are responsible and top-level management is more responsible.

14.7 COMPONENTS OF TQM

There are three major components of Total Quality Management. They are as follows.

1. A Documented Quality Management System
2. Statistical Process Control
3. Teamwork for Quality Improvement

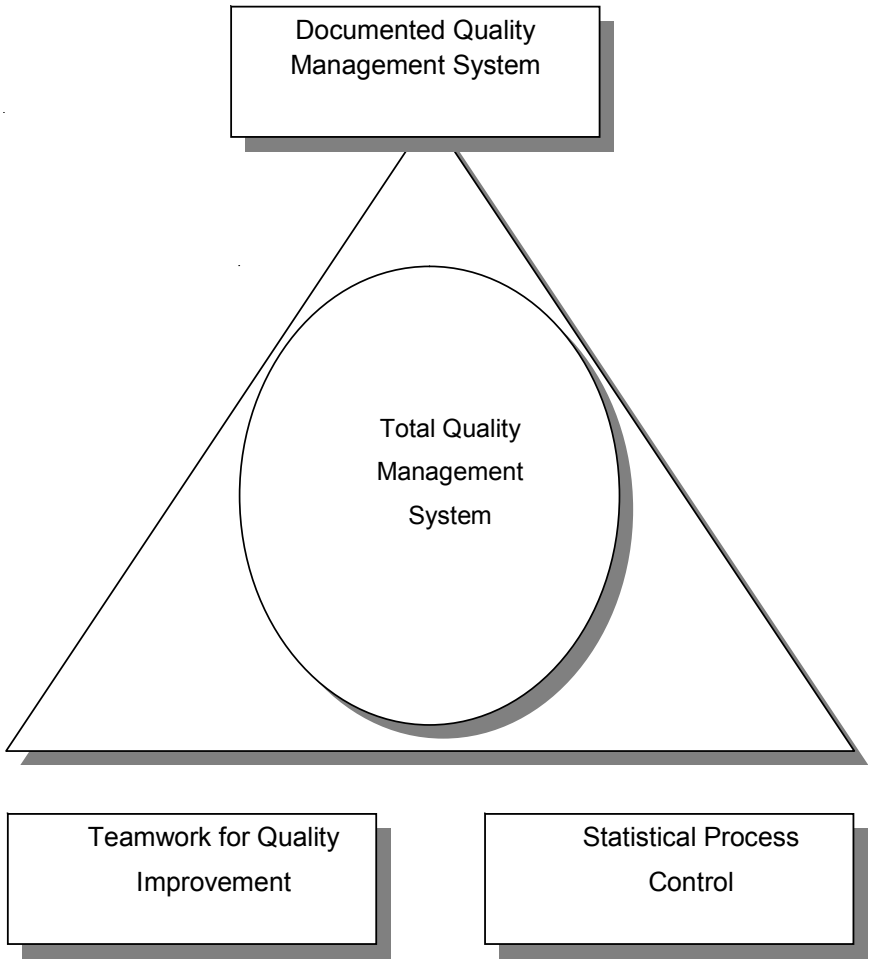


Figure 1: TQM

A systematic, structured approach to launch the process of quality improvement through a balanced introduction of a quality system, SPC and teamwork will provide a powerful spearhead with which to improve capability and thereby market share. The importance of the use of SPC and improvements in quality management systems cannot be overemphasised. With the increase in automation in industries and the use of flexible manufacturing systems (FMS), optimised production technology (OPT) and the adoption in Just in Time (JIT), the requirement for a total approach to quality is paramount.

Besides, in an organisation, there is a need of maintaining some elements, which are considered the key factors of achieving total quality management in a system. To be successful in implementing the TQM, an organisation must have incorporated the following eight key elements:

- Ethics
- Integrity
- Trust
- Training
- Teamwork
- Leadership
- Recognition, and
- Communication

TQM has been coined to describe a philosophy that makes quality which is the driving force behind leadership, design, planning, and improvement initiatives. For this, TQM requires the help of those eight key elements. These elements can be divided into four groups according to their function. The groups are:

I. Foundation - It includes: Ethics, Integrity and Trust.
II. Building Bricks - It includes: Training, Teamwork and Leadership.
III. Binding Mortar - It includes: Communication.
IV. Roof - It includes: Recognition

The following **Fig 2** has defied the structure of the components of TQM.



Fig 2: Structure of components of TQM

Source: https://www.isixsigma.com/methodology/total-quality-management-tqm/eight-elements-tqm/

I. Foundation:

Ethics, integrity and trust come under the group of foundation. It is because TQM is built on a foundation of ethics, integrity and trust. It fosters openness, fairness and sincerity and allows involvement of everyone.

1. Ethics: Ethics is the discipline concerned in any situation. It is a two-faceted subject represented by organisational and individual ethics. Organisational ethics establish a business code of ethics that outlines guidelines that all employees are to adhere to in the performance of their work. Individual ethics include the choice of individual's rights or wrongs.

2. Integrity: Integrity implies honesty, morals, values, fairness and adherence to the facts and sincerity. The characteristic is what customers (internal or external) expect and deserve to receive. People see the opposite of integrity as duplicity. TQM will not work in an atmosphere of duplicity.

3. Trust: Trust is a by-product of integrity and ethical conduct. Without trust, the framework of TQM cannot be built. Trust fosters full participation of all members. It allows empowerment that encourages

pride ownership and it encourages commitment. Trust is essential to ensure customer satisfaction. Therefore, trust builds the cooperative environment essential for TQM.

II. Building Bricks

Basing on the strong foundation of trust, ethics and integrity, bricks are placed to reach the roof of recognition. It includes:

4. Training: Training is very important for employees to be highly productive. Supervisors are solely responsible for implementing TQM. The requirements of training for the employees is needed for the development of interpersonal skills, the ability to function within teams, problem solving, decision making, job management performance analysis and improvement, business economics and technical skills. During the creation and formation of TQM, employees are trained so that they can become effective employees for the company.

5. Teamwork: Teamwork needs to become successful in business and other cooperative activities and learning. With the use of teams, the business will receive quicker and better solutions to problems. Teams also provide more permanent improvements in processes and operations. In teams, people feel more comfortable in bringing up problems that may occur and can get help from other workers to find a solution and put into place.

6. Leadership: Leadership appears everywhere in an organisation. Leadership in TQM requires the manager to provide an inspiring vision, make strategic directions that are abided by and followed by all. For the success of TQM in an institution, the supervisor must be committed to leading his or her employees. The supervisor makes sure that strategies, philosophies, values and goals are transmitted down throughout the organisation to provide focus, clarity and direction. A key point is that TQM has to be introduced and led by top management. Commitment and personal involvement is required from

the top management in creating and deploying clear quality values and goals consistent with the objectives of the company and in creating and deploying well-defined systems, methods and performance measures for achieving those goals.

III. Binding Mortar:

7. Communication: It binds everything together. Starting from foundation to roof of the TQM house, everything is bound by strong mortar of communication. It acts as a vital link between all the elements of TQM. Communication means a common understanding of ideas between the sender and the receiver. The success of TQM demands communication with and among all the organisation members, suppliers and customers. Supervisors must keep open airways where employees can send and receive information about the TQM process. For making proper communication, the message must be clear and receiver must interpret in the way the sender intended.

IV. Roof:

8. Recognition: Recognition is the last and final element in the entire system. It should be provided for both suggestions and achievements for the team as well as the individuals. Employees strive to receive recognition for themselves and for their teams. Detecting and recognising contributors is the most important job of a supervisor. As people are recognised, there can be huge changes in self-esteem, productivity, quality and the amount of effort exhorted to the task at hand. Recognition comes in its best form when it is immediately following an action that an employee has performed. Recognition comes in different ways, places and time such as,

- Ways: It can be by way of a personal letter from top management. Also by award banquets, plaques, trophies etc.
- Places: Good performers can be recognised in front of all in the department, on performance boards and also in front of the top management.

- Time: Recognition can be given at any time like in staff meeting, annual award banquets, etc.

Lastly, for ensuring the success of TQM in an organisation, the supervisor plays the crucial role for developing as well as implementing these key elements or components in an organisation.



CHECK YOUR PROGRESS

Q 3: What do you mean by TQM?

.....

.....

Q 4: What are the key elements of TQM?

.....

.....



14.8 LET US SUM UP

- Total quality management (TQM) is a management strategy aimed at embedding awareness of quality in all organisational processes. TQM has been widely used in manufacturing, education, call centers, government, and service industries. The effective implementation of TQM can enhance the whole quality management culture of the organisation.
- In fact, quality assurance is a development mechanism that is designed to maintain and enhance the institutional effectiveness as a whole. The improvement of quality is essential to enrich the dimension like curricula aspects, teaching learning process, research consultancy and education, health practice and students support service, extensive publication and co-curricular activities of an institution etc

- Total Quality Management is a management model, which emphasises the leadership, strategy, teamwork, rigorous analysis and so on. It also paves the way for self-assessment. To meet the TQM expectations, the voluntary participation of all the employees is essential.
- Total Quality Management (TQM) is a management approach that originated in the 1950s and has gradually become more popular since the early 1980s. Total quality is a description of the culture, attitude and organisation of a company that strives to provide customers with products and services that satisfy the customer's needs. The culture requires quality in all aspects of the company's operations, the processes and the outcome or the result of a system.
- There are three major components of Total Quality Management: A Documented Quality Management System, Statistical Process Control and Teamwork for Quality Improvement.
- To be successful implementing the TQM, an organisation must have incorporated the following eight key elements which are:
  - Ethics
  - Integrity
  - Trust
  - Training
  - Teamwork
  - Leadership
  - Recognition, and
  - Communication



14.9 FURTHER READING

1) Kumar S. Anil & Suresh, N. (2008). *Production and Operations Management.* New Age International publication.

14.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No. 1 : (e) (a) , (b) & (c)

Ans to Q No. 2 : (c) All are responsible and top level management is more responsible.

Ans to Q No. 3 : TQM means Total Quality Management. In fact, TQM is the art of management to achieve excellence in any kind of organisation.

Ans to Q No. 4 : TQM has been coined to describe a philosophy that makes quality, which is the driving force behind leadership, design, planning, and improvement initiatives. For this, TQM requires eight key elements. These elements can be divided into four groups according to their function. The groups are:

I. Foundation - It includes: Ethics, Integrity and Trust.
II. Building Bricks - It includes: Training, Teamwork and Leadership.
III. Binding Mortar - It includes: Communication.
IV. Roof - It includes: Recognition

14.11 MODEL QUESTIONS

Q 1. What is meant by the term TQM?

Q 2. What are the essentials of TQM culture?

Q 3. Describe the importance of human resource management in TQM implementation.

Q 4. What are the different benefits of TQM?

Q 5. Describe the contributions of Dr. Edward Deming to TQM philosophy.

Q 6. Explain the key elements of TQM.

Q 7. How may the TQM culture help an educational institution?

****



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Name of the Paper:
Course Code:

Centre for Internal Quality Assurance (CIQA)
Krishna Kanta Handiqui State Open University
City Office, Housefed Complex, Guwahati- 06

Learner's Feedback on Course

Dear Learner,

Regarding the course as mentioned above, we would like to know your opinions and comments so as to improve the quality of self learning materials in future. Please respond to the following statements by ticking the number you feel most reflect your opinion. After completion of the additional comments, please detach the page and send/mail the same to us at the address given below.

The Director, Centre for Internal Quality Assurance, KKHandiqui State Open University
Housefed Complex, Dispur, Guwahati- 781006
(E-mail id: ciqa@kkhsou.in)

1. Approximately how many hours did you spend for studying the units in the course? | | | |
2. Please give your opinions (by √ mark) to the following items based on your reading of the block:

Sl. No.	Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.	The SLMs of the course fulfil the learning objectives set out in the beginning of each unit					
II.	The units of the SLM could satisfy my academic needs and expectations					
III.	The Unit writers have excellent knowledge about the course contents					
IV.	Language and contents of the units were presented at a level which I could readily understand					
V.	Ample opportunity for participation in the activities provided in the units					
VI.	Used enough Illustrations (Diagrams, tables etc.) for conceptual clarity					
VII.	Quality of content is engaging, relevant, and up-to-date					
VIII.	The self check questions are very helpful					
IX.	The Possible/model questions and the answers to check my progress have benefited me a lot					

Additional Comments: *(Please feel free to provide your open comments)*

1. Which aspects of the SLM, according to you, worked well?

   ---

2. What sort of changes/improvements do you feel KKHSOU could implement to improve the overall quality of the SLM?

Thank you for taking the time to complete this form.

******

(To be inserted as last page after the end of the last unit of the course)