PG ED S2-03 (DSC)

TWO YEAR MASTER'S DEGREE COURSE

(CBCS in Accordance with NEP 2020)

SEMESTER - II

EDUCATIONAL MANAGEMENT

EDUCATION

Indira Miri School of Education

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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COURSE INTRODUCTION

This is the course in Education for the Second Semester of Two Years Master Degree level. From this course you will be able to learn the entire process involved in Educational Management. Management of educational institutions is one of the major concerns of the managements because of the sociological, psychological and philosophical changes that have come about. Moreover, the introduction of Science and Information Technology compel the authorities to bring new innovative methods and techniques in the field of education. Study of this course will help the learners to acquaint with all these broad aspects of educational management. In a nutshell, this course will provide a perspective to the importance of educational management and serves as a stimulus for learners to pursue teaching as a career with the knowledge of this course.

The block contains 15 unites. The *First Unit* deals with the concept of Educational Management. The *Second Unit* explains the important components of educational management which is necessary for the system of educational management. The *Third Unit* tries to reflect on the details of Institutional Planning.The *Fourth Unit* deals with the approaches of educational Mamgement. *The Fifth Unit* discuss the process of School Management .The *Sixth Unit* deals with another important concept which is Management and Resources. The *Seventh Unit* deals with Classroom Management. The last unit of this block, i.e., The *Eight Unit* deals with the most important concept of today Total Quality Management in Education. *The Ninth Unit* deals with the concept of Educational Supervision. The *Tenth Unit* explains the entire concept of Leadership in the field of education. The *Eleventh Unit* tries to reflect on the Communication process which is necessary in the Educational Management process.The *Twelved Unit* deals with Inter-personal Conflict. *The Thirteen Unit* discuss the process of Educational Administration .The *Fourteen Unit* deals with another important concept which is the need of the hour i.e.,Professional Ethics of Teacher and Educational Management. The *Fifteen Unit* deals with another concept Classroom Management.

While going through this block, you will come across some along-side boxes, which are put on the left side or right side of the text. These boxes will explain you meaning of some words and concepts within the text. Apart from this, there will be some broad and short questions which have been included under ‘ACTIVITY’ and ‘CHECK YOUR PROGRESS’ in every unit. Activities will increase your thinking capacity because qestions put in Activity are not directly derived from text. Hints on the answers to the short questions have been put under section ‘ANSWERS TO CHECK YOUR PROGRESS’. Besides, a few text-related questions have been put in ‘POSSIBLE QUESTIONS’. These questions will help to draw your attention on the probable topics for the examination so that you can prepare for the examination with confidence.

UNIT 1 : EDUCATIONAL MANAGEMENT

UNIT STRUCTURE

1.1 Learning Objectives

1.2 Introduction

1.3 Concept of Educational Management

- 1.3.1 Nature of Educational Management
- 1.3.2 Objectives of Educational Management

1.4 General Principles of Educational Management

1.5 Scope of Educational Management

1.6 Importance of Educational Management

1.7 Let us Sum Up

1.8 Further Reading

1.9 Answers to Check Your Progress

1.10 Possible Questions

1.1 LEARNING OBJECTIVES

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

- define the concept of educational management;
- describe the nature of educational management;
- explain the scope of educational management; and
- discuss the importance of educational management.

1.2 INTRODUCTION

Educational management is a field of study and practice concerned with the operation of educational organizations. Educational management is centrally concerned with the purpose or aims of education. As a field of study, it first emerged at the Teacher's Training College of Columbia University and was followed shortly by the graduate programme of Standford University, University of Chicago and other institutions in the U.S.A. It began in the Indian universities only in the 1970s. Hence, we can say that the origin

of the development of educational management as a field of study began in the United States in the early part of the twentieth century. With the beginning of the 1970s, a new era has emerged in the field of educational administration. The terms educational management and educational organization are frequently being used in place of educational administration. Changes have been taking place in all its aspects, conceptual as well as operational. The term “educational manager” is being used for “educational administrator”. Terms such as administration, management and organization are used very loosely in the field of educational administration. To know in detail about the concept of educational management, let us go through the unit to understand it in a precise form.

1.3 CONCEPT OF EDUCATIONAL MANAGEMENT

There is no single definition for the term educational management as its development has drawn from various disciplines like Economics, Political Science, Commerce, Psychology and Sociology. While education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society, educational management is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources to effectively and efficiently accomplish functions of teaching, extension work and research. In a simple way, we can explain the meaning of educational management by analyzing the following three concepts:

a) ***Educational Management as an academic discipline***

Treating management as an academic discipline means treating it both as an art as well as a science. Management is an art because it helps in running and controlling an educational institution. The manager brings some good and innovative ideas to the work and develops some managerial skills. On the other hand, management is also a science because general management has evolved and developed certain principles, techniques, generalizations, etc. so that when a student is

involved in studying educational management, he/she is actually pursuing a particular field of study.

b) ***Educational Management as a process***

If we take management as a process, it includes different activities of managers. It refers to planning, organizing, staffing, directing, controlling, etc. which are the functions of an educational institution.

c) ***Educational Management as a person or group of people***

If somebody says that the management of an educational institution is efficient and effective enough then it is indicative of a group of people named managers working with other members of the institution.

The concept of educational management will be clearer to you if you all go through the following definitions of educational management:

Shelley Umana (1972) provides this definition, "Management implies an orderly way of thinking. It describes in operational terms what is to be done and how it is to be done. Management is not an arcane mystique. It is a method of operation. Good management should result in an orderly integration of education and society."

Educational Management has been defined in the ***International Dictionary of Education (1978)*** by G. Terry Page and J.B Thomas as the "theory and practice of the organization and administration of existing educational establishments and systems."

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."

Thus, management in education implies a comprehensive effort to direct, guide and integrate associating human striving which is focused on some specific ends or aims of the society. Educational Management, in a broad sense, is about:

(i) Setting directions, aims and objectives of educational organization.

(ii) Planning progress that can be made.

(iii) Organizing available resources (people, time, material) so that the goals can be economically achieved in a planned way.

(iv) Controlling the process (i.e., measuring achievement against plan and taking corrective action where appropriate).

(v) Setting and improving organizational standards.



CHECK YOUR PROGRESS

Q 1: Give the meaning of the term "Educational Management".

.....

.....

Q 2: Trace the origin of the term "Educational Management".

.....

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Q 3: "Management is both art and science"- Elaborate the statement.

.....

.....

1.3.1 Nature of Educational Management

The nature of the management process differs from institution to institution. Every institution has its own ideology. Hence, we can highlight the general nature of educational management in the following ways:

- Educational management ensures maintaining the quality of an educational institution and helps it to perform better.
- It allots different tasks to teachers, students and other educational personnel in planning, organizing, administering, supervising and controlling. Hence, it is considered an art which develops the skill and knowledge of those people to accomplish their tasks in a better way.
- Educational management helps planners to plan every action as it ought to be in an appropriate way.

- It executes or implements the activities that were initially planned. The teaching-learning process lays stress on improving the learning environment with the help of the teachers by introducing different teaching strategies, methods of teaching, procedures, teaching aids, etc.
- It also evaluates the degree of success or failure of the teaching-learning process. Besides, it tries to control the educational activities including the behaviour pattern of the main factors of an educational institution. It helps in making the whole process of education a fruitful, effective and successful one.
- Educational management has to be performed continuously in an ever-changing environment. It is constantly engaged in the moulding of the institution. So, as a dynamic function, it is a never-ending function.

1.3.2 Objectives of Educational Management

Every country has placed boundless trust in the educational system. Therefore, educational management should fulfil the following objectives:

- One of the main objectives of educational management is to make school life an organized one. It should provide social life to the students so that they may learn to live together and develop outstanding characteristics of an ideal citizen.
- The allocation of resources such as finance, equipment and staff should be properly made. This allocation work is to be made on the basis of an agreement between the head of the institution and the senior staff of the institution.
- Attempts should be made to make the educational institution a community centre.
- Co-curricular activities should be organized to make the institution a stronger one.

- While implementing some important policy matters, all the interested parties of the institution should be duly consulted.
- Instructional strategies should be planned keeping in view the needs, interests and aspirations of the students.
- To get effective results in the teaching-learning process, the human and material resources must be properly utilized.
- Students should be trained to develop a scientific attitude towards life and its problems.
- Students should be trained to develop a sense of ethical judgments and aesthetic appreciation based on the right philosophy of life.
- Moreover, students should be provided with such education which would help them in getting vocations according to their abilities and aptitudes.
- There must be provisions to discover the innate potentials of the students.

For the achievement of the above objectives, the educational management system should work in a systematic and efficient way.

1.4 GENERAL PRINCIPLES OF EDUCATIONAL MANAGEMENT

To know the entire process of educational management it is very necessary to understand its principles. The principles of educational management can be categorized under the four heads which are discussed below:

1) ***The Fundamental Principle :*** The fundamental principles are those principles that are applicable to the organization and control of education. They are sometimes referred to as universal principles. These include:

   a) **Responsibility:** The principle of responsibility holds that at all times and at all levels of the organization each person in his own area and capacity must act responsibly.

b) Delegation of authority: By the principle of delegation, departmental or sectional functions are entrusted to a person or group of persons on the basis of geographical location, expertise, position or roles. Delegation of authority is essential to educational management because no person can do all activities in any educational institution. Excessive centralization of authority weakens a system and makes room for incompetence and inefficiency. Delegation of authority, therefore, ensures ease of administration and encourages the use of expertise as well as ensures participation and support or collaboration among the members.

c) Communication: Easy and quick flow of information is essential to every modern organization. Communication must be continuous and must follow the most expedient channel for a particular situation including the use of conferences, meetings, discussions, circulars, etc. Inter-personal communication enhances democratic administration because it encourages deliberation, consultation, opinion, etc., among all those who have responsibility for aspects of the administration.

2) The Humanitarian Principle: The humanitarian principles focus on decision making in an organization. An educational manager must know how and when to make decisions for himself/herself or others. The three principles under the humanitarian principles are as follows:

a) Democracy: The basis of the democratic principle is the recognition of individual worth. In an educational setting, the democratic principle demands that anyone who will be affected by a decision (law, rule, regulation, decision) must have a say in the formulation and development of the decision. In the school setting, the students, parents and staff must participate in decisions regarding school rules and regulations, school activities, discipline and co-curricular activities.

b) Justice: Justice in educational management implies rigidity to established rules and regulations without victimization or

repressiveness. The principle of justice relates to the application of group norms to individuals. In the application of the norms justice demands equity and no favour. It enjoins the administrator to use his/her discretion in conscientiously applying the norms, rules, laws or regulations to the individuals or groups. Hence, justice recognizes the rigid application of rules.

c) **Human Relation:** The principle of human relations implies that respect, courtesy, kindness, confidence, trust, open-mindedness, sincerity etc., are shown in dealing with people.

3) The Prudential Principle: Prudence is the ability to anticipate, calculate, regulate, utilize and control function services and resources cautiously. Expenditure of prudential management in education relies on economy, loyalty and proper methods of safety. Its underlying principles are as follows:

a) **Economy:** In education, emphasis is made on social service rather than on immediate profit. Economy must therefore be exercised in the use of educational resources (especially funds, equipment and facilities) but the social service objective must not be sacrificed for an unreasonable economy in education. Economy, particularly in the use of funds, demands, provision for checks and balances, accurate accounting, proper planning and optimal utilization is essential.

b) **Loyalty:** Loyalty is the chain that binds all devoted members together. A good manager must learn how to harness the loyalty of the members without exploiting the rules of loyalty.

c) **Employment of Staff:** In the employment of staff, there should be careful selection of members, and placement, job description, training, retraining or development of staff should be done without bias, nepotism or favouritism.

4) The Principle of Change: This principle recognizes that there are innumerable forces that demand change in education. It is, therefore, up to the educational manager how to determine and implement necessary changes without offsetting the stability of education. The

principle of change can be categorized under three heads:

a) **Adaptability:** This principle reminds the manager that an educational organization must be adaptable to change if it needs to ensure its utility or relevance to society. The modern educational administrator must identify and harness changes in the objectives, structures, functions, programmes and techniques of the school system.

b) **Flexibility:** School objectives, policies, programmes, structures and procedures must be flexible enough to be capable of accommodating necessary changes and innovations. A good educational manager suspects uniformity and the copying of fixed models and standards.

c) **Stability:** Stability emphasizes the need to conserve the good of the past. Certain educational goals, practices and programmes have proved to be very useful in the past and those may be preserved to ensure stability in the organization. Everything cannot be flexible. Even when change is necessary, the stability principle demands that it should be gradual to ensure evaluation rather than revolution in the management of education.



CHECK YOUR PROGRESS

Q 3: State the principles of educational management.

.....

.....

Q 4: What does the prudential principle include in the management process?

.....

.....

1.5 SCOPE OF EDUCATIONAL MANAGEMENT

The scope of educational management is vast, vivid and expanding. It is spread over from the topmost level of authority to the lowest level of

execution. If we treat educational management as one of the subjects of study in the field of education, then it touches and takes several major and minor issues in its orbit. Educational management at the macro-level covers widely accepted or implemented areas. At the micro-level, it again gives stress on those minor issues which are subjects of utilization in mostly school, college and university stages. Therefore, to summarize the matter, we can identify the following specific concepts coming under the scope of educational management:

a) Macro-Level (Centre)
    1. Policymaking on education
    2. Planning on various fields of education
    3. Allocation of human and material resources

b) Micro-Level (State)
    1. Administrative level
        - Functioning of Education Departments like schools, higher educational institutions, etc.
        - Planning and coordination of the departments
        - Effective means of communication
        - Decision-making
        - Leadership
        - Introduction of Information and Communication Technology (ICT)
    2. Institutional Level
        - Recruitment of teachers and other staff
        - Duties, transfer and promotion of staff
        - Organization, coordination and utilization of resources
        - Training of teachers and assistance
        - Admission of students
        - Financial management, such as budgeting, auditing, etc.
        - Organization of student-support services like guidance, counselling, placement, etc.
        - Preparation of time-table

- Organization of library, hostel, laboratories, health and physical education activities, exhibitions, etc.
- Maintenance of school records
- Cooperation with departmental authorities and implementing orders

3. Academic Area
   - Development of creativity, attitude, aptitude, etc.
   - Application, analysis and synthesis of different abilities of students
   - Selection of curricula and textbooks for various classes
   - Design of teaching-learning process with an innovative outlook
   - Capacity building of teachers
   - Provision of mid-day meal, school uniform, book-grant, etc.
   - Perception of different kinds of knowledge and their usage
   - Evaluation of students' skill and performance in a more comprehensive and impressive barrier-free way
   - Supervision of class works
   - Organization of systematic co-curricular programmes

Apart from these some new areas are presently emerging as trends, which fall under the scope of educational management. Some important dimensions like women-education, adult education, education of scheduled castes and scheduled tribes, non-formal education, open and distance education, population education, environmental education, etc. are working as alternative strategies to achieve Education for All. Thus, in order to make all the important arrangements to establish a good educational setup, educational management should consider a variety of issues and trends that society concentrates on. In this way, the area of educational management is expanding by taking into account numerous new items.

1.6 IMPORTANCE OF EDUCATIONAL MANAGEMENT

In an educational institution, successful management is ensured by the successful utilisation of material and human resources of the institution.

For the democratic functioning of the organisation, educational management is essential. Successful management is important for an educational institution in order to make every activity or project to be a well-executed and well-implemented one.

- Management is important for the effective utilisation of resources to meet the demands of the institution.
- For the development of educational resources, effective management is important in improving the quality of the school environment.
- Management in an educational institution is important for incorporating innovations into all aspects of instructional and infrastructural systems. The changing nature of society influences our social structure or our social system. Therefore, an educational institution which is considered to be a strong social organisation needs to fulfil the aspirations of the people for whom the institution is meant. Moreover, for maintaining the level of competency and effectiveness of the school organisation as well as to meet the demands of innovations, an educational institution requires an efficient form of management.
- Efficient management is also necessary to bring into effect a good working relationship among the staff in an organisation by developing a 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.



1.7 LET US SUM UP

- As a field of study, educational management first emerged at the Teacher's Training College of Columbia University and was followed shortly by the graduate programme of Standford University, University of Chicago and other institutions in the U.S.A. It began in the Indian Universities only in the 1970s.
- Educational management is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human

and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

- Management in education implies a comprehensive effort to direct, guide and integrate associating human striving which is focused on some specific ends or aims of the society.
- Management is an art because it helps in running and controlling an educational institution. The manager brings some good and innovative ideas to the work and develops some managerial skills. On the other hand, management is also a science because general management has evolved and developed certain principles, techniques, generalizations, etc. so that when a student is involved in studying educational management, he/she is actually pursuing a particular field of study.
- If we take management as a process, it includes different activities of managers. It refers to planning, organizing, staffing, directing, controlling, etc. which are the functions of an educational institution.
- One of the main objectives of educational management is to make school life an organized one.
- The principles of educational management can be categorized under four heads: the fundamental principle, the humanitarian principle, the prudential principle and the principle of change.
- The scope of educational management is vast, vivid and expanding. It is spread over from the topmost level of authority to the lowest level of execution. If we treat educational management as one of the subjects of study in the field of education, then it touches and takes several major and minor issues in its orbit.
- Educational management at macro level covers widely accepted or implemented areas. At the micro-level, it again gives stress on those minor issues which are subjects of utilization in mostly school, college and university stages.
- In an educational institution, successful management is ensured by the successful utilisation of material and human resources of the

institution. For the democratic functioning of the organisation, educational management is essential.

- Management in an educational institution is important for incorporating innovations into all aspects of instructional and infrastructural systems.
- Some new areas are presently emerging as trends which fall under the scope of educational management. Some important dimensions like women-education, adult education, education of scheduled castes and scheduled tribes, non-formal education, open and distance education, population education, environmental education, etc. are working as alternative strategies to achieve Education for All.



1.8 FURTHER READING

1) Aggarwal J.C, *School Organisation and Management*, Agarwal Publication, Agra-2.

2) Aggarwal J.C, *Educational Technology & Management*, Vinod Pustak Agra-2.

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

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

5) Mahanta, Kalita, Adhikary, Borah, *School Organisation and Educational Management*, Mani Manik Prakash, Guwahati.



1.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Educational management is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

Ans to Q No 2: Educational management first emerged at the Teacher's Training College of Columbia University and was followed shortly by the graduate programme of Standford University, University of Chicago and other institutions in the U.S.A.

Ans to Q No 3: Management is an art because it helps in running and controlling an educational institution. The manager brings some good and innovative ideas to the work and develops some managerial skills. On the other hand, management is also a science because general management has evolved and developed certain principles, techniques, generalizations, etc.

Ans to Q No 4: The principles of educational management can be categorized under the following four heads: the fundamental principle, the humanitarian principle, the prudential principle and the principle of change.

Ans to Q No 5: Prudence is the ability to anticipate, calculate, regulate, utilize and control function services and resources cautiously. Expenditure of prudential management in education relies on economy, loyalty and proper methods of safety.



1.10 POSSIBLE QUESTIONS

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

Q 1: What do you mean by educational management?

Q 2: Describe educational management as an academic discipline.

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

Q 1: **"**Educational Management is a process"- Elaborate.

Q 2: Discuss the term "educational management" in a broader sense.

Q 3: Highlight the nature of educational management.

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

Q 1: Discuss in detail the three concepts of educational management.

Q 2: Elaborate on the objectives of educational management.

Q 3: Explain in detail the general principles of educational management.

Q 4: Discuss the scope of educational management.

Q 5: Highlight the importance of educational management.

*** ***** ***

UNIT 2 : COMPONENTS OF EDUCATIONAL MANAGEMENT

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Components of Educational Management

- 2.3.1 Planning
- 2.3.2 Organizing
- 2.3.3 Staffing
- 2.3.4 Controlling
- 2.3.5 Directing
- 2.3.6 Co-ordination
- 2.3.7 Budgeting

2.4 Let Us Sum Up

2.5 Further Reading

2.6 Answers To Check Your Progress

2.7 Possible Questions

2.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- explain the different components of educational management;
- describe the objectives of each component of educational management;
- explain the functioning of each component of educational management; and
- relate the functioning of different components of educational management with each other.

2.2 INTRODUCTION

In the previous unit *(i.e. unit-1)* you have learnt the concept, scope and importance of educational management. In this unit, you will be able to

know about different components which are essential for educational management. While going through the unit, you will be acquainted with the various components of the educational management process and also able to understand how it works for a successful management process. Let us now go through the unit in detail to understand the role of different components in the management process.

2.3 COMPONENTS OF EDUCATIONAL MANAGEMENT

Educational management is the process of planning, organising, directing and controlling the activities of an institution. These processes involve the management of resources including human, material, financial and time. Through this process, all these resources of an institution are utilized effectively and efficiently to accomplish functions of teaching, extension work and research. An organization is a group of individuals which has definite objectives to be achieved by joint efforts. The management process supplies these individuals with the urge to do things and to achieve the set objectives. It arouses the motives of self-interest, satisfaction, service to others and pleasure of work and achievement. Educational management has five aspects i.e., management of 5M's. These are as follows:

- ***Management of Men-*** This includes staff, students and their parents, members of the community, members of the governing body and departmental officials.
- ***Management of Money-*** This is concerned with finances.
- ***Management of Machines-*** The present-day educational institutions are expected to possess different kinds of machinery for carrying out programmes related to work experience and socially useful productive work.
- ***Management of Materials:*** A variety of materials in the form of furniture and stationery exist in educational institutions. School plants also come under this category.
- ***Management of Methods:*** This means the organization of ideas and principles into the school system, curriculum, methods of teaching etc.

Management of all the above-mentioned aspects needs the scientific management process or systematic efforts. There is a need for management to integrate and administer the different aspects of management. The term 'management' in education is related to the following components which are presented in a diagrammatic form:



Fig: Most Acceptable Components of Management in Education

Source: (Aggarwal J. C, *School Organisation and Management*, Agarwal Publication, Agra-2)

2.3.1 Planning

Planning is always considered to be useful because it clarifies what is to be accomplished. It saves time, effort and money, and increases efficiency and effectiveness. It is, therefore, fundamental to the administrative process and a vital step in any institution. Planning involves the specification of anticipated learning output, learning conditions and criteria for evaluating results. The basic chain of activities underlying all educational planning consists of gathering information, and processing and interpreting it. Quality of planning is very much influenced by the relevance and accuracy of data available,

ease of access to needed information, authority to release data to the public, ease of processing data, the validity of interpretations of treated data and so on. Planning is made only when it is found that the present conditions do not meet the goals or some new objective is set forth.

On the basis of the above understanding and relevant literature, the following basic principles are suggested to be useful in the planning process:

i. Planning should be related to and integrated with broad social planning for progress.
ii. Planning should be based on extensive research to save it from subjectivity and conjectures.
iii. Planning should look both to the present and the future.
iv. Planning should solve the problems as they arise, so it should be realistic and practical and must be periodically reviewed and revised.
v. Planning should utilise all available resources.
vi. Planning should be carried out under favourable conditions, i.e. experts (without their domination).

There are four basic steps involved in planning:

i. establishing a goal or a set of goals
ii. defining the present situation
iii. determining aids and barriers
iv. developing a set of actions.

Planning, both long-range and long term and short term, is a management technique which has already made a significant impact on educational administration. But the approaches, so far adopted or suggested for educational planning, highlight several special features, requirements and difficulties: For instance;

a) The search for arguments in favour of allocating more funds for educational development, by justifying such expenditure on grounds of economic growth, seems to be a major preoccupation with the educational planner.

b) In the absence of quantifiable targets based on consumer demand, the tendency is to fix internal targets in relation to the quantity of products turned out by the system rather than the quantity accepted by society into its employment structure.

c) The determination of overall targets, as well as those in respect of different components, is done on a subjective basis depending very heavily on the intuitive understanding and knowledge of a few people.

d) The educational planner proceeds to find ways and means of increasing the output of this system (whether by higher rates of enrolment or retention) without contemplating any significant changes in the organization and the structure of the system, its methods of production or the calibre of its workers.

e) The planner exercises little or no control over the implementation of educational plans and as such the process of educational administration goes on with little contact with planning.

Hence, planning in education being a process, usually sets aims and objectives of an educational organization, having a basis to determine problems and develop appropriate strategies of activities in future in order to fulfil the educational target fixed for the country as a whole.



CHECK YOUR PROGRESS

Q 1: Mention four basic steps involved in planning.

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Q 2: List the basic chain of activities underlying the planning stage.

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2.3.2 Organising

Organising is one kind of managerial function which makes a bond between authority and activity. It reflects a formal structure of authority and the direction of such authority which, by combining and integrating human, physical and financial resources, involves the design and develops a system. The system would automatically enable the individuals of an organization to carry out selected activities in accomplishing objectives. Now, those chosen activities could come within sub-groups and these sub-groups are defined, arranged and coordinated in such a way that each part relates to another in a comprehensive and coherent manner with the target of fulfilling organizational objectives. Therefore, it refers to the following activities:

a) ***Redefinition of educational objectives:*** It is well known that some educational aims are universal. They are widely accepted by all the nations of the world. These include the preservation and progress of culture, development of the individual for life in the society and his social efficiency comprising of enlightened citizenship and vocational competency. In modern times, the explosions of knowledge, the advancement of science and technology, social mobility etc., have compelled the revaluation of the old objectives. The former religious and cultural emphasis is now being replaced by political and economic considerations. Thus, an important task for the educational planner is to take cognizance of modern developments in redefining the aims and objectives of education in the light of the particular situation facing a nation.

b) ***Deciding priorities:*** The educational planner has to assign the priority or decide the order of importance of each objective. The planner has to strike a balance among all. His/her priorities should be kept flexible so that the necessary modification may be smoothly made with the change in the national situation.

c) ***Providing more educational facilities:*** School enrolment is rising. The demand for education continues to grow as it is extended to the lower strata of society. This necessitates the provision of more and more buildings, equipment, personnel and other facilities and a differential education to meet pupils' individual differences of needs, capacities, interests and attitudes. The educational planner has to recognize this need and provide for it.

d) ***Providing more services:*** With the growing complexity of life, education cannot remain content with instruction alone. A school has to cater to more varied youth welfare services, such as health and recreation, mental hygiene and work experience, guidance and counselling etc. Looking ahead to five to ten years, the planners foresee requirements and plan for them.

e) ***Securing the cooperation of the educational workers to tackle important educational questions:*** Planning aims at better utilization of resources, more efficient and less expensive methods and techniques, richer curriculum completed in a shorter time, a lesser number of teachers teaching more pupils and improvement in the overall efficiency of education at a lesser cost. These problems offer a big challenge to the educational experts, teachers, supervisors and administrators because they alone are capable of solving them. The planner should secure their full and wholehearted cooperation and participation in the planning process.

After going through the activities of organising, you can now surely understand that it is the positioning of the workers through whom effort will flow, i.e. the assignment of duties and responsibilities, the coordination and integration of activities of all the persons engaged in the pursuit and the tool for attaining the objectives. Persons, places and things have to be so arranged that effort flows freely towards the desired goals, and this is the process of organising. As a process, organising means directing and

controlling the relationships between persons and persons and between persons and their work. Here it is worth mentioning that a good organisation should be democratic, i.e. based on personal relationships, willing cooperation and active participation of all the persons involved. In a democratic environment only, actual participation of all persons engaged in an organisation is possible. In an open and democratic environment, people can be brought nearer together and effort integrated. We should always remember the fact that in a good organisation, impetus and initiative for action come from the people themselves, and not imposed from above.

There are some basic principles which are essential for running a good organization. These are as follows:

1. Organising is a dynamic process which needs continuous reorganisation.
2. An organisation should be flexible by nature. In a flexible organisation, both relationships and standards of efficiency can be easily improved.
3. An organisation should be modified according to the demand of time and situations, and requirements. For example, when an educational theory advances, bringing in curricular and other changes or making structural changes in education, there are always some challenges which cannot be met with the old machinery. But changes should be brought about slowly and with consultation and consent of all involved in an organisation.
4. An organisation should provide for participation in policy-making and other administrative activities by teachers, students, parents and the community. Participation broadens and strengthens human relationships.
5. Organisational charts detailing “functions, jurisdictions, responsibilities, relationships, limits of authority, objectives and methods of measuring performance, etc.,” promote better understanding and larger output.

2.3.3 Staffing

Staffing can be defined as one of the most important functions of management. It involves the process of filling the vacant position of the right personnel at the right job, at the right time. According to Koontz and O'Donnell, "The managerial function of staffing involves managing the organisation structure through proper and effective selection, appraisal and development of personnel to fill the roles designed into the structure."

According to Theo Haimann, "Staffing pertains to recruitment, selection, development and compensation of subordinates." Staffing includes the following functions:

- The first and foremost function of staffing is to obtain qualified personnel for different job positions in the organisation.
- In staffing, the right person is recruited for the right job. Therefore, it leads to maximum productivity and higher performance.
- It helps in promoting the optimum utilization of human resources through various aspects.
- Job satisfaction and morale of the workers increase through the recruitment of the right person.
- Staffing helps to ensure better utilization of human resources.
- It ensures the continuity and growth of the organisation through development managers.

Some of the important objectives of staffing as a component of educational management are:

- to procure the right type of personnel for the right jobs;
- to train and develop human resources;
- to develop personnel policies as regards transfer, promotion etc.;
- to mould effectively the human resources and motivate them for higher performance;

- to establish desirable working relationships between employers and employees and between groups of employees;
- to ensure the satisfaction of the needs of the workers so that they become loyal and committed to the organization; and
- to build high morale among employees by maintaining good human relations.

2.3.4 Controlling

Controlling is a process which consists of those activities that are undertaken to verify whether the events in an organisation are consistent or they occur in conformity with the plans adopted, the instructions given and the principles built. It indicates some measures or activities which confirm that the events do not deviate from the pre-arranged plans. It also involves the identification or investigation of any kind of deviation. And if there are any, it involves the analysis of the reasons behind it and making suggestions on further actions to be taken in order to avoid recurring deviations. Thus, it certainly includes some plans which provide standards of performance as bases of control. In this way, controlling gives assistance to managers or they find feedback at all levels of the organisation that help to review and modify activities whenever necessary.

Koontz & Weihrich states, “Controlling is the measurements and correction of the performance of activities of subordinates in order to make sure that enterprise objectives and the plans devised to attain them are being accomplished.” Such a manner keeps the organisation on the right way so that effective implementation of managerial functions and maintenance of its standards can be monitored continuously.

There are four aspects involved in the controlling process — the power that controls, the device of using the power, the process of applying the power, and the purpose for using the power. When we want to apply control, we have to determine the point where it is

needed, and then choose the form of power to be applied. Next, we have to decide the device to be used, and finally, we have to evaluate or judge the results of control to see whether its purpose has been fulfilled. All the time we have to remember that the central purpose of control is to bring about improvement and to promote the realisation of the goals of education.

The educational activity is very complex by nature. So a variety of devices of control and powers are needed for controlling purposes. The devices of control are many such as policies, objectives, budgets, salaries, accounts, building, equipment, time-table, curriculum, methods, rules and regulations, personal records, reports, promotion, etc. Each activity or situation has its own device of control; for example, budget controls expenditure or the theories of learning control the methods of teaching etc.

Controlling involves the following sub-function:

- Determination of standards of work performance
- Measurement of the performance of the established standards
- Identification of any kind of deviation
- Analysis of the causes of such deviations in performances from standards

2.3.5 Directing

In defining directing as one of the functions of management, Drucker said, “Directing is that part of the management process which actuates the organizational members to work efficiently for the attainment of organizational objectives. It constitutes the life spark of the entry rise, which like electric power sets into motion”. Actually, with the planning and organising of tasks, no activities are practically done. But to implement a proposed course of action is truly a challenging task for managers as it is directly related to the work and persons who are involved to do the same. Further, directing is very sensitive and difficult too because it leads the individual workers to perform efficiently and effectively and to contribute their best in

attaining the objectives of the organization. It is an interpersonal aspect of management which directly deals with leadership, communication, motivation, supervision etc. Some vital sub-functions for the accomplishment of predefined objectives are as follows:

a) ***Leadership:*** It is the art of inspiring others who are working for an organization of which the leader is in charge by guiding their confidence, abilities etc. It is the act of issuing instructions and guiding the subordinates about procedures and methods.

b) ***Communication:*** It is an integral part of management. It is a managerial skill which is based on human behaviour, and whatever a manager does, he does it by communicating with others. Communication should be in the two-way mode so that necessary instructions and information can pass on to the subordinates and also the superiors would get feedback on their actions.

c) ***Motivation:*** It is nothing but one type of inducement. Without motivating a person it is not possible to find maximum effort from him. It is an inspiring tendency or stimulating psychological phenomenon that creates zeal in a person's mind to accomplish a task. Hence, the provision of financial incentives can work as a motivation to satisfy the needs of the subordinates so that they can strive for attaining the objectives of the organisation. Motivation can be achieved by:

- adopting a positive attitude instead of a fault-finding one;
- giving positive reinforcement, i.e., appreciation and encouragement;
- making academic and non-academic activities relevant, meaningful and joyful;
- giving assignments and work to people of different abilities and potential so that they can work at their individual pace;
- involving personnel in discussion and in activities that call for collaboration, cooperation and communication; and

- responding to queries and problems in an encouraging manner.

d) ***Supervision:*** It has an advisory role to guide a person. The supervisor prepares the progress report of the subordinates from time to time and ensures that the subordinates are working according to the directions, orders and instructions that were given to them.



CHECK YOUR PROGRESS

Q 3: What is Staffing?

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Q 4: List the sub-functions of controlling.

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Q 5: Mention the vital functions of directing.

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2.3.6 Coordination

Coordination signifies the building of such relationships among the various members of the organisation that they all work together to achieve the common goals of that organisation. In other words, it is called effective personnel management. It certainly involves the selection of persons in different positions and defining their roles and functions which are to be done successfully keeping in view the plans taken earlier. Hence, decisions, operations and efforts are implemented with a tied form of action to fulfil organisational objectives. It should ensure the capacity building of superiors to carry out different tasks of the organisation. For this, sufficient training and orientation based on psychological factors of motivation are needed where the authoritative set-up would not only work for

structural up-gradation and setting but would also motivate to launch various schemes, rewards and incentives, and also carry out the performance appraisals of persons working in the organisation. Coordination needs advance planning to correlate the activities and tasks in various areas and to seek the cooperation of all the personnel involved. A little slackness or lethargy on the part of even an insignificant worker may jeopardize the whole project and the organisation. The educational manager must see that no one is left in isolation, nor should anybody be unduly pampered. A smile or a word of cheer can go a long way in keeping people on the right side.

2.3.7 Budgeting

Every educational organisation needs to prepare its budget plan. A budget is a planned receipt and expenditure account. It also indicates or shows the way of spending money within the financial limitations of the organisation according to the plan sanctioned by the appropriate authority. There should also be proper accounting infrastructure and related activities in the organisation. The auditing of these accounts should be done on a regular basis. The purpose of budgeting is to provide the best possible educational opportunities for every student in an educational institution. Budgets should also reflect the administration's ability to manage the financial affairs of the educational institution. Budgets are required to:

- be balanced so that current revenues are sufficient to pay for current services;
- be prepared in accordance with all applicable federal, state and local legal mandates and requirements; and
- provide a basis for the evaluation of the school's service efforts, costs and accomplishments.

A budget enables systematic thinking about future actions in a comprehensive and coordinated manner. It is a tool for management by objectives, effective communication, continuous feedback and evaluation. According to Chandra (2004) and Pandey (1983) budgets help in:

- inducing systematic thinking about the future;
- serving as a device for coordinating the complex operations of an enterprise such as a school;
- providing clearly a medium of communication of the plans and goals to all concerned;
- providing a detailed plan of action for reducing uncertainty and for the proper direction of individual and group efforts to achieve the goals;
- coordinating the activities and efforts in such a way that the use of resources is maximized; and
- serving as a standard against which the actual performance may be judged.



2.4 LET US SUM UP

- Educational management is a process which provides incentives to action, gives direction to activity and energizes effort. It checks wastage and stagnation in the field of education and ensures the fullest utilisation of the effort and resources of men and materials. It supplies the urge to do things and to get them done. It arouses the motives of self-interest, satisfaction, service to others and pleasure of work and achievement.
- Planning involves the specification of anticipated learning output, learning conditions and criteria for evaluating results. The basic chain of activities underlying all educational planning consists of gathering information, processing this information and interpreting it.
- Organizing is one kind of managerial function which makes a bond between authority and activity. It reflects a formal structure of authority and the direction of such authority which by combining and integrating human, physical and financial resources involves the design and develops a system.

- Staffing can be defined as one of the most important functions of management. It involves the process of filling the vacant position of the right personnel at the right job, at the right time.
- Controlling is a process which consists of those activities that are undertaken to verify whether the events in an organisation are consistent or they occur in conformity with the plans adopted, the instructions given and the principles built. It indicates some measures or activities which confirm that the events do not deviate from the pre-arranged plans.
- Drucker said, “Directing is that part of the management process which actuates the organizational members to work efficiently for the attainment of organizational objectives. It constitutes the life spark of the entry rise, which like electric power sets into motion”.
- Directing is an interpersonal aspect of management which directly deals with leadership, communication, motivation, supervision etc.
- Coordination signifies the building of such relationships among various members of the organisation that they all work together to achieve the common goals of that organisation. In other words, it is called effective personnel management. It certainly involves the selection of persons in different positions, defining their roles and functions which are to be done successfully keeping in view the plan taken earlier.
- Coordination needs advance planning to correlate the activities and tasks in various areas and to seek the cooperation of all the personnel involved. A little slackness or lethargy on the part of even an insignificant worker may jeopardize the whole project and the organisation.
- Budget is a planned receipt and expenditure account. It also indicates or shows the way of spending money within the financial limitations of the organisation according to the plan sanctioned by the appropriate authority.
- The purpose of budgeting is to provide the best possible educational opportunities for every student in an educational institution.
- A budget enables systematic thinking about future actions in a comprehensive and coordinated manner. It is a tool for management

by objectives, effective communication, continuous feedback and evaluation.



2.5 FURTHER READING

1) Aggarwal J.C, *School Organisation and Management*, Agarwal Publication, Agra-2.

2) Aggarwal J.C, *Educational Technology & Management*, Vinod Pustak Agra-2.

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

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

5) Mahanta, Kalita, Adhikary, Borah, *School Organisation and Educational Management*, Mani Manik Prakash, Guwahati.



2.6 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: There are four basic steps involved in planning:

i. establishing a goal or a set of goals
ii. defining the present situation
iii. determining aids and barriers
iv. developing a set of actions.

Ans to Q No 2: The basic chain of activities underlying all educational planning consists of gathering information, processing this information and interpreting it.

Ans to Q No 3: Staffing can be defined as one of the most important functions of management. It involves the process of filling the vacant position of the right personnel at the right job, at the right time.

Ans to Q No 4: Controlling involves the following sub-functions:

- Determination of standards of work performance.
- Measurement of the performance of the established standards.
- Identification of any kind of deviation.
- Analysis of the causes of such deviations of performances from standards.

Ans to Q No 5: The vital functions of directing are leadership, communication, motivation and supervision.



2.7 POSSIBLE QUESTIONS

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

Q 1: List out in detail the five aspects of educational management.

Q 2: Explain briefly the special features of planning.

Q 3: State the functions of staffing.

Q 4: What is budgeting in educational management?

Q 5: Highlight the need and importance of budgeting in education.

Q 6: List the principles of a good organisation.

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

Q 1: Discuss in detail the various components of educational management.

Q 2: Elaborate directing as one of the components of educational management.

Q3: Highlight the various sub-functions of organizing as one of the important components of educational management.

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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 Possible 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

Q 1: 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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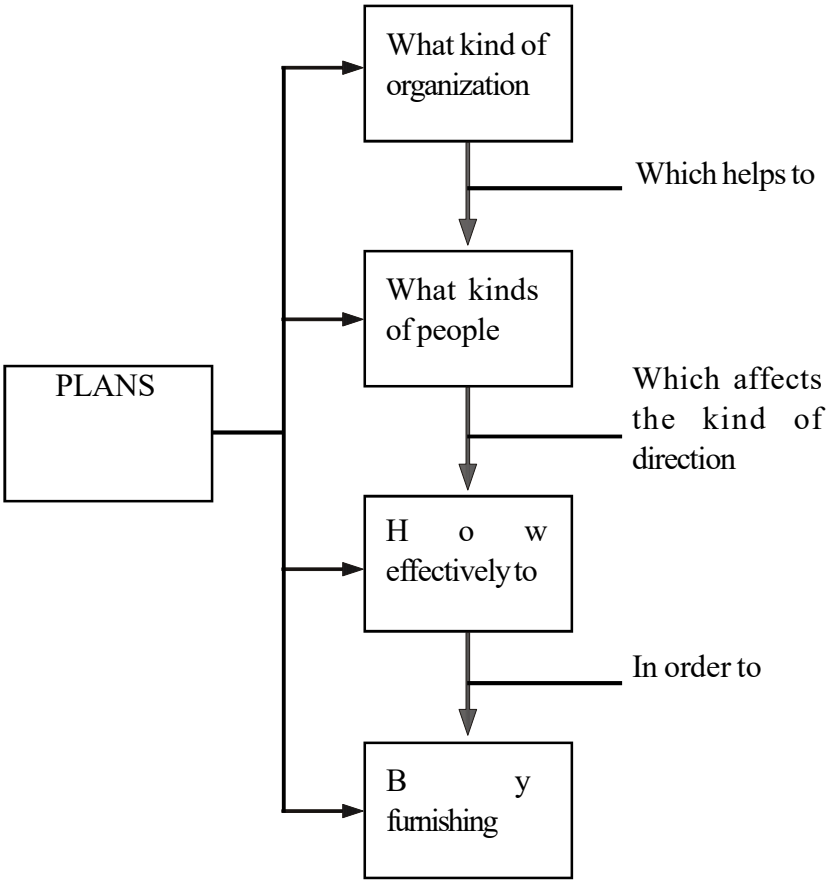
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3.3.3 Need and Importance of Institutional Planning

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 No 1: 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 POSSIBLE 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 : APPROACHES OF EDUCATIONAL PLANNING

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Meaning of Educational Planning

- 4.3.1 Characteristics of Educational Planning
- 4.3.2 Principles of Educational Planning

4.4 Needs and importance of Educational Planning

4.5 Goals of Educational Planning

4.6 Approaches of Educational Planning

- 4.6.1 Social Demand Approach
- 4.6.2 Rate of Return Approach
- 4.6.3 Manpower Requirement Approach

4.7 Let Us Sum Up

4.8 Further Reading

4.9 Answer To Check Your Progress

4.10 Possible Questions

4.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- describe the concept of Educational Planning;
- discuss the needs and importance of Educational Planning; and
- explain the different approaches of Educational Planning.

4.2 INTRODUCTION

Planning is the first step to be undertaken in the management process. It involves conceptualising or deciding beforehand the detailed scheme or programme of action related to the accomplishment of an objective. It focuses what is to be done, when it is to be done, how it is to be done and who is going to do it. An educational plan refers to the efforts to

bring about planned and deliberate change in the system of education for achieving predetermined objectives. It involves logical thinking and rational decision making. Educational planning is the process of setting out in advance a pattern of action to bring about overall changes as viewed by national policies by the closest possible indication of means and ends. Different approaches have been undertaken for educational planning. Each approach has its own advantages and shortcomings. In this unit, we shall discuss the meaning of Educational Planning, needs and importance of Educational Planning, objectives of Educational Planning and different approaches of the same.

4.3 MEANING OF EDUCATIONAL PLANNING

Planning can be considered as the primary guideline for bringing development in any field of work. This is a complete intellectual exercise. It is conscious and determined. To reach any target, a systematic and deliberate planning is the most essential step. No nation can develop if it doesn't plan its various aspects such as political, social, educational, cultural, industrial etc. systematically. In simple words, planning is nothing but thinking before acting on the basis of some facts or events. It is the process of setting out in advance a systematic pattern of different actions to reach a goal.

Today, educational planning is considered an absolute requirement. It is an era of scientific and technological innovations. Hence, the complexities of the scientifically and technically advanced societies have yielded the need of planning in the field of education too. Increasing populations, man-power needs, ecology, decreasing natural resources and haphazard applications of scientific developments make educational planning indispensable. To meet these problems, educational planning becomes a necessity and planning competence becomes mandatory. It is unavoidable for bringing about a desirable change in the educational organizations for promoting the organizational health its effectiveness and functional efficiency.

Educational planning basically aims to explore the best available ways to use the available resources in the field of education. It is a systematic design of action for achieving the educational aims in order to bring development by utilizing all available resources. It is the primary function of the educational administrator while performing as a leader or decision maker.

Adesina (2011) considered educational planning as a process of preparing a set of decisions about educational enterprise to realize the educational goals and objectives sufficiently with the available resources. Educational planning involves the process of identifying the educational needs, directing the process efficiently by implementing its various strategies. It is very important to plan the process of education, implement those plans and also to evaluate the plans for attaining educational objectives at different stages. Okunamiri (2003) believed that the main purpose of educational planning is to ensure the accomplishment of a number of actions systematically to achieve the educational objectives. Educational planning also puts focus on the future of educational requirement with a view to utilize the resources properly. Fadipe (2001) described educational planning as the logical response to the general trend towards planning for national development.

Educational planning deals with all the programmes and policies of an educational institution. It is generally considered as the identification, development and implementation of strategies which are designed to achieve the educational needs and demands of the individual and the society efficiently and effectively. It is the process of making arrangements to set educational goals, facilitate training develop strategies and outline the schedules to accomplish those predetermined goals. It is a blueprint of any task or project which embraces a number of steps to be taken.

4.3.1 Characteristics of Educational Planning

Educational planning deals with specifying the objectives of education. It involves the interaction of various dimensions and thus it undergoes different modifications as well. Some of the important characteristics of Educational planning can be mentioned below:

- Educational planning specifies the goals, values and practices and gives the direction for future educational development of a country.
- Educational planning is structured, organized and systematically designed.
- It is dynamic and deliberate. Our society and environment are not static and experiences change regularly. Hence, it should be dynamic to keep pace with changes.
- It is comprehensive. Planning should consider the overall view of the entire educational system.
- Educational planning is integrated by nature. It tries to achieve maximum output by using the limited resources.
- It is flexible and iterative.
- Planning provides choices of all possible alternatives to run the educational system properly.
- Educational planning is pre-determined and goal-oriented. It is based on clearly defined goals.
- The idea of Educational planning is based on the philosophy of Pragmatism. It tries to implement the plans which are good, effective and practical by nature. These are applicable in the present society.
- It is continuous and modifies itself according to the demand of the society.
- Educational planning is a formal activity.

4.3.2 Principles of Educational Planning

The idea of educational planning is based on different principles. Some of the essential principles of are as follows:

- Educational planning should be an integral part of the national development planning
- It should be based on research and thorough study of the existing educational system and requirements of the country.

- It must be comprehensive by nature. It must include each and every level and type of education.
- It should be a continuous process.
- The expenditure on education should be treated as an investment for national development.
- It should focus on the different aspects of education such as structures, methods, contents etc.
- There should be a developmental policy allowing continuous and balanced expansion of education based on the principles of equality and equity.
- It should be aimed at democratization of education.
- It should emphasize the reduction of wastage, stagnation and drop-out rates especially among the disadvantaged sections of society.
- It should aim at equitable distribution of educational facilities and human resources at all the levels of education.

4.4 NEEDS AND IMPORTANCE OF EDUCATIONAL PLANNING

All activities of planning should be carried out systematically. It must include some clear objectives. It requires a co-ordination and integration among its various components and activities. Planning is essential in the field of education in order to deal with all the complexities of the modern society. Some of the important needs and importance of educational planning can be mentioned below:

- Educational planning provides guidelines to run all the educational institutions systematically.
- Planning helps to frame all objectives for achieving the educational goals.
- It saves time, effort and money of an educational organization.
- Educational planning is required for utilizing all available resources of education.

- It makes the whole administrative process smooth and efficient by controlling failures and various challenges in the field of education.
- Educational planning is highly recommended for preparing a blueprint for each and every program of an educational institution.
- It is required to make the educational journey purposeful and systematic for an individual.
- Planning in education helps in realizing the universal aims of education which frame the strategies for national development.
- It is most essential to reflect the modern developmental aspects such as explosion of knowledge, advancement of science, technology and research, inclusion of different scientific tools and methods etc.
- It promotes scope for educators or administrators to explore new ideas to achieve the purposes of educational programme.
- Educational planning brings the success for any institution by considering its significant issues, constraints, conditions, resources and other different factors.
- Educational planning is one of the most significant elements of national and more particularly socio-economic development. It helps to fulfil the educational demands by managing the finances for the educational development.

4.5 GOALS OF EDUCATIONAL PLANNING

Planning in education is the most essential step for bringing national development in its true sense. Planning must be continuous, realistic and practical. These are the guidelines to achieve the educational aims and demands. Some of the significant objectives and goals of educational planning can be discussed below-

- The primary objective of educational planning is to achieve the best educational outcome for bringing all round development in society.
- To maximize the contribution of education in order to benefit the individual or the society as a whole.
- To provide guidelines for bringing development in different levels of education.

- Another important objective is to utilize all the available resources of education.
- To run the whole process of education systematically and in an organized way.
- To provide a clear idea to the management to focus and conduct research for bringing the proper organizational development.
- To correct a wrong form of education by checking the wrong choices of educational system.
- To save time, money and effort by controlling various constraints in the field of education.
- An important objective is also to make the whole educational process purposeful.
- To reflect the innovations of science and technology in achieving the aims of education.
- To provide scope for promoting new ideas to deal with all issues and challenges in the field of education.
- To work as a tool for the socio-economic development of the country.
- To provide guidelines to the educators and administrators before framing the educational objectives.
- To set a bench mark against which the actual performance can be evaluated.
- To develop different strategies, methods, equipments in order to achieve national development through education.



CHECK YOUR PROGRESS

Q 1: What is the meaning of educational planning?

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Q 2: Mention any two objectives of educational planning.

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4.6 APPROACHES OF EDUCATIONAL PLANNING

Educational planning is concerned with attaining the best possible outcome with limited resources of education. The priorities at different stages of education determine the distribution of resources to meet the various needs. Over the years, various educational approaches to educational planning have been developed. The proper approach of educational planning makes its own way on the basis of the circumstances and needs of the society. Some important approaches are discussed below-

4.6.1 Social Demand Approach

Social Demand Approach was used in the Robbins Committee Report on Higher Education in Britain (1963). In India this approach is also a popular one while opening new schools and colleges. The Social Demand Approach considers education as a 'consumer good' which should be available to all. This type of approach is mostly favoured by the educationists and politicians. Social Demand Approach mainly aims to estimate the proportion of students completing school education and ready to enter into different branches of higher education. It also estimates and compares the total number of school leaving students with the actual number of students who would apply and get admission to the higher institutions. This approach stands on the assumption that educational expansion is beneficial to the economy of a nation. Thus, educational expenditure on education would not create a burden. The major issue involved in this approach is to forecast the future demands for seats in educational institutions keeping in mind the social, economical and educational trends as well as the demographical changes of a country.

In simple words, we can say that the Social Demand Approach states that the educational authorities should provide schools and facilities for all students who are eligible and seek admission to the institutions for higher education. It mainly attempts

to forecast the consumer demand for education at various stages and at various times. The major components of this approach are school age population and distribution of the population on the basis of their intellectual capacity, per capita income etc.

Social Demand Approach generally includes the following steps:

I. Estimating the proportion of students completing school education and willing to receive higher education.

II. Estimating the number of students leaving schools successfully and applying actually for admission.

III. Determining the number of applicants who should be given admission to the institutions of higher education.

IV. Determining the length and duration of courses.

Social Demand Approach basically states that the educational planners must give proper attention to the demand for education while framing the educational plans..

4.6.2 Rate of Return Approach

Rate of Return Approach is also known as Cost-benefit approach. It states that the investment in the educational sector should be based on the benefits occurring from that investment. It should be considered as a part of national investment as it promotes productivity and socio-economic development of the citizens. When the investment is positive it fulfils the manpower requirement of a country. It benefits both the individual and the nation in bringing development. But, in India, the return in education is quite poor. Here, education has a very little connection with productivity and income. Educational planning must ensure productive education and work-oriented education to the people for bringing an all round development in the nation.

The analysis of this approach basically involves the calculation of the investment of private and public costs of education and the future earnings from it. This approach is based on the principle of 'equimarginal returns'. The law of equimarginal return

states that profit from a limited amount of variable input is maximized when that input is used in such as way that marginal return from that input is equal in all the enterprises. It treats education as an investment in human capital and utilizes the returns as a criterion in distributing financial resources. This approach faces different challenges as it is not at all easy to measure the rate of returns in education. The rate of returns of an educated person depends on various factors like intelligence, socio-economic status of the family, motivation, educational opportunities etc. and this is very difficult to attribute the rate of returns only to education acquired.

Education as an investment generally implies two facts-

I. As an outcome of education, the productive capacity of an individual must increase. He should be able to add to the sum-total of production and do much more than an illiterate person.

II. The level of earning of educated people must be higher than the uneducated people. In that case, it can be said that the rate of return on education is positive.

4.6.3 Manpower Requirement Approach

Manpower Requirement Approach is basically based on the notion that the educational system of a country should be so planned that it should fulfil the manpower requirement in various sectors. It ensures human resource development. The manpower approach of educational planning simply states that social system of a country requires educated and skilled individuals having well-defined knowledge and a positive attitude towards work. A nation grows with its technical, scientific, economical and social progresses and hence, the demand of skilled people also varies from time to time. Education and training is the base of human resource development for maintaining the social and economical progress of a country. Hence, it is most important to design or plan the education system in such a way so that it may fulfil the need of human resources properly in each sector of the country's economy.

Manpower is the primary resource to utilize any other resource such as industry, agriculture, money etc. In every sector we need skilled manpower to execute the various activities and design plan for improvements. Providing manpower is considered as a dynamic function of education in a country. Education should be planned in such a way so that it can forecast the estimate of future manpower requirements properly.

Education should prepare the individual to be productive. Educated individuals must be able to earn their livelihoods sufficiently after getting some training. Education system must be able to estimate the demand of educated manpower in the economy. It develops both the individual and the society. Kothari Commission (1964-66) also stressed to pay attention to the relationship between enrolment and manpower requirements. The report mostly put focus on the view that if India wants to achieve economic growth, it must have an adequate supply of educated manpower. On the other hand, excess educated manpower can also create troubles in providing employment opportunities. Some job opportunities also require a particular education pattern. Under-qualification or over-qualification for a job may bring dissatisfaction in both cases. Hence, it is very important to estimate the future manpower requirements and regulate the enrolment patterns accordingly.



CHECK YOUR PROGRESS

Q 3: What are the different approaches of education?

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Q 4: Explain the concept of education according to Social Demand Approach.

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4.7 LET US SUM UP

In this unit, we have discussed the following points:

- Educational planning is the base of national development.
- Planning is required for utilizing all available resources of education.
- The primary objective of educational planning is to provide guidelines to the educators and administrators for achieving the best educational outcome for bringing out both individual and national development.
- The priorities at different stages of education determine the applicability of different approaches of educational planning of a country.
- The Social Demand Approach considers education as a 'consumer good' which should be available to all.
- Rate of Return Approach states that the investment in the educational sector should be based on the benefits occurring from that investment.
- The manpower approach believes that social system of a country requires educated and skilled individuals having well-defined knowledge and a positive attitude towards work.



4.8 FURTHER READING

1) **Robbins Report (1963)**

2) Krishnamacharyulu, V. (2013). *School Management and Systems of Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.

3) Mathur, S. S. (1970). *Educational Administration, Principles and Pr*actice. Jullunder: Krishna Printers.

4) Sharma, R. A. (2012). *Educational Technology and Management-Models, Media & Methods.* Meerut: R. Lall Book Depot.

5) Sukla, P. D. (1983). *Administration of Education in India*. New Delhi: Vikas Publishing Co.



4.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Educational planning is the application of rational and systematic analysis to the process of educational development with the aim of making education more effective in responding to the needs and goals of the society.

Ans to Q No 2: Two objectives of educational planning are mentioned below-

- To maximize the contribution of education in order to benefit the individual or the society as a whole.
- To provide guidelines for bringing development in different levels of education.

Ans to Q No 3: The major approaches of educational planning are:

- Social Demand Approach
- Rate of Return Approach
- Manpower Requirement Approach

Ans to Q No 4: The Social Demand Approach considers education as a 'consumer good' which should be available to all. It mainly aims to estimate the proportion of students completing school education and ready to enter into different branches of higher education.



4.10 POSSIBLE QUESTIONS

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

Q 1: What is meant by the term planning?

Q 2: Explain educational planning.

Q 3: Why do we need to plan education?

Q 4: Explain the concept of manpower requirement approach.

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

Q 1: Discuss the characteristics of educational planning.

Q 2: What are the major goals of educational planning?

Q 3: Mention the various principles of educational planning.

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

Q 1: What do you understand by educational planning? Discuss the needs and importance of educational planning.

Q 2: Discuss elaborately the various approaches of educational planning.

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UNIT 5 : SCHOOL MANAGEMENT

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Meaning of School Management

5.4 Objectives of School Management

5.5 Scope of School Management

5.6 Principles of School Management

5.7 Factors of School Management

5.8 Let Us Sum Up

5.9 Further Reading

5.10 Answer To Check Your Progress

5.11 Possible Questions

5.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- describe the concept of school management;
- tell the objectives of school management;
- explain the principles of school management;
- discuss the scope of school management thoroughly and
- identify the factors affecting school management.

5.2 INTRODUCTION

School management is a process of leading the school towards development. School management refers to the optimum use of human resources, physical sources, principles and concepts that help in achieving all the objectives of the school. It is also the proper coordination and adjustment among all the factors in school development. School management basically deals with three basic functions viz. Planning, Controlling and Communicating. Planning helps in selecting objectives, methods and strategies of education. Controlling helps in assuring and

executing the plans and Communication helps to transfer the information both internally and externally. School management helps in understanding the vision, mission and goals of an educational institution in the planning process. It develops an insight into the responsibilities and the leader in professional growth, commitment, competencies, attitudes, material and human resource management, time management, community relations etc. In this unit, we shall discuss the meaning of school management, scope, objectives and principles of school management and also some of the factors which influence the same.

5.3 MEANING OF SCHOOL MANAGEMENT

School is a formal institution which is designed to provide learning opportunities and create proper learning environment for the learners under the controlled supervision of the teachers and administrators. According to Indian Education Commission 1964-1966, “the destiny of India is how being shaped in the classroom”. School acts as a miniature of society. It is a social centre; it involves individuals from different parts of the society irrespective of their caste, religion or socio-economic status. This formal agency is deliberately founded by man to fulfill some of the vital needs of the society. Again, the term ‘management’ is very comprehensive by nature. Management is the process of planning, organizing, decision-making and controlling the resources and activities to achieve some specific goals in an effective and efficient manner.

In simple words school management means managing the affairs of a school. It involves planning, organizing, staffing, directing and controlling the school to achieve various educational goals. It is a system of rules, discipline and other behavioural strategies which are necessary for the regulation of students and the maintenance of order in schools. School management helps in creating a safe and conducive learning environment. School management involves different desired educational policies. It takes into account all aspects of the school i.e. its policies, materials, human resources, programmes, activities, equipments etc. and integrates them into a fruitful whole to run the institution smoothly.

School management is the organizational function that requires teachers and administrators to perform various tasks like planning, organizing, co-operating, coordinating, directing, controlling, communicating, nurturing and evaluating. It involves application of different skills to execute all the functions of school systematically through experimentation and observation.

School management is a process of leading the school towards development through the optimum use, proper coordination and adjustment among the human resources, physical sources, principles and concepts that help in achieving all the objectives of the educational institution. Thus, school management is a social process that involves group effort to achieve pre-determined goals. It is a distinct entity and a system of authority which is required at all levels of the organization.

5.4 OBJECTIVES OF SCHOOL MANAGEMENT

School management involves various aspects to operate all the functions smoothly. It gives direction to achieve its pre-determined goals. Every school is an important part of the society. Thus, school has many social responsibilities to fulfill as well. There are numerous objectives of school management. Some of them are mentioned below-

- The primary objective of school management is to help in running the institution smoothly and effectively.
- To frame the policies, rules and regulations for executing all the functions of the school properly.
- To lay down the structure of the organization.
- Another important objective is to prescribe and distribute the power, authority, functions and responsibilities of the different positions in the organization.
- To provide effective leadership and dynamic supervision is also an important objective of school management.
- To co-ordinate the various activities of the institution.
- To create conducive conditions for experimentation and research for bringing desired outcome from the institution.

- To provide scope for effective communication to maintain better working conditions and relationships.
- To resolve the various conflicts of the institution.
- To help the institution to bear its social responsibility and ensure the socio-emotional development of the community.
- To ensure proper utilisation and management of resources meant for the educational programme to achieve its prefixed goals.
- To provide leadership for implementing the programme in a desirable manner.
- To maintain the inter-personal relationships among the human resources associated with the institution.
- To coordinate various activities for classroom processes.
- To determine the quality index for the processes involved in the school.

5.5 SCOPE OF SCHOOL MANAGEMENT

The term 'scope' refers to the range, extent and comprehensiveness of an organization or institution. It includes range of view, outlook, application, effectiveness and operation of various functions and activities which is run by the school for securing the greatest benefit through the adoption of practical measures. Scope of school management is very vast. It interprets and clarifies numerous functions and activities of the school and harmonizes their mutual action. It also ensures sound planning, effective direction and systematic execution of the different activities of the school to fulfill its objectives. It is not possible to cover the complete area of school management here, but some of the very important points are discussed below-

- **School Plant :** Managing the school plant is the most important factor of any educational organization. It generally means managing all the activities and to look after all the related matters of the building, playground, furniture, equipment, library, laboratory etc. All the physical facilities which are required for achieving various pre-determined objectives of the school constitute the school plant.

- **All round development of the child :** The school must manage all its functions and activities for bringing the all round development in the child. It includes development in all aspects such as physical, mental, emotional, social, intellectual, spiritual etc. Education must prepare the child productive for the society.
- **Human and Material Resources :** Educational management is concerned with both human and material resources. The human resources generally include learners, educators, parents and other employees connected with the school. Proper utilization of teaching learning activities can only be achieved through cooperation, willingness, involvement, fellow feelings and devotion of these resources. Again, material resources include money, building, playground, tools and equipments etc. It is the responsibility of educational management to check that all the parts are coordinated and working co-operatively.
- **Legal Structure :** Educational management also deals with the legal structure of the whole process of educational administration. It refers to the rules and regulations that have to be framed with a view to receive the maximum outcome from this sector. It decides the powers and functions of the controlling authorities, their responsibilities and obligations and also to set up organizational and administrative machinery.
- **The learner :** The child is the center of modern education. The entire structure of education is designed to bring all round development in the child. Hence, the responsibility of educational management is to maintain the rules for admission, promotion, discipline, evaluation etc. and to implement them properly in accordance with the needs, aptitudes, and capacities of the learner.
- **Finance :** Educational finance is an integral part of the national economy. The money spent on education is a productive investment for the development of the country. The educational system is expected to contribute to national economy by improving the human resources. Utilization of financial resources has a great importance in school organization and administration. School management deals with

budgeting, accounting and audit system because these are beneficial for making transparent policies, plans, rules and regulations to run the system effectively and efficiently.

- **Curriculum Construction :** Curriculum occupies the most significant and central place in the education system. It is an organized pattern of educational programme, which tries to bring maximum benefit for the learner. All the activities and events are designed in connection with the curriculum in the school. Administration develops a comprehensive, up-to-date and balanced curriculum with a view to keep pace with the consequences of knowledge explosion and management deals with executing different functions to achieve this goal.

Besides the above mentioned areas, the scope of school management also includes the teacher, administrator, methods of teaching, teaching strategies, link between school and society etc. If we discuss the scope of school management, it includes managing each and every aspect of school education.



CHECK YOUR PROGRESS

Q 1: What is meant by management?

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Q 2: Mention any two objectives of school management.

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5.6 PRINCIPLES OF SCHOOL MANAGEMENT

Management of school is always a goal-oriented activity. It involves group efforts to execute various functions for attaining certain predetermined goals in a school by efficiently utilizing the available materials and human resources. This requires some fundamental principles to be followed. Some of them are mentioned below-

1. **Principle of democracy:** Management of school must be based on the principles of democracy. All the functions and responsibilities should be distributed equally on the basis of their capacity and quality. Each and every member must be given equal rights and opportunities.
2. **Principle of Freedom:** A school is run by different groups of individuals. Each group is again assigned with different functions and responsibilities. Hence, freedom should be given so that they can utilize their ideas properly and can gain maximum advantage.
3. **Principle of Student-Centeredness:** Principle of student-centeredness is also very important in school management. The whole system is designed to meet the need of the child. Hence, it is necessary to keep in mind the needs, demands and capabilities of the learners while designing the curricular and extra-curricular activities.
4. **Principle of Flexibility:** School management must be flexible enough to adapt any new change for the benefit of the learners or the society. It should not be rigid with its pre-fixed rules and regulations. It must ensure change whenever the situation demands.
5. **Principle of definite goals :** One of the most effective principles of school management is identifying and defining goals to achieve maximum benefits for the society. It provides a clear direction to school managers to organize the school activities.
6. **Principle of conducive learning :** An important aim of school management is to provide conducive learning environment to the learners. The management must focus on the activities that may create easy and healthy atmosphere for learning in school.
7. **Principle of sharing responsibility :** Success of school management depends on the understanding among the different groups of human resources. Each and every individual who is involved in the educational process must take the responsibility to share the work equally according to the demand of that task. A school management can only achieve success if it has responsible and vigilant team.

8. **Principle of cooperation :** No institution can run successfully without the co-operation among its human resources. In order to run any educational program smoothly, a greater cooperation should be ensured among different individuals.
9. **Principle of creativity :** Creativity ensures the success and progress of any institution. The management must take an effort to make the teaching learning process creative and innovative.
10. **Principle of community involvement :** Another important principle of school management is the principle of community involvement. The school must involve the community in different school activities like decision making, planning, motivating, organizing various functions and activities etc.

5.7 FACTORS INFLUENCING SCHOOL MANAGEMENT

Managing the different aspects of an educational institution is not an easy task. There are several factors or elements which influence the school management directly or indirectly. Some of them are discussed below-

- **Strong and effective leadership:** A school can be managed effectively if it is guided by a good leader. Leaders actively participate in all activities of the institution to reach its target. They supervise all instruction, save time and provide supportive work environment. They also monitor staff performance and give feedback for promoting professional development. They guide, plan, direct and also help in solving various issues. This helps in running a school smoothly as a whole.
- **Quality of teaching:** Quality of teaching directly affects the school management. No school can achieve its goals if they fail to provide quality teaching. A good teacher is solely responsible towards fulfilling all the needs and demands of the institution.
- **Safe and healthy school environment:** To manage the activities of the school properly it is very important to create a healthy environment in the school. It should ensure safety and provide scope for all round

development to the individuals. Success of school management depends on shared goals, safety and a positive school environment.

- **Expectations of students and staff:** In a school, the two most important elements are student and the staff (teaching or non-teaching). They join the institution with many expectations. They work hard to achieve their goals. If the school management fails to satisfy the expectation of any member it affects the whole functioning of the school very adversely.
- **Productive parent involvement:** The school must have a direct connection with the parents of the learners. Parents should be given up-to-date information about the different activities, achievements or failures of the students to bring necessary modification in their behavior. Academic achievement is not possible without the involvement of the parents.
- **Involvement of community:** School should establish a direct link with the community and must ensure their services towards the development of society. School is a social unit. Hence, it must develop or create its activities according to the need and demand of the society.
- **Building skills:** The management of the school must provide scope for the enhancement of skills. They must provide training and organize other important academic activities to provide opportunities to the staff and other members so that they may achieve professional efficiency.
- **Financial condition:** The financial status of the school directly affects the management system. Modern education is technology based. It needs various equipments and facilities to conduct various curricular and co-curricular activities. If the school has less financial resources, it fails to provide education according to the demand of the hour.
- **Communication and co-operation:** Success of school basically needs communication and co-operation among the human resources i.e. the students, staff and parents. If these resources coordinate wisely and effectively it will definitely bring success to the school.
- **Transparency:** Last but not the least the school management must maintain transparency throughout the tenure. They must instill faith in

the minds of the involved individuals by updating them on the day-to-day activities of the school administration and informing them about every single change.



CHECK YOUR PROGRESS

Q 3: Explain the concept of principle of freedom.

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.....

Q 4: Mention any four factors influencing school management.

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5.8 LET US SUM UP

In this unit, we have discussed the following points:

- Management is concerned with the coordination and cooperation necessary for attaining the pre-determined goal of education with reference to the classroom processes.
- School management basically deals with three basic functions viz. Planning, Controlling and Communicating.
- It involves planning, organizing, staffing, directing and controlling the school to achieve various educational goals.
- School management deals with a system of rules, discipline and other behavioral strategies which are necessary for maintaining the students and order in schools.
- There are several objectives of school management such as run the school smoothly, utilize all the material and human resources, promote cooperation and coordination among various factors of school etc.
- The scope of school management is very comprehensive. It involves each and every aspect of the education system.

- School management runs smoothly on the basis of different principles such as democratic thoughts, flexibility, child-centeredness, freedom etc.
- There are different factors which influence the smooth functioning of school management. Some of these are quality of teaching, school environment, transparency of the system, methods of teaching, finance etc.



5.9 FURTHER READING

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5.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Management is the most essential element in order to achieve any organizational goal. It is a process which involves planning, organizing, leading and controlling all the material and human resources.

Ans to Q No 2: The objectives of school management are-

- The primary objective of school management is to help in running the institution smoothly and effectively.

- To frame the policies, rules and regulations for executing all the functions of the school properly.

Ans to Q No 4: All individuals are equally free by nature. Hence, it is important to provide equal opportunities to each child in an educational institution. Principle of freedom states that each individual should be given equal right to express their ideas freely. It is the right to act, speak and think as one wants without any restraint or interference of others.

Ans to Q No 4: The factors influencing school management are-

1. Effective leadership
2. Healthy educational environment
3. Financial condition
4. Transparency



5.11 POSSIBLE QUESTIONS

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

Q 1: Define school.

Q 2: Explain the concept of management.

Q 3: What is meant by school management?

Q 4: Mention any two features of school management.

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

Q 1: Mention the goals of school management.

Q2: What are the needs and importance of managing a school?

Q 3: Mention the important principles of school management.

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

Q 1: Discuss elaborately the various factors influencing the management of school.

Q 2: What do you understand by school management? Explain its scope of school elaborately.

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UNIT 6 : MANAGEMENT AND RESOURCES

UNIT STRUCTURE

6.1 Learning Objectives
6.2 Introduction
6.3 Concept of Resources
  6.3.1 Concept of Human Resources
  6.3.2 Concept of Material Resources
  6.3.3 Concept of Financial Resources
6.4 Relationship between Management and Resources
6.5 Role of Stakeholders in Resource Management
6.6 Need and Importance of Mobilising Resources in Educational Institutions
6.7 Role and Responsibilities of Teachers in Mobilising the Institutional Resources
6.8 Let Us Sum Up
6.9 Further Reading
6.10 Answer To Check Your Progress
6.11 Possible Questions

6.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- describe the meaning of human, material as well as financial resources of an educational institution;
- identify the different types of human and material resources;
- recognise the strategies for managing human and material resources; and
- discuss the problems regarding managing human and material resources.

6.2 INTRODUCTION

In the contemporary situation, 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 management of human and material resources of an educational institution. We shall, here, discuss the meaning of human and material resources of an educational institution and also discuss the relationship between resources and management. We shall highlight the role of teachers in resource mobilisation.

6.3 CONCEPT OF RESOURCES

Resource is defined form different points of view. In general point of view, a resource is any means human or material required to achieve a goal or to produce a commodity. Again in economic point of view, resource is defined as any supply, support or aid that will meet a need (demand) of an individual or institution. So it is said that resource is a means for implementing a plan, getting out of the trouble, solving problems and achieving success. Resources may be in the form of money, services rendered by human beings, economic goods, machines, property, assets, equipments, land, buildings and vehicles and so on.

In 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 mineral resources, land and forest resources etc. They are produced like equipments, vehicles, and machines etc. which are manmade resources. Some resources are potentially present, but they need to be developed and utilized 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 utilized similarly electrical energy, wood energy and solar energy are potentially present in nature, but they have to be tapped through suitable technology for utilizing them. Some resources are symbolic in nature and the value of

these is attributed money is a good example for this type of resource. The purchasing power is acquired by the money because of the value attributed to it by society.

In an educational institution, different resources play a pivotal role for proper functioning of it. There are basically 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, and 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.

6.3.1 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, 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 knowledge, skill, creative abilities, talents and aptitudes of an organization's work force as well as the values, attitudes and beliefs of an individual involved it is the sum total of inherent abilities, acquired knowledge and skills represented by the talents and aptitudes of the employed persons".*

Human resources are very important resources of an educational institution. 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 organization. The assumption that human beings in the educational organization have their own goals, values, feelings, emotions and needs which affect their need to behave in a certain ways and that the organization expects members to behave in ways consistent with organizational needs and goals.

Different human resources of an educational institution are:

- **Head of the Institution:** The head of the institution is the supreme manager of the educational institution. He/she is the 'backbone' of the educational setting. The Secondary Education Commission of 1952-53 stated the role or duties of the Head teacher in the following words: "On the Headmaster the proper working of the school ultimately depends. The reputation of the school and the position that it holds in the society depends in a large measure on the influence that he exercises over his colleagues, his pupils, and the general public. "
- **Teacher:** Teacher is an important human resource of the educational institution and teachers are treated as the classroom manager. Teacher is the source of inspiration to all the great creations of mankind. A teacher should have certain rare qualities to act as a mesmerist of the students.
- **Students:** Students are the focal point in the whole education system. In a classroom, there may be different grades of students with their physical and mental ability. They may be broadly classified into three categories such as superior, average and below average. Apart from that, different types of normal and exceptional students are there in a classroom; for example- the gifted, the backward, mentally handicapped, physically handicapped and the delinquents.

- **Staff:** Staff of an educational institution includes the workers at the grass root level who execute its plan and programme. Staff includes Head assistant, office assistants, cashier, librarian, laboratory and library assistants, peons, gardeners and chowkidars etc. Efficiency of administration and smooth functioning of the institution largely depend on the staff working in various levels.

6.3.2 Concept of Material Resources

Material resources are found in surrounding nature that can be used for practical, human purposes that are being considered to have value. 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 utilized 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 the school.

An ideal educational institution must have certain material resources that can improve the school environment. These are:

- **Site of the Land:** Where to construct the building is the first question that comes naturally to mind of the organisers.
- **Institutional Building:** Institutional building shapes the mind of the students. It should be designed and constructed in a way that may really be described as a temple of learning.
- **Classroom:** Classrooms are treated as the workshop of the educational institution as Kothari Commission of 1964-66 rightly emphasised that “Destiny of the nation is shaped in its classroom.”

- **Classroom furniture:** Different classroom furniture are desks and benches, chairs and tables, black-board, map stand, notice board, ceiling fans and lights, bulletin board etc.
- **Science laboratory:** Science laboratory is required to give science education to students impressively. Proper provision of gas, water and electricity should be made available regularly.
- **Library:** Library is the heart of an educational institution. A resourceful library may act as a powerful motivating force for higher studies and research. Students may go the library; collect necessary information, make analysis and verify the knowledge they have acquired.
- **Museum:** Museum is a place where the students learn seeing things for themselves rather than reading them in books or hearing them in the classroom.

6.3.3 Concept of Financial Resources

Effective management of an educational Institution depends on optimal utilization of human and material resources. Financial resources provide support to human and material resources. Therefore, proper management of financial resources is very important in educational management.

Financial management is a method that studies different sources of income and the areas of expenditure, etc. It identifies the important areas and determines the amount of expenditure in those areas. Financial resources provide assistance to human and material resources to achieve the pre-determined goal of education.

Sources of educational finance are broadly divided into two types as: public fund and private fund.

- **Public funds:** Different sources of public funds are-
  (i) The Government- Union, State or Union Territories
  (ii) Local Bodies- District Bodies, Zila Parishads, Panchayat Samities, Gram Panchayats, Municipalities and Municipal Corporations

(iii) Education Cess

(iv) Grant-in-aid etc.

- **Private funds:** Different sources of private funds are-

(i) Fees

(ii) Endowments

(iii) Donations

(iv) Miscellaneous sources like sale proceeds, rent, interests on bank balances, securities and loans.

Apart from income or collection of funds, another important aspect of financial resources is expenditure. Expenditure of an educational institution is done under two broad heads. These are:

- **Institutional cost or expenditure:** This head is further divided into two types as- Recurring educational cost and Non-recurring educational cost
- Household cost or expenditure.



CHECK YOUR PROGRESS

Q 1: ..... resources can be utilized for a long period. (Fill in the gap).

.....

Q 2: Define human resources.

.....

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6.4 PRINCIPLES OF RESOURCE MANAGEMENT

Management of resources especially material resources are based on certain principles. These are:

1. **Determination of Material Resources:** The first and foremost principle of resource management is to decide what materials are required for the educational institution. This is needed for allocation of funds, budgeting of expenses and starting procedure of procurement of materials. The determination of material requirement depends on

several factors like the type of activities planned the staff strength etc. The size of students enrolled, immediate and remote needs, availability of funds and so on. Planning and discussion are required for proper determination of requirement.

2. **Facilities have to be specified on the basis of requirements:** In the beginning, it has to be decided what kinds of facilities have to be provided in the educational institution. On this basis, required materials have to be purchased. This requires proper planning and estimation of quantity/quality of materials required and the cost of materials.
3. **Determining Quality is Essential:** While purchasing different goods for educational institutions, priority has to be given on high quality. It is even more important in institutions because public money is involved in the purchase of materials. High quality of materials ensures proper service, longevity of use, wastage and wear and tear of equipments.
4. **The Quantity of Materials has to be decided properly:** 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. Perishable and consumable materials must be purchased in small quantities.
5. **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 planning to purchase any materials. This can be obtained by dividing 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.
6. **All Material Resources have to be Optimally Utilized:** Optimum utilization of any material is a cardinal principle in the material management of any institution. Maximal utilization improves efficiency of the equipments and proves to be economical.
7. **A proper Inventory System has to be Maintained:** All the available/ purchased materials have to be listed in stock registers and utilization

registered etc. Entries have to be made for new material purchases, any material is issued to anyone for use and any materials requires repair or any material is abandoned.

8. **Every Material has to be Properly Identified:** As all materials belong to the institution and thus become 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.

6.5 ROLE OF STAKEHOLDERS IN RESOURCE MANAGEMENT

There are numbers 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, the head-master / principal is responsible for procuring, maintaining and utilizing all resources in the institution, other personnel of the institution- teaching and non-teaching staff are indirectly responsible for the management of resources. They are normally responsible for the proper maintenance and utilization of 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/her role to play.

1. Role of the Headmaster:

The overall responsibility of management of resources is on the head of the institution. His/her role is mentioned in the following points:

- What type of materials to be purchased and other resources to be mobilised for the requirements of the institution is decided by the head of the institution in co-operation with the staff members and members of the management committee.
- The Headmaster prepares the indent of required materials, prepares estimated cost, if requires invites tenders and makes amendment to purchase the materials as per rules.

- The head of the institution should verify the quality of purchased materials and taken into stock.
- On the basis of requirement, the head-master should distribute the resources.
- The Headmaster has to supervise the proper utilization of all resources.
- The Headmaster should also supervise the maintenance of equipments in the laboratory and other places.
- The Headmaster 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 class-room teachers.
- The Headmaster 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.
- The Headmaster can identify new sources of resources and can mobilize them accordingly.

  Thus the head of the institution plays an effective role in resource management.

2. Role of the Teacher:

Class-room teachers are also responsible for effective utilization of available resources. Their roles are:

- Class teachers have to play an important role especially in the proper utilization of library, laboratory, sports materials and teaching aids.
- They are also responsible for maintaining proper discipline among students, for bringing out their potentials and for proper development of their personality and character.
- They can assist and advise the headmaster in purchasing books, electronic materials, laboratory equipments and sports materials.
- They should maximally utilize library facilities, laboratory facilities and encourage students to make best use of these facilities.

3. Role of Non-teaching Staff:

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 relative to them and providing various services like library service, laboratory service and routine office work.
- They have to inspect the materials and equipment regularly and report any defects which need to be repaired or any requirement of materials to the headmaster.
- The librarian and laboratory assistants, technician of Audio-visual Room play an important role in teaching learning activities also.
- A good librarian can educate students in making good use of library and similarly Laboratory technicians help students in laboratory activities.

4. Role of School Management Committee (SMC) & Parent Teacher Association (PTA)

School Management Committees and Parent-Teacher Associations also play a role in resource management in the following ways:

- Their responsibility is limited to identification and mobilization of resources and proper supervision of their utilization.
- 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 advice and sanction money for purchase of required materials.
- They have the right to inspect to what extent the available resources are utilized.
- PTA members can make a follow up the progress of students' academic achievement.



CHECK YOUR PROGRESS

Q 3: Mention two principles of management of resources.

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Q 4: What type of role played by non-teaching staff in resource management?

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6.6 NEED AND IMPORTANCE OF MOBILISING RESOURCES IN EDUCATIONAL INSTITUTIONS

One important aspect for 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. Following points reflect the need and importance of resource mobilisation in educational institution.

1) Mobilisation of resources helps in the all round development of the school.
2) Maximum utilization of all available material resources in the school is possible with the help of resource mobilisation.
3) It helps to utilize the available human resources to the fullest extent possible.
4) Qualitative improvement of academic functions of the school is possible with the help of mobilisation of resources.
5) The objectives set by the educational institutions will be achieved with the help of mobilisation of resources.
6) It helps to organize the curricular activities of the school effectively.
7) It becomes possible to organize the co-curricular activities effectively.
8) All round development of students of the educational institution is possible with the help of mobilisation of resources.

9) It economizes the expenditures of the school.

10) It helps to plan development activities for further improvement of the school.

11) It makes it possible to utilize various community resources to the maximum extent.

12) It helps teachers to carry out their teaching activities effectively.

6.7 ROLE AND RESPONSIBILITIES OF TEACHERS FOR MOBILISING THE INSTITUTIONAL RESOURCES

Education is basically a man-making process and referred as "Human Resource Development" and it implies practicising and ensuring transformation of the human staff at various levels of socialization, acculturation, awareness and divine realization. This process of transformation gets stimulated with the help and support of a teacher for whom the Indian coinage 'Guru' provides the best meaning and importance of the 'job'. In the words of Prof. Humayun Kabir, "Teachers are literally the architect 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/She shapes the destiny of future citizens. It is always acceptable statement in the whole world that the success of any educational system depends to a great extent on teachers. Teacher is the main human resource responsible for the success of educational system.

Teachers must continuously try to get the support of community and voluntary organizations. It is a necessary duty of teacher, although it is a difficult task. The headmaster and the entire school system should extend their co-operation to teachers in this task. As teachers have to strictly follow the rules and regulations of the government, sometimes it becomes, difficult for teachers to work with the community to mobilize resources for the school. But, in spite of such occasional difficulties teachers must try to establish cordial relationship with the community using their wisdoms and social skills. With the active cooperation and guidance of the Department of Education, the teachers must explore the points or scope of possible meaningful

participation of the community in the matters of school development and functioning for the effective and responsible community participation opportunities like social and cultural activities/festivals/functions, cleaning of the school as well as the village, health enhancement programme, village fairs (Jathras), literacy campaign programme, religious functions public education programmes like Aids Awareness, Environment Awareness Programmes and so can be utilized by the teachers for the qualitative and quantitative improvement of school education. The relationship between the school and the community is also very essential. As education is considered as a valuable human capital, teachers should try to develop and protect this human capital with community co-operation.

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



CHECK YOUR PROGRESS

Q 5: Write a few points about the importance of resource management.

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6.8 LET US SUM UP

In this unit we have discussed the following points:

- 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 proper functioning of it.
- Human beings possess physical energy, psychological abilities, 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.
- The Secondary Education Commission of 1952-53 stated the role or duties of the Head teacher in the following words: “On the Headmaster the proper working of the school ultimately depends. The reputation of the school and the position that it holds in the society depends in a large measure on the influence that he/she exercises over his/her colleagues, his/her pupils, and the general public. “
- 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 staff strength, the size of students enrolled, immediate and remote needs and availability of funds and so on.
- Financial management is a method that studies different sources of income and the areas of expenditure, etc. It identifies the important areas and determines the amount of expenditure in those areas. Financial resources provide assistance to human and material resources to achieve the pre-determined goal of education.
- Sources of educational finance are broadly divided into two types as: public fund and private fund.
- Optimum utilization of any material is a cardinal principle in the material management of any institution. Maximal utilization improves efficiency of the equipments and proves to be economical.
- According to rules and regulations and as the headmaster/principal is the administrative head of the institution, the head-master/principal is responsible for procuring, maintaining and utilizing all resources in

the institution, other personnel of the institution- teaching and non teaching staff are indirectly responsible for the management of resources.

- One important aspect for 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.
- For the development of the school and for the qualitative improvement of education teachers should also take the responsibility of resource mobilization.



6.9 FURTHER READING

6.3 FURTHER READING

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6.10 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 organization's work force as well as the values, attitudes and beliefs of an individual involved. It is the sum total of inherent abilities, acquired knowledge and skills represented by the talents and aptitudes of the employed persons".

Ans to Q No 3: Two principles of resource management are: (1) Determination of material resources and (2) Facilities have to be specified on the basis of 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 relative to them and providing various services like library service, laboratory service and routine office work.
- They have to inspect the materials and equipment regularly and report any defects which need to be repaired or any requirement of materials to the headmaster.
- The librarian and laboratory assistants, technicians of audio-visual room 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.

Ans to Q No 5: The importance of resource management is mentioned as below:

- Mobilisation of resources helps in the all round development of the school.
- Maximum utilization of all available material resources in the school is possible with the help of resource mobilisation.

- It helps to utilize 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.



6.11 POSSIBLE 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 determining quality of resources is important to check?

Q 4: Mention one feature of resources.

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

Q 1: Differentiate material and human resources of an educational institution.

Q 2: Why resource management is important?

Q 3: Write briefly about the role played by teacher in mobilisation of resources.

Q 4: What is meant by financial resources?

Q 5: Mention some sources of educational funds.

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

Q 1: Describe the role played by headmaster in resource management.

Q 2: Discuss the need and importance of resource management.

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UNIT 7 : CLASSROOM MANAGEMENT

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Concept of Classroom Management

- 7.3.1 School Management and its Objectives
- 7.3.2 Function of School/ Institution Management

7.4 Teacher as a Manager

- 7.4.1 Qualities of a Teacher
- 7.4.2 Role of Teacher as a Manager

7.5 Strategies for Improving Classroom Management

7.6 Suggestions for Better Classroom Management

7.7 Let Us Sum Up

7.8 Further Reading

7.9 Answer To Check Your Progress

7.10 Possible Questions

7.1 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.

7.2 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.

7.3 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 these 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.

7.3.1 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.

7.3.2 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 7.1

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

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7.4 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 teaching 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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7.4.1 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.

7.4.2 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 aspirations 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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7.5 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.

7.6 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.



7.7 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.



7.8 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.



7.9 ANSWERS 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.



7.10 POSSIBLE 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 8 : QUALITY EDUCATION AND TOTAL QUALITY MANAGEMENT

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Concept of Quality Education

- 8.3.1 Indicators of Quality in Education
- 8.3.2 Practices for Ensuring the Quality in Education

8.4 Total Quality Management

- 8.4.1 TQM in Education
- 8.4.2 Deming's 14 Points of Total Quality Management
- 8.4.3 Applications of 14 Points of Total Quality Management

8.5 Let Us Sum Up

8.6 Further Reading

8.7 Answers To Check Your Progress

8.8 Possible Questions

8.1 LEARNING OBJECTIVES

After going through this unit, the learners will be able to:

- describe the concept of quality in education;
- point toward the indicators of quality education;
- explain the idea of the total quality management in education; and
- tell about the applications of 14 points of Total Quality Management in Education.

8.2 INTRODUCTION

In the previous units, you have gone through various topics on the management and administration of education. In this unit, we will discuss the concept of quality in education as the end goal of any educational process. Defining quality is not an easy task. The term 'quality' includes many aspects

within it. Moreover, quality is a relative term. So, describing quality in absolute terms is not possible. There is always a scope for improvement in anything in terms of quality. Quality is always a critical point of discussion among the educationists, the different stakeholders of education and also the common man. It is so essential for education but at the same time so difficult to earn. This unit focuses on the concept of education, the various indicators of quality education along with the concept of Total Quality Management (TQM) which is a powerful tool in the educational setting in the present scenario. Though TQM was developed with manufacturing processes in mind, presently it has been used extensively in the field of education too in the pursuit of quality educational administration and management.

8.3 CONCEPT OF QUALITY EDUCATION

Quality is a multidimensional concept and is often difficult to articulate. It is subjectively connected to what is good and worthwhile. And the quality of education is of utmost importance for the development of a nation. Now the question arises what is quality education? Quality Education is that education which focuses on the social, emotional, physical and intellectual development of students irrespective of any differences. It prepares the individuals for life not merely for a job. Quality education aims to provide the opportunities that help them to become economically self-sufficient, develop sustainable livelihoods and become an effective citizen who can contribute to the development of society. Quality education develops the education system in consonance with the needs and aspirations of society. In 2012, the United Nations for the first time included 'Quality Education' in their Sustainable Development Goals (SDG). The learning outcomes must be according to the context of the society which provides literacy and numeracy along with the basic scientific knowledge and life skills. There are different stakeholders in the education system. And we must strive to develop all the stakeholders for quality development. The quality of education depends on the quality of the learners. Health, early childhood experiences and family supports greatly influence the quality of learners. Another dimension of quality education is good health and nutrition received by the

learners. Proper physical development in the early phase of life plays a very important role in receiving pleasant experiences. Prevention of disease, infection and injury is very critical to the early development of the learners. Positive early psychosocial experiences are also vital for developing quality learners. A child deprived of the positive stimulation may have a problem with chronic stress which degrades his overall development. Research also demonstrates that to excel academically children must attend the school consistently and exposure to the curriculum developed their opportunity to learn. Another important measure of developing the quality of the learners is family support.

High-quality learning is a must for the development of society. Quality is always affected by certain factors which may be internal as well as external. John Ruskin has rightly said about 'quality' that "Quality is never an accident. It is always the result of intelligent effort. It is the will to produce a superior thing." All children are guaranteed to get an education and it is of utmost necessity to provide them with quality education. But while striving for quality many challenges may come in achieving the required standard, such as:

- Lack of qualified teachers with the right aptitude for teaching
- Overcrowded classrooms
- Outdated curriculum and unavailability of teaching-learning materials.
- Not teaching in the mother tongue of the students which creates problems in learning

By investing in quality education each child can be given opportunities to learn and develop. One of the factors of national development is to provide quality education to each and every child. Many research studies indicate that high-quality education ensures good governance and sustainability of democracy. Quality education determines how well the students are learning and to what extent they are able to transform their knowledge into practical utility. Education liberates the human mind, develops imagination and is fundamental for self-respect. Quality education provides the outcome needed by the individuals, community and society.



CHECK YOUR PROGRESS

Q 1: What is meant by quality in education?

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Q 2: Mention two challenges that may come while striving for quality.

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8.3.1 Indicators of Quality in Education

Quality education is supported by many pre-conditions such as ensuring access to quality teachers, use of quality learning tools, professional development of teachers and establishment of a safe and supportive environment, etc. Now let us discuss the indicators of quality education.

Curriculum: Curriculum is one of the main indicators of quality education. A curriculum is the selected and ordered learning outcomes intended to be achieved through learning. The curriculum should provide an intellectual journey to the student which includes a series of learning experiences. A well-designed curriculum will provide the opportunities to explore the capabilities of each and every student.

Achievements: Every educational plan comes up with the desired objectives to be achieved. These educational goals are developed in consonance with our basic beliefs concerning society, what and how should one learn and how students should use their acquired knowledge. And achievement is compared with these set goals.

Learning and Teaching: Another indicator of quality education is teaching and learning quality. The quality of the teachers depends on their attitude, aptitude and dedication to their profession. Along with that scope must be provided to the teachers for their continuous professional growth.

Student Support Services: Student support services are an important part of quality education. Institutions should develop policies and strategies to provide the provision of student support services. Quality student support services depend on an adequate number of professional staff.

School Ethos: School ethos is defined as the values and the beliefs that the school officially follows and believes. A positive ethos and school culture are very essential to developing interpersonal relationships and positive behaviour.

Resources: The quality of an institution is determined by the resources available in the institution. There are three types of resources: human resources, material resources and financial resources. These resources are used to create a learning environment which helps and assists in students' development.

International Commission on Education for the twenty-first century, in its report to UNESCO titled 'Learning the Treasure Within', tried to explain the concept of quality education. According to the report, education should be based on the four pillars;

- 'Learning to know' signifies the importance of knowledge in our daily life and the learner should be able to build their own knowledge.
- 'Learning to do' which focuses on learning skills and acquiring competence.
- 'Learning to live together' is to discover others to address the critical skills for a life free from discrimination.
- 'Learning to be' emphasises the development of one's own potentialities and personality.

As discussed earlier, the concept is a subjective notion. Still, these dimensions are needs to be taken into consideration while we are striving for quality education. To develop quality in education, we must give importance to the needs of the students.

8.3.2 Practices for Ensuring the Quality in Education

To ensure quality in education, some practices can be adopted by the educational institutions which are discussed below-

Quality Inspection:

Quality inspection is to measure, test and examine the various dimensions of the education system. The main emphasis of inspection in the educational system is to develop the quality of teaching and learning environment of the educational institutions. The inspection can be done at various levels of the education system. The inspection of a school tends to evaluate the school as a place for the teaching-learning enterprise. The aim of inspection should not only be to encourage flexibility and initiative but also to provide constant awareness towards excellence.

Quality Control:

Quality control is a system of maintaining standards by following certain measures and procedures against certain benchmarks and that any errors encountered are either eliminated or reduced. There are certain methods of quality control, such as

Standardised Testing: Students in each grade are given a test that measures their aptitude in required subjects such as spelling, reading, comprehension, mathematics, etc.

Teachers review: In many regions teachers are periodically observed by the quality control experts, colleges or school management. In determining teachers' performance, observers may take students' interviews, examine recent grades given and judge whether the methods used in the classroom truly add to education.

Listening to students, parents and teachers' feedback may be helpful in determining the quality control.

Training: Training teachers is a continuous process of maintaining the standard of education.

Quality Assurance:

Quality assurance is an activity to ensure that an organisation is providing the best possible product or services to the stakeholders. It ensures a systematic review of the educational process and programmes to maintain and improve their quality, equity and efficiency. Quality assurance includes all policies, measures and planned processes through which quality education can be imparted.



CHECK YOUR PROGRESS

Q 3: What do you mean by learning to know?

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Q 4: What is meant by quality inspection?

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8.4 TOTAL QUALITY MANAGEMENT

The term Total Quality Management has been used to denote the system of managing the total quality. Total Quality Management is a wide effort through full involvement for the continuous improvement of the education system. TQM is a philosophy and approach for the implementation of quality programmes in educational institutions. TQM includes the set of rules, principles and approaches that provide guidelines to run an educational system. It is an approach based on the quality and participation of all the members aiming at long term success. The concept of TQM was developed by an American, Dr. W. Edwards Deming, after World War II for improving the quality of products and services. The concept was not taken seriously by the Americans until the Japanese, who adopted it in 1950 to resurrect their post-war business and industry and used it to dominate world markets by 1980. By then most manufacturers had finally accepted the importance of TQM.

8.4.1 TQM in Education

Total Quality Management (TQM) was first adopted by Dr. W. Edwards Deming in the late 1950s. He developed his philosophy of management and advanced the state of quality, originally based on the work done by Shewart. Deming greatly helped to focus the responsibility of quality on management and popularised the PDCA cycle which is referred to as Deming's cycle which includes four steps: to plan, to do, to check and to act. And the repetition of these steps brings improvement.

Deming's ideas were initially not accepted by the US industry but Japan endorsed his idea and they had successfully used it in their recovery from World War II. Later on in the 1980s, the US industry began to see the value of a TQM approach. Gradually, the concept of TQM was not only applicable in business administration but also in academics. Quality education is a necessity to develop the fate of a nation. And the quality of education can be improved through the theory of TQM. There are 3Rs in Total Quality Management that are culture, commitment and communication. According to Deming, the concept of TQM provides the fundamentals for educational reform.

8.4.2 Deming's 14 Points of Total Quality Management

Deming's concept of TQM is presently used widely in the academic field. The focus of the education system should be on the students who would be valuable and capable to participate and fulfil societal needs and desires in a purposeful manner. The industrial analogy that compares workers and managers to students and teachers is accurate and appropriate. In educational institutions, the students are the workers and the products and the teachers are the administrators and the manager. The quality of the educational institutions depends on the quality of their work. Teachers are the first-level managers who can motivate and monitor the students for

their development. Administrators are the middle and upper-level management whose managerial skills directly influence the productivity of the students and the teachers. Deming created 14 points for quality management as follows:

- **Constancy of purpose:** Deming stated that making money should not be the sole purpose of business. Instead improving the products and services should be the main aim. Similarly, in educational institutions also the sole purpose should be developing the quality of the students and not just to raise their marks. Education should help the students to understand their capabilities and abilities.
- **Adopting new philosophy:** Businesses cannot survive with poor services and outdated workmanship. Along with that line education system of a country also cannot survive if there is a high dropout rate and low performance of the students. If we want to provide quality education as per the need of society, transformation is needed in the management styles from teachers to administrators.
- **Cease dependence on mass inspection:** Inspection alone cannot help in the development of quality. The teachers should provide the students with an opportunity for self-evaluation. It enhances their productivity and quality of work.
- **End the practice of awarding on the basis of price tag alone:** According to Deming, the price has no meaning without a measure of the quality. In the education sector, a large class size may degrade the performance of the students because of the lack of close supervision.
- **Improve constantly**: Improvement in the education system is a continuous and long term process. Lengthening the study hours in schools or making the academic standards tougher alone will not help to improve the standards right away.
- **Institute training and re-training:** Institute training establishes a mechanism of continuous training on the job for members of

the faculty, allied staff and administration of educational institutions. Educating the future generation is a mission of every education system and it will not be possible to carry out this mission without proper pre-service and in-service training of the teachers.

- **Institute leadership:** The role of the leaders should be changed from inspection to supervision. Generally, in industries and educational institutions, the boss management is the most frequent style observed where the leaders tell rather than show. Leaders in educational institutes should involve the students in their learning process, guide them and make learning a joyful activity for the learners.
- **Drive out fear:** Fear often destroys the productivity, creativity and quality of work. The workers who have some fear may produce but they will never achieve quality. Deming (1991) suggests driving out fear from all walks of the organisation—both industry as well as education. Fear can be thrown out of the organization by creating an environment of dignity and respect. If we behave with respect and dignity then the members of the organization will provide innovative ideas for improvements.
- **Break down barriers between departments:** Deming said that most organisations follow a boss management based system which will not create an environment of cooperation. That is why it is necessary to break down the barriers between departments which will improve the collaboration among members.
- **Eliminate slogans, exhortations and targets:** Deming said that slogans only generate resentment and frustration. The slogans and buzz words assert that if the members of the institution try hard they can perform better, and this makes the members angry rather than inspired. This may cause a low quality of performance and productivity.

- **Eliminate numerical quotes:** The focus on numerical goals that give importance to quantity rather than quality leads to mediocrity in performance. More pressure on the students and the teachers to raise their scores will lead to cheating. Management should learn to adopt the methods for improvement. New policies should be adopted for the development of quality work and the continuous development of the organisation.
- **Eliminate Barriers to Satisfaction and Pleasure of Workmanship:** The educational institutions must create an environment where the teachers and the students can take responsibility for their own actions.
- **Institute a vigorous programme of education and re-training:** The school authorities should be retrained in new techniques and philosophies of management through collaborative efforts and shared decision makings (Lunenburg & Ornstein, 1996). Continuous professional development should be an integral part of the educational institutions which will lead the stakeholders to develop new skills and new ways to do their job efficiently.
- **Take action to accomplish the transformation:** For effective management and improved organization, it is necessary to follow the above principles. And it is not only the job of the administrator but all parts of the administration should take part in it. Once top management makes a commitment to change its management style, it must act on the basis of this commitment. Application of Total Quality Management in education will give better results in all fields of the process of education as a good technique of management used and proved to give excellent results in other industrial and business organisations (Akhtar, 2000).

8.4.3 Applications of 14 Points of Total Quality Management

Deming also described the main obstacles faced by the administration and management while trying to improve the educational system. He said that effective management and commitment to quality can ensure quality education. For successful applications of the 14 points of Total Quality Management, a careful study of each point and a clear determination of how each applies to the situation at hand are needed. Due to contextual factors, no two applications of TQM will be the same. The application of TQM is dependent on many factors such as the size of the institution, whether the institution is private or public and the strengths of the people involved but the most important variables are the maturity levels of the students and the involvement of the employer. The precondition for implementation of TQM is the thorough analysis of all aspects of an educational institution and accordingly plan for TQM to apply. The principles of TQM can also be applied to school educational processes as well as to training situations.

From the above discussion, it is clear that TQM has a wide scope for any educational organisation which improves the human resources and quality of performance. Although the philosophy of TQM came from business its primary objective is to maintain the 'total quality mind' and provide an important opportunity to look at the quality in a holistic fashion and also provides instrumentalities for managing quality.



LET US KNOW

What is meant by the PDCA cycle?

PDCA (plan–do–check–act or plan–do–check–adjust) is an iterative design and management method used in business for the control and continuous improvement of processes and products. **It is also known as the Deming circle/**

cycle/wheel, the Shewhart cycle, the control circle/cycle, or plan–do–study–act (PDSA).

Steps in the PDSA Cycle

1. Step 1: Plan. Plan the test or observation, including a plan for collecting data.
2. Step 2: Do. Try out the test on a small scale.
3. Step 3: Study. Set aside time to analyze the data and study the results.
4. Step 4: Act. Refine the change, based on what was learned from the test.



CHECK YOUR PROGRESS

Q 5: What is Total Quality Management?

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Q 6: What are the steps in PDCA cycle?

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Q 7: What do you mean by driving out fear?

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8.5 LET US SUM UP

- Quality Education is that education which focuses on the social, emotional, physical and intellectual development of students irrespective of any differences. It prepares the individuals for life and not merely for a job. Quality education aims to provide the opportunities that help them to become economically self-sufficient, develop sustainable livelihoods and become an effective citizen who can contribute to the development of society.

- A Quality Education is supported by the three main pillars that are ensuring access to quality teachers, providing use of quality learning tools, professional development and establishing of a safe and supportive environment. Now let us discuss the indicators of quality education- Curriculum, Achievements, Learning and Teaching, Students Support Services, School Ethos, Resources, Management, Leadership and Quality Assurance.
- To ensure quality in education some practices can be adopted by the educational institutes which are Quality Inspection, Quality Control and Quality Assurance:
- The term Total Quality Management has been used to denote the system of managing the total quality. Total Quality Management is a wide effort through full involvement for the continuous improvement of the education system. TQM is a philosophy and approach for the implementation of quality programmes in educational institutes. TQM includes the set of rules, principles and approaches that provide guidelines to run an educational system. It is an approach based on the quality and participation of all the members aiming at long term success.
- The concept of TQM was developed by an American Dr. W. Edwards Deming after World War II for improving the quality of products and services. The concept was not taken seriously by the Americans until the Japanese, who adopted it in 1950 to resurrect their post-war business and industry, used it to dominate world markets by 1980. By then most manufacturers had finally accepted the importance of TQM.



8.6 FURTHER READING

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8.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Quality Education is that education which focuses on the social, emotional, physical and intellectual development of students irrespective of any differences.

Ans to Q No 2: Lack of resources and lack of training of teachers.

Ans to Q No 3: Learning to know signifies the importance of knowledge in our daily life and the learner should be able to build their own knowledge.

Ans to Q No 4: Quality inspection is to measure, test and examine the various dimensions of the education system. The main emphasis of inspection in the educational system is to develop the quality of teaching and learning environment of the educational institutes.

Ans to Q No 5: TQM includes the set of rules, principles and approaches that provide guidelines to run a system. It is an approach based on the quality and participation of all the members aiming at long term success.

Ans to Q No 6: The PDCA cycle which is referred to as Deming's cycle includes four steps: to plan; to do; to check; and to act. And a repetition of these steps brings improvement.

Ans to Q No 7: Fear often destroys the productivity, creativity and quality of work. The workers who have some fear may produce but they will never achieve quality. Deming (1991) suggests driving out fear from all walks of the organisation—both industry as well as education. Fear

can be thrown out of the organization by creating an environment of dignity and respect. If we behave with respect and dignity then the members of the organization will provide innovative ideas for improvements.



8.8 POSSIBLE QUESTIONS

A. Very short questions (Answer each question in about 50 words)

Q 1: What is the full form of TQM?

Q 2: What is SDG?

Q 3: Write one indicator of quality education.

Q 4: Who submitted the report on Education to UNESCO?

Q 5: What is the full name of Deming?

B. Short questions: (Answer each question in about 150 words)

Q 1: What is quality?

Q 2: What is Quality Education?

Q 3: What is quality assurance?

Q 4: What are the indicators of quality education?

Q 5: What is TQM in Education?

Q 6: What are the 14 points given by Deming for TQM?

Q 7: What is the PDCA cycle?

C. Long Questions: (Answer each question in about 250-300 words)

Q 1: Why TQM in education is important?

Q 2: How the 14 points of Deming can be used in the field of education?

Q 3: What are the practices that are followed to maintain quality?

Q 4: Discuss the quality parameters or indicators of education.

Q 5: What obstacles may come while implementing the principles of TQM?

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UNIT 9 : EDUCATIONAL SUPERVISION

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Meaning of Supervision

9.4 Meaning of Educational Supervision

- 9.4.1 Old concept of Educational Supervision
- 9.4.2 Modern concept of Educational Supervision
- 9.4.3 Definitions of Educational Supervision
- 9.4.4 Characteristics of Educational Supervision

9.5 Need and Importance of Educational Supervision

9.6 Functions of Educational Supervision

- 9.6.1 Academic Functions of Educational Supervision
- 9.6.2 Administrative Functions of Educational Supervision

9.7 Let Us Sum Up

9.8 Further Reading

9.9 Answer To Check Your Progress

9.10 Possible Questions

9.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- describe the concept of educational supervision;
- recognise the needs and importance of educational supervision.
- explain the different academic and administrative functions of educational supervision.

9.2 INTRODUCTION

Educational administration and supervision are required for the proper management of all the functions and responsibilities of an educational institution. The relationship between Administrators and supervisors, supervisors and teachers, teachers and students, the inter-institutional

relationship between the educational institution and the state, the inter-institutional relationship between the educational institution and the community can develop an educational institution in a proper way. These elements help to solve the problems faced by the educational institutions and by doing this; the educational institutions can be managed well. In the near future, there is a need for careful supervision of how the educational institution will perform all the tasks successfully, prepare the plans, implement the goals and objectives, and bring the work of the staff up to standard. Appropriate supervision is important for successful implementation or improvement of educational programmes. Supervision in general is now recognized as an integral part of the educational process.

In this unit, we shall discuss the meaning of supervision, educational supervision as well as old and modern concept of educational supervision, needs and importance, as well as different academic and administrative functions of educational supervision.

9.3 MEANING OF SUPERVISION

Before understanding the concept of educational supervision, one needs to have a clear idea about supervision. The word 'supervision' means "to see" or "over see". According to the dictionary, the word 'supervise' means 'to keep a controlling watch over' or 'to watch and to direct works, worker, and organization'. In a nutshell, it means managing, organizing and developing the activities aimed at achieving the specific goals of the organization. Supervision is an affirmative action plan taken by an organization for the betterment of the organization.

Various scholars and thinkers have come up with various definitions about supervision. Some of them are mentioned as follows:

According to Davis, "Supervision is the function of assuring that work is being done in accordance with the plan and instruction."

In the words of Kimbal Wiles, "Supervision is a service activity that exists to help teachers to do their jobs better."

According to Viteles, "Supervision refers to the direct and immediate guidance and control of subordinates in the performance of their task."

According to Adams and Dicky, “Supervision is a planned programme for improvement of institutions.”

It is clear from the above definitions that supervision is the work done in accordance with the plan and guidelines.

9.4 MEANING OF EDUCATIONAL SUPERVISION

Educational institutions are the centre of formal education. A healthy environment is essential to impart education to the students. A healthy educational environment is essential for the implementation of the main objectives of education. One of the most important elements of this environment is the teachers. Teachers need to be qualified. Successful implementation of teaching programmes is not possible without reviewing the problems and errors of teachers and resolving them or advising them accordingly. So there is a need for a process of looking at all these directions.

The process of implementation of educational objectives, improvement of educational work, monitoring and evaluation of teaching activities of teachers, promotion of teaching programmes, and creation of environment for all-round development of students is known as educational supervision. For the development of educational process, educational supervision is the process of closely supervising different aspects such as the practical application of the adopted plans, the successful execution of the tasks assigned by the teachers and staff, etc. Educational supervision contributes to the quality of education. In order to know the concept of educational supervision clearly, one has to know the old and modern concepts of educational supervision.

9.4.1 Old concept of Educational Supervision

The concept of supervision was narrow in ancient times. Only control was taken as the main factor. The use of the term ‘inspection’ instead of supervision is used to clarify the explanation of that idea. At that time, the scope of supervision was to give instructions on the errors of teaching. If the teacher is unable to

follow the instructions or is not able to carry out the teaching in a correct way by removing the mistakes, then there was a system to punish them. In general, according to the old notion of educational supervision, it can be called authoritarian. The creative talents of the teachers, the basic thinking, and the new ideas were not given much importance at that time. Teachers were frightened by the supervisors and developed a feeling of disbelief. This is because teachers were not given the opportunity to teach independently. Such an arrangement hindered the development of the educational environment or process at that time.

9.4.2 Modern concept of Educational Supervision

Modern child-centred education is a tool, medium and result of social change. Education is one of the best and most important means for the holistic development of a child. Education and society is changing because of the purpose, the diversity and broadened nature. In the same way, educational supervision is also changing. At present, supervision is not limited to evaluating teachers' teaching performance through error-judging. Educational supervision is a creative and democratic process of providing friendly advice and guidance for the betterment of teachers and students, starting with the process of teaching and learning.

Modern educational supervision seeks to develop and guide teachers individually and collectively. Modern supervision manages and evaluates students and staff also. In general, modern supervision is dynamic, creative, democratic, scientific, corrective and cohesive. This supervision helps in self-assessment, self-direction and self-observation. Modern educational supervision is an efficient technical service adopted for the study and development of conditions for the development of the learning-teaching process which also has an impact on the educational administration.

9.4.3 Definitions of Educational Supervision

In order to clearly understand the concept of educational supervision, it is necessary to discuss the definitions put forward by the scholars and educators in this regard. The following are some definitions:

- According to Glen G. Eye and A. L. Netzer, “Supervision is that phase of school administration which deals primarily as the achievement of the appropriate selected instructional expectations of educational service.”
- According to Harold Spears, “Supervision gradually moved from the improvement of instruction to the improvement of learning.”
- In the words of Kimbal Wiles, “Supervision is assistance in the development of a better teaching-learning situation.”
- According to Campbell and others, “Supervision is a leader or administrator with special skills in the area of curriculum development and improvement.”
- According to William A. Yeagar, “Supervision is now conceived as process which has for its purpose the general improvement of the total teaching-learning situation.”
- In the words of John A. Bartky, “Good supervision is always concerned with the development of teacher, the growth of the pupil and the improvement of the teaching-learning process.”
- According to Cheter I. McNerney, “Supervision is the procedure of giving direction to, and providing critical evaluation of the instructional process. The result of all supervision should be to provide students at all levels with educational services.”
- According to Barr, Burton and Brubacher, “Supervision is an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupils’ growth.”

Analyzing the above definitions, it can be seen that the process of providing friendly advice, creative and dynamic instruction with a view to the teacher-student, teaching-learning process in order to achieve the desired goal of education. This supervision focuses on the development of teachers, students, curriculum, physical environment of school and developers. Educational supervision provides a supportive environment for the overall development and upliftment of the learning process as a whole.

9.4.4 Characteristics of Educational Supervision

An in-depth analysis of the definitions of educational supervision offered by various educators, scholars, gives us certain characteristics of educational supervision. The features of educational supervision are discussed below:

1) **Educational supervision is democratic:** In educational supervision, decisions are made by teachers with the objective of improving the overall development of the teaching-learning process. This supervision allows everyone to make their own point of view. The nature of educational supervision is democratic because it does not have the authority of any authoritative policy-direction.
2) **Educational Supervision is Scientific:** Educational problems arising in the educational process are systematically judged and analysed by the supervisors in order to make appropriate decisions. Hence, educational supervision is scientific in nature.
3) **Educational Supervision is Creative:** Educational Supervision is important for the use of methods and techniques for effective teaching. Teachers are motivated in educational supervision to create a conducive environment inside and outside the classroom to make students more attentive. Educational supervision creates an environment in which teachers can engage in teaching activities independently by using their creativity and basic thinking.

4) **Educational Supervision is Progressive:** Educational supervision is the evaluation of the development of the educational system, the development of teaching methods, techniques, etc. required to achieve the educational goals, the development of monitoring methods, techniques, observational tools, etc. Educational observation is always progressive.

5) **Educational Supervision is Psychological:** All aspects of modification of teachers' behaviour, control, evaluation of teaching methods etc. are based on psychological principles. All of this is done through educational supervision, so it can be said that educational supervision is psychological.

6) **Educational Supervision is flexible:** Educational supervision can be used to find new ways to solve problems that arise in the field of education. Hence, educational supervision is not static but flexible.

7) **Educational Supervision is a group activity:** Teachers, students, staff, management committee, parents- all human resources work together for the development of the educational institution. Educational supervision seeks to bring together teachers, students, and staff to improve the entire educational process. Educational institution is a social and democratic institution, where everyone goes hand in hand. Educational supervision also promotes the co-operation of all for the overall improvement of the educational system.

8) **Educational Supervision is a continuous process:** Educational Supervision is a continuous process because of the continuous development of the education system, the development of the teaching-learning process and the continuous development of the quality of education.

9) **Educational Supervision is Co-operative:** Educational Supervision creates a harmonious environment between teachers, students and staff and seeks to make academic decisions in a comprehensive manner. Educational supervision

brings teachers, students, curriculum, social environment, etc., together.

10) **Educational Supervision is Social:** Educational Supervision develops a social environment for enhancing the skills of teachers. The educational supervisor encourages the teacher to create a social environment by establishing interaction with other persons for the qualitative development of the teaching-learning process.

In general, educational supervision coordinates all aspects of human resource, material resources, curriculum, etc. for the development of the educational process.



CHECK YOUR PROGRESS

Q 1: Define supervision.

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Q 2: Differentiate inspection and supervision.

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Q 3: Why educational supervision is progressive?

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9.5 NEED AND IMPORTANCE OF EDUCATIONAL SUPERVISION

Educational supervision is a special part of the whole educational process. Therefore, this supervision is important for the holistic development of the whole education process. The need and importance of educational supervision are discussed below:

- **Plan for Instruction:** Instructional planning is the first step in improving instruction. Therefore, the educational supervisors should assist the teachers in the preparation of the scheme design and give instructions for the preparation of the scheme. The preparation of education

guidance scheme actually helps in the education of the students.

- **Classroom management:** A teacher not only teaches in the classroom, he/she also manages the whole classroom, the learning environment. The strategy adopted for all these aspects of management is called classroom management. There is a need for on-the-job training which helps teachers in mastering the techniques of classroom discipline. The educational supervisor help the teachers manage a disciplined classroom by taking preventive and corrective measures in the classroom.
- **Development of curriculum:** Teachers develop some specific designs or plans by paying close attention to what, when and how to teach a lesson. A supervisor should be instrumental in the development of the curriculum. Educational supervision can include administrators, planners, and students - all in the curriculum development process.
- **In-service training:** Pre-service and in-service training can be taken by the teachers. The professional development of a teacher requires continuous training which will especially help the students for their achievements. In-service training organizes different seminars, workshops, lectures, conferences as part of continuous training. Educational supervision organizes these programmes very effectively.
- **Modern Methods of Teaching:** One of the most important arts of instruction in the classroom is the teaching method. Educational supervision encourages teachers to use modern methods of teaching as well as to make teaching more meaningful by using modern teaching methods. It is time to move away from the old teaching methods and try to attract students through the use of modern teaching methods based on philosophical and psychological principles.
- **Self-evaluation:** Many teachers are afraid of evaluation. Therefore, one of the purposes of educational supervision is to facilitate self-assessment of teachers. The main goal of education can be achieved only if teachers can evaluate themselves rather than evaluating the skills of teacher by a supervisor. Therefore, the educational supervision should help the teachers in this regard.

- **Co-operative attitude:** No human being can be perfect alone. As the teaching process is collaborative, it is natural for teachers to be dependent on each other. Educational programmes need to be developed with the help of teachers. Therefore, educational supervision helps to develop a collaborative attitude of teachers towards strategic development.
- **Qualitative development of teachers:** Educational supervision is important as it provides professional guidance to the head and teachers of the institution and encourages research work, projects, innovative thinking, etc. to improve the quality of teachers.
- **Reasonable workload:** Educational supervision helps to aim at the educational load of the educational programme. The educational burden of each teacher refers to the number of class, the time allotted to spend with the students outside the classroom, i.e. the time of participation in the co-curricular activities, etc. The educational supervisor should take care that a teacher does not have to carry a heavy workload.
- **Professional development:** Professional development of teachers will be possible only if they are encouraged to do their own work independently by encouraging the creative work of teachers, basic suggestions, and new techniques and so on. It is not possible to achieve the goal of education if teachers are not prepared to minimise the problems or errors that may arise during the course of teaching.

  Hence, we can say that educational supervision focuses on explaining the educational goals of the institution, prevention of wastage of resources and energy of the institution. Encouraging teachers by praising their work or innovative endeavours is a notable aspect of educational supervision.

9.6 FUNCTIONS OF EDUCATIONAL SUPERVISION

Educational supervision strives to make the overall environment of the educational institution pleasant, vibrant, healthy and safe. Educational supervision plays a vital role in the overall improvement of the teaching-

learning process. The functions of educational supervision can be divided into two main categories; such as:

- Academic functions and
- Administrative functions.

Different functions of these two types are discussed below:

9.6.1 Academic functions of Educational Supervision

The academic functions of educational supervision are related with the academic activities. These activities are:

- **Studying the Teaching Learning Situation:** According to the old concept, the supervisors only noticed and criticized the errors in the teaching of the teachers. But according to modern ideas, the meaning of educational supervision is wide and comprehensive. At present, educational supervisors study the whole teaching-learning process. Educational supervision focuses on the integrity of all aspects of the teaching-learning process, including overall programme development, curriculum development, optimal use of social resources as well as development and good use of human resources. Since the modern supervision is constructive, the educational supervisor plans for the overall development of the educational institution with a positive attitude by studying the teaching-learning situation.
- **Improving the teaching-learning situation:** Educational supervision emphasis on different tasks such as collaboration of all persons involved in the education process, mobilization of teachers through in-service training, preparation of teachers to adapt to changing environment, and teaching skills. Successful implementation of these activities enables improvement in the teaching-learning environment of the educational institution. Therefore, it is a significant function of educational supervision to improve the teaching-learning situation through the study of the situation.

- **Generating favourable learning climate:** It refers to the psycho-social characteristics of the educational environment. This feature has a profound effect on students' learning and teachers' teaching. This feature refers to the socio-emotional environment, social interactions, interpersonal relationships and environmental traits. All of these traits are called psycho-social states where learning takes place. These features create a social bond in the educational programme which evokes an emotion and feeling between the student and the teacher. Therefore, one of the most important academic tasks of educational supervision is to create a conducive learning environment.
- **Improving Morale of Teachers:** Morale is the mental state of a person. It is an attitude that leads to the achievement of a goal. If a person says or feels that he will reach the goal then he should understand that his morale is high. People who believe in their own abilities, those who do not have excitement, anxiety, or frustration, are said to have high morale. Morale is a psychological condition that contributes to the achievement of a person. Psychological, sociological, economic and environmental factors affect the morale of individuals. Educational supervision needs to know about the role of morale in the teaching-learning environment. The elements which weaken the morale of the teacher should be controlled and the environment should be created to strengthen the morale. Therefore, one of the important educational functions of educational supervision is to increase the morale of the teachers.
- **Research Activities:** At present, it is very important to apply innovative science-technology based techniques and methods to influence the teaching-learning process or the educational process. Supervisors should be encouraged to undertake research work on teachers, students, environment, learning

tools, techniques, etc. for the development of teaching-learning process.

- **Improving Co-curricular Activities:** If the goal of education is holistic development then co-curricular activities should be taken along with the curriculum to achieve that goal. Co-curricular activities help in the development of human values for the physical, mental, intellectual, spiritual, moral and social aspects of the student. Students can master the curriculum through group activities, literature, physical well-being, mental well-being, emotional balance, democratic qualities, etc. Co-curricular activities keep the students alive and motivated. Therefore, educational supervisors should take care of the development of co-curricular activities in the educational environment.
- **Others:** Teacher's diary, distribution of teacher's daily work, inclusion of subjects in school time table, etc. are some academic activities of a school. It is the job of the educational supervision to observe all these aspects so that the teachers can pass the tasks easily and without any mishap.

If the academic functions under the educational supervision are completed properly, both the internal and external environment of the educational institution will be encouraging and healthy.

9.6.2 Administrative functions of Educational Supervision

Administrative functions are all about how to manage the education system with a view to the overall development of the institution. These functions are discussed below.

- **Providing Leadership:** All the human resources associated with the educational institution carry out their respective responsibilities with a common mind and purpose. Skilled leadership is required to move forward with these human resources of different abilities, qualifications and strengths in

an integrated manner. Lack of leadership endangers teamwork. The technical and human resources of the educational institutions can be effectively provided by the competent leaders. Only a democratic, strong and intellectual leader can move forward towards the collective goal of all according to different needs and nature. Therefore, one of the important functions of educational supervision is to provide leadership so that the development of the educational institution is possible through the development of team spirit and team work.

- **Formulating Policies:** Education is a purposeful activity aimed at meeting the needs and requirements of the society and developing the strengths and abilities of the individual. The maintenance of social order and the development of the individual require the formulation of a policy and plan. Schools are set up with a focus on self-development and social needs, the state invests resources and teachers and administrators accept endless hardships. It is not possible to prepare and implement a good plan without precise policies. The work to be done and the main purpose of establishing an institution depends on the policy and planning laid down on it.
- **Well Management:** The main function of the supervisors is to carry out developmental programmes for the students. Supervisors can talk to students about how to solve their learning problems. Supervisor also communicate with the parents of the students and based on the discussions with all of them, the supervisors can suggest to the authorities of the educational institution to take necessary measures for the students, so well management is also an administrative function of the educational supervision.
- **Improving Human Relations:** A person's attitude and values are determined by his/her interactions with others. If a person treats others well, understands and respects them well then the individual develops a sense of self-confidence and security

which builds his/her personality in a healthy way. Good human relations bring satisfaction to the members of a team and lead the team towards success. The development and progress of the individual is possible by providing respect, equality, equal respect and equal facilities to the individual in accordance with the democratic principles of education. Therefore, supervision builds good relations with the individual and also establishes good relations with the society involved in education. It is an important part of educational observation to build good relationships among all the peers, head teachers, staff, parents and students of the educational institution.

- **Improving group interaction:** The educational institution is a collaborative institution. Providing a safe and cooperative environment among all the members so that every member can contribute to the best of their ability to achieve the desired objectives of the educational institution is a very important function of the educational supervision.
- **Improving the Personnel:** An important administrative function of educational supervision is the development of the personnel. Educational supervisors can improve the teaching-learning process by developing the personal abilities of the teachers and also learn about the creative mindset of the students. The quality of teaching and learning can be improved by overcoming the personal and professional problems of a teacher through collaboration, i.e. joint efforts by both. Both the teacher and the supervisor can come together to study the behaviour of the students and determine the means for their fulfilment by identifying their needs.
- **Supervision of Records:** There are three types of resources that are especially needed for an educational institution to run smoothly; such as material resources, human resources and financial resources. It is important to keep track of all three types of resources. Annual accounts of the number of students

enrolled in the school year and the number of students who have passed should be maintained for each year to determine the standard of development of the school and to be able to represent that statistically. All data should be recorded in the register.

The successful implementation of the administrative functions of educational supervision will contribute to the overall development of the teaching-learning process. Therefore, educational supervisors should take care to perform their academic and administrative functions perfectly.



CHECK YOUR PROGRESS

Q 4: How educational supervision is helpful for in-service training of teachers?

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Q 5: Write about one academic function of educational supervision.

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Q 6: Why educational supervision is progressive?

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9.7 LET US SUM UP

In this unit, we have discussed the following points:

- Supervision is an affirmative action plan taken by an organization for the betterment of the organization.
- The process of implementation of educational objectives, improvement of educational work, monitoring and evaluation of teaching activities of teachers, promotion of teaching programmes, and creation of

environment for all-round development of students is known as educational supervision.

- Earlier, the concept of supervision was understood in a very narrow sense and only control was taken as the main factor.
- Educational supervision is the process of providing friendly advice, creative and dynamic instruction with a view to the teacher-student, teaching-learning process in order to achieve the desired goal of education.
- Educational supervision is a special part of the whole educational process. Therefore, this supervision is important for the holistic development of the whole education process.
- The functions of educational supervision can be divided into two main categories- Academic functions and Administrative functions.
- The successful implementation of the academic and administrative functions of educational supervision will contribute to the overall development of the teaching-learning process.



9.8 FURTHER READING

1) Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice.* Guwahati: EBH Publishers (India).
2) Krishnamacharyulu, V. (2013). *School Management and Systems of Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.
3) Mathur S. S. (1970). *Educational Administration, Principles and Pr*actice. Jullunder: Krishna Printers.
4) Sharma, R. A. (2012). *Educational Technology and Management-Models, Media & Methods.* Meerut: R. Lall Book Depot.
5) Sukla P. D. (1983). *Administration of Education in India*. New Delhi: Vikas Publishing Co.

9.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Davis defined supervision as "Supervision is the function of assuring that work is being done in accordance with the plan and instruction."

Ans to Q No 2: Inspection is an old concept which is authoritative in nature. In inspection, teacher has no freedom.

On the other hand, supervision is a modern concept and democratic in nature. In case of supervision, teachers feel free to exchange their thoughts.

Ans to Q No 3: Educational supervision is always progressive because it is the evaluation of the development of the educational system, the development of teaching methods, techniques, etc.

Ans to Q No 4: Educational supervision is helpful for in-service training of teachers. Continuous training for teachers is necessary for continuous professional development of teachers. In-service training is organized in the form of different seminars, workshops, lectures, conferences as part of continuous training. Under the educational supervision, teachers' continuous professional development is ensured which in turn prove to be beneficial for students' growth and development.

Ans to Q No 5: One academic function of educational supervision is studying the teaching-learning situation. At present, educational supervisors study the whole teaching-learning process. Educational supervision focuses on the integrity of all aspects of the teaching-learning process, including overall programme development, curriculum development, optimal use of social resources as well as development and good use of human resources.

Ans to Q No 6: One administrative function of educational supervision is improving group interaction. The educational institution is a collaborative institution. Providing a safe and cooperative environment among all the members so that every member can contribute to the best of their

ability to achieve the desired objectives of the educational institution is a very important function of the educational supervision.



9.10 POSSIBLE QUESTIONS

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

Q 1: What is meant by the term supervision?

Q 2: Define educational supervision.

Q 3: What is meant by educational supervision according to the old concept?

Q 4: What is meant by educational supervision according to the modern concept?

Q 5: Write one need of educational supervision.

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

Q 1: Write the characteristics of educational supervision.

Q 2: Why educational supervision is important for a secondary school.

Q 3: Write about the academic functions of educational supervision.

Q 4: Write about the administrative functions of educational supervision.

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

Q 1: Describe the characteristics of educational supervision in modern times.

Q 2: "Good supervision is always concerned with the development of teacher, the growth of the pupil and the improvement of the teaching-learning process"- discuss the statement.

Q 3: Enumerate the academic and administrative function of educational supervision.

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UNIT 10 : EDUCATIONAL LEADERSHIP

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Concept of Leadership

10.4 Concept of Educational Leadership

- 10.4.1 Definitions of Educational Leadership
- 10.4.2 Characteristics of Educational Leadership

10.5 Types of Leadership

- 10.5.1 Academic Leadership
- 10.5.2 Administrative Leadership
- 10.5.3 Community Leadership
- 10.5.4 Student-centred Leadership

10.6 Leadership Skills

10.7 Supervision

10.8 Let Us Sum Up

10.9 Further Reading

10.10 Answer To Check Your Progress

10.11 Possible Questions

10.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- describe the meaning of educational leadership;
- identify the different types of leadership such as academic, administrative, community and student-centred; and
- explain different leadership skills.

10.2 INTRODUCTION

From the ancient times of human history, leadership has played a special role. Historian has given them a special status in history by recognizing the leadership and values of the heroes in the war and preserving their work

for future generations. Throughout the ages, politician, clergy and emperors have been glorified by their actions and responsibilities towards the empire and the state. In modern society, there is a great deal of emphasis on leadership. There is always a search for people who can lead the society. The education system needs leadership just as much as society needs leadership. Educational leadership is a very important aspect of educational management.

In this unit, we shall discuss the meaning of leadership as well as educational leadership, different types of leadership from educational perspectives and leadership skills in detail.

10.3 CONCEPT OF LEADERSHIP

Leadership is the power and ability of a person to guide another person. Leadership is the quality of being a person or the special quality of a non-person by which he/she can influence his followers. The English word 'Leadership' is derived from the English word 'lead', which means 'to guide', 'to conduct', and 'to direct'. Literally, 'leadership' means 'he who gives leadership'. Therefore, for the management of a party or an event, the person who gives instructions, advises to maintain the rules and regulations of the party or the organization and all those who follow the party or the event is called the leader. The leadership of an individual is to influence a team or organization to accomplish the goals and objectives of that party or organization. Therefore, the function, quality or ability to lead a team or an event or organization is called leadership. A person's thoughts, feelings, actions, commands, instructions, advice, etc. are accepted by the other members of the party or organization without any hesitation and who have the collective responsibility to solve all the problems faced by the party or organization. He/she is called the leader or the bearer of leadership. That is leadership. Leadership is the key driving force of a well-organized team. By taking the lead, even an ordinary person can gain extraordinary abilities. Of course, for this he/she must possess leadership qualities.

The meaning of leadership is better understood by the following definitions given by different experts:

According to Lapiere and Fransworth, “Leadership is the behaviour that affects the behaviour of other people more than their behaviour that affects the leader.”

According to Chester Barnard, “Leadership is the ability of a superior to influence the behaviour of subordinates and persuade than to follow a particular course of action.”

In the words of Koontz and O’Donnell, “Leadership is the ability to exert inter-personal influence by means of communication towards the achievement of a goal.”

According to Baron and Byrne, “Leadership is a process in which leaders are group members who exert influence one the group members in the direction of specific goal.”

According to Kantz and Kohal, “Leadership is an influence in which the person who occupies the position of leadership influences the other individuals.”

In the words of Newstrom and Davis, “Leadership is the ultimate act that identifies, develops, channels and enriches the potential that is already in an organization and its people.”

According to Alfred and Beatty, “Leadership is the ability to secure desirable actions from a group of followers voluntarily without the use of coercion.”

According to C. D. Haskell, “Leadership is a relation between persons such that the ideas (will) of the person are being accepted and followed by other persons.”

Therefore, leadership is the ability to direct the actions of an individual or a group or its behaviour towards achieving a specific goal.

10.4 CONCEPT OF EDUCATIONAL LEADERSHIP

Educational leadership is a process of employing and instructing the qualifications, abilities and strengths of the teachers, students and parents to lead them towards achieving their educational goals. Educational leadership is defined as school leadership in the United States of America, school management in the United Kingdom and in Pakistan. Educational

leadership is the process by which the headmaster or principal of an educational institution, in order to achieve the goals of the educational institution, influences the teachers, the staff, the necessary orders, instructions and advice. Educational leadership is, therefore, related to the educational conduct of the head of the institution. Educational leadership, therefore, refers to the behaviour of the head or leader of the institution, who is the role model for others, who guides, advises, and instructs the teachers and staff of the institution.

Educational leadership is applied in the field of educational administration. It strives for a comprehensive transformation of educational policy and plans. Educational leadership is a process to make progress and improvement in the educational system. Educational leadership is the ability to manage the quality of education through the formulation of planning, decision making, distribution of work among all, etc.

In the field of education or in the educational institution the head master or the principal and the teachers can play the important role of educational leadership. The headmaster or principal controls the education administration as a whole. He/she is responsible for maintaining the balance among the management committee, the staff of the institution, the teachers and the students. He/she is the main leader and manager of the institute. Under his/her leadership, all the teachers and staff members put importance and diligence in completing their respective tasks. All the teachers are also required to carry out the teaching-learning program successfully under his management. He/she should lead in both administrative and academic work. He/she also needs to have the right personality for overall healthy leadership. Without it, successful leadership is not possible.

10.4.1 Definitions of Educational Leadership

Different educationists and experts define educational leadership from different perspectives. The following definitions will help you to understand the meaning of educational leadership more clearly.

According to Kimball Young, "Educational leadership is that process in which the followers willingly accept directions and control by another."

In the words of Boles, "Educational leadership is a process in which a leader takes initiatives to guide his group."

Jacob Getzel opined "Educational leadership is one who initiates a new structure in educational system."

In the words of D. R. Davies, "Educational leadership is that quality which evokes from co-workers their voluntary, active participation in assuming responsibilities which contribute to growth in relationships, attitudes and activities of the group."

10.4.2 Characteristics of Educational Leadership

The following are the characteristics of educational leadership:

- Educational leadership is the quality or process by which the head or leader of the institution can influence other teaching staff or persons associated with the educational institution by his/her conduct for the proper and healthy organization and progress of the educational institution.
- It is the process of the educational institution to voluntarily establish a cooperative relationship between the people or the employees who obey his orders.
- Educational leadership is the process of encouraging all, including education, to meet the goals and objectives of the institution and to ensure its progress.
- It is the motivating effect of leaders or the personality and behaviour of the leader.
- It represents the feelings, thoughts and actions of all the people involved in the educational institution.
- This is the driving force behind the formation of a well-organized group mind in the educational system.
- It is the focal point or vital force of the educational organization, management and administration of the educational institution.

- It encourages the leaders and other employees of the educational institution to work towards the same objective.
- It directs educational programs and instructs all to work in collaboration.
- It helps the educational institution to maintain balance.
- It seeks out and develops special quality teachers and assists in the utilization and development of special abilities of teachers.

The American Association of School Administrators identifies the following characteristics of educational leadership:

- It sets the pattern and guides the results of collaborative work.
- It guides educational programs. But successful implementation of those depends on the specialization of the task.
- It helps in general understanding of the general objectives of the institution.
- It creates solidarity among all the institutions without which it is impossible to run the institution.
- It maintains the relationship between the school staff in a sense of mutual understanding and a sense of mutual loyalty between the ideals of education.
- It provides motivation for a single project and provides motivation for its solution.
- It helps in resolving disputes that arise frequently in the organization or educational institution.



CHECK YOUR PROGRESS

Q 1: Define leadership.

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Q 2: Describe educational leadership.

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10.5 TYPES OF LEADERSHIP

The main types of leadership are autocratic or authoritarian leadership, democratic or participatory leadership, laissez-faire or free rein leadership and p**aternalistic leadership**. These are mentioned below:

1. Autocratic or Authoritarian leadership

An autocratic leader centralizes power and decision-making to himself/herself. He/she gives orders, assigns tasks and duties without consulting the employees. The leader takes full authority and assumes full responsibility. Autocratic leadership is negative, based on threats and punishment. Subordinates act as he/she directs. He/she neither cares for their opinions nor permits them to influence the decision. He/she believes that because of his/her authority he/she alone can decide what is best in a given situation.

Autocratic leadership is based upon close supervision, clear-cut direction and commanding order of the superior. It facilitates quick decisions, prompt action and unity of direction. It depends on a lesser degree of delegation. But too much use of authority might result in strikes and industrial disputes. It is likely to produce frustration and retard the growth of the capacity of employees. The employees work as hard as is necessary to avoid punishment. They will thus produce the minimum which will escape punishment.

This leadership is less likely to be effective because (i) the new generation is more independent and less submissive and not amenable to rigid control; (ii) people look for ego satisfactions from their jobs and (iii) revolution of rising expectations changed the attitude of the people.

2. Democratic or Participative leadership

Participative or democratic leaders decentralise authority. It is characterised by consultation with the subordinates and their participation in the formulation of plans and policies. He/she encourages participation in decision-making. He/she leads the subordinates mainly through persuasion and example rather than fear and force. Sometimes the leader serves as a moderator of the ideas and suggestions from his group.

Taylor's scientific management was based on the inability of the ordinary employees to make effective decisions about their work. Hence, the decision-making power was vested with the management. But recent studies indicate the need for participation by subordinates. The modern trend favours sharing the responsibility with the employees. This will foster enthusiasm in them. The employees feel that management is interested in them as well as in their ideas and suggestions. They will, therefore, place their suggestions for improvement.

3. The Laissez-faire or Free-rein leadership

Free-rein leaders avoid power and responsibility. The laissez-faire or non-interfering type of leader passes on the responsibility for decision-making to his/her subordinates and takes a minimum initiative in administration. He/she gives no direction and allows the group to establish its own goals and work out its own problems. The leader plays only a minor role. His/her idea is that each member of the group when left to himself will put forth his best effort and the maximum results can be achieved in this way. The leader acts as an umpire. But as no direction or control is exercised over the people, the organisation is likely to flounder.

An experiment conducted among Boy Scout Clubs of the USA in 1940 shows autocratic leadership is likely to rouse antagonism in the group and produce hostility towards the leader. In democratic groups, the absence of the leader made little difference, while in autocratic groups productive work dropped to a minimum, when the leader was out of the room. Democratic leadership is more likely to win the loyalty of the group. The laissez-faire groups also developed friendly approaches to the leader as in the democratic group. But suggestions from the groups were very low and they were also less productive.

4. Paternalistic leadership

Under this management style the leader assumes that his/her function is fatherly or paternal. Paternalism means papa knows best. The relationship between the leader and his/her group is the same as the relationship between the head of the family and the members of the family. The leader guides and protects his/her subordinates as members of his family.

As the head of the family he/she provides his/her subordinates with good working conditions and fringe benefits. It is assumed that workers will work harder out of gratitude. This leadership style was admirably successful in Japan with her peculiar social background. This leadership style has still been widely prevalent in small firms in India. However, this paternalistic approach is unlikely to work with mature adult employees, many of whom do not like their interests to be looked after by a "godfather." Instead of gratitude, it might generate antagonism and resentment in the subordinates. Again leadership is also classified into four types from academic perspective. These four types are: academic leadership, administrative leadership, community leadership and student-centred leadership. These are briefly discussed below:

10.5.1 Academic Leadership

Academic leadership is primarily related to educational institution. Academic leadership is a specific case of leadership that occurs in academic settings or institutions. It represents the functions and responsibilities of top managers, presidents or principals, chancellors, deans or heads of departments responsible for decision making at different levels of education. Also the processes by which academic administrators establish and communicate vision and direction, inspire, support, and guide their team towards achieving a common purpose are part of academic leadership. Academic leadership is an exercise shared by people at all levels of the education starting from Pre-primary to university, implying its distributed nature. At a more specific level, academic leadership is anything a faculty member or administrative leader or even a professional support person does to improve student learning.

10.5.2 Administrative Leadership

Administrative leadership primarily focuses on the administration work. Administrative leadership is a leadership style

that focuses on accountability, bureaucracy management, and enforcing rules, procedural regulations and administrative chores.

10.5.3 Community Leadership

Community leadership is a specific form of the general concept of leadership. It is frequently based in place and so is local, although it can also represent a community of common interest, purpose or practice. It can be individual or group leadership, voluntary or paid. In many localities it is provided by a combination of local volunteers, business and government and is best served by what is called “place management”, i.e. a combination within a region of Government resources, professional and business skills and the energies of the local community.

10.5.4 Student-centred Leadership

This type of leadership is student-centric. In this leadership, apart from authority, students also play active role and all the decisions are taken in favour of the students.



CHECK YOUR PROGRESS

Q 3: Write briefly on academic leadership.

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Q 4: What is meant by democratic leadership?

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10.6 LEADERSHIP SKILLS

Effective leaders are essential to any organisation. They can help build strong teams within a business and ensure projects, initiatives or other works are performed successfully. Because the skills of a leader involve multiple interpersonal and communication skills, anyone can exercise and

hone their leadership abilities. Leadership skills are the competencies and knowledge that a leader possesses and uses to reach goals and objectives successfully. Leadership skills often incorporate several different personality traits and communication abilities that are useful for anyone to learn and practice over time.

The different types of leadership skills are stated as follows:

1. Communication

Effective communication is regarded as the fundamental skill of explaining to the employees various aspects of the organization. When the leaders will put into operation effective communication processes, they will be able to impart instructions, ideas, and viewpoints to the employees in terms of implementation of job duties, convey them information in terms of organizational goals, and provide solutions to their problems and issues, make provision of help and support to them in the implementation of job duties and put into operation the managerial functions of planning, organizing, leading, directing, coordinating and controlling in an effective manner. The communication skills are regarded as the lifeline, which needs to be put into operation in a polite and decent manner. Within the organizations, communication takes place through both verbal as well as in a written form.

2. Motivation

Motivation is the leadership skill that initiates, guides and maintains goal-oriented behaviours. When the individuals are determined towards bringing about changes and improvements, they develop motivation. The leaders need to motivate the employees towards the implementation of job duties and generation of desired outcomes. When the employees are motivated, their mind-sets will be stimulated and they will be able to render a significant contribution towards the implementation of job duties. This is regarded as one of the essential approaches in arousing interest and enthusiasm among members towards the implementation of job duties. Some of the important ways of motivating employees are, giving rewards and incentives, increasing pay and reimbursements, offering promotional opportunities, additional job duties and responsibilities and so forth.

3. Creativity

Creativity is the phenomenon of forming something new and something valuable. Creativity is characterized by the ability to perceive the world from different viewpoints. First the leaders need to think in terms of creative ideas and then put into operation to generate the desired outcomes. During the initial stage, it might be difficult for the individuals to put into operation creative ideas. But with regular practice, they are able to augment their understanding in terms of them and put into operation in a well-ordered manner. Within the course of time the members of the organizations, irrespective of their categories and backgrounds are augmenting their knowledge and understanding in terms of modern and innovative ideas. They are implementing them within the course of performance of their job duties and achievement of organizational goals. The primary objective of implementing creativity is to enhance productivity and profitability. The leaders are required to carry out a number of job duties. They need to be creative in their tasks and activities

4. Positivity

Within the course of implementation of job duties and responsibilities, there are number of problems and challenges that are experienced by the individuals. These are related to goals and objectives, job duties and responsibilities, infrastructure, amenities, tools, materials, technologies and resources, human resources, work pressure, training and development programs, and overall working environmental conditions. But when there are occurr ences of problems in terms of these factors, it needs to be ensured, they are coped with in a well-ordered manner and prevented from assuming a major form. Positivity is regarded as one of the indispensable leadership skills, which needs to be reinforced throughout one's jobs. The leaders need to ensure, they form positive viewpoints in terms of all aspects regarding their jobs as well as the workplace. The leaders as well as other members of the organizations need to reinforce positivity throughout their jobs in leading to desired outcomes and progression of the human resources and organizations as a whole.

5. Feedback

Feedback is an important area, in terms of which the leaders need to up-grade their skills. The employees are assigned tasks and duties, which they need to carry out within a specified time. These tasks and duties are assignments, reports, projects, production processes and so forth. This is evident that when the employees will be determined towards the implementation of tasks and functions, they will put in their best abilities. The outcomes that are generated needs to be in accordance with the expectations of the leaders. The main objective of feedback is to make provision of information to the employees in terms of their performance. In addition, it needs to be ensured, they are performing well in accordance to the expectations of the employers. When the feedback is positive, it indicates, the employees have performed well, whereas, when the feedback is negative, it indicates, there are occurrence of flaws and inconsistencies in the implementation of tasks and activities.

6. Delegating

Delegating refers to the assignment of any authority to another person to implement specific functions. It is regarded as one of the core concepts of management leadership. The individuals, who are delegated the work remains accountable for the outcome of the delegated work. By delegating the tasks and activities, the leaders are giving the team more confidence, making them feel important and they are made to recognize their skills and abilities. Delegation helps the members of the staff to be more engaged as they form the viewpoint that their managers had faith in them and this is the main reason that they are assigned the tasks and activities. Delegation is the leadership skill, which requires hard work and conscientiousness.

7. Trustworthiness

Trustworthiness is referred to the ability to be relied on as honest and truthful. Within organizations, it is comprehensively understood that leaders and other members need to work in co-operation and integration with each other. In addition, they need to form pleasant and amiable terms and relationships with each other. These factors can be put into operation in an efficacious manner, when the leaders and subordinates trust each other.

Trustworthiness is regarded as an indispensable leadership skill, which lays the foundation for implementation of job duties in a successful manner and achieving desired goals and objectives. When the leaders trust the employees, they assign them additional job duties. On the other hand, when the employees trust their leaders, they understand the ideas and suggestions given by them and put them into operation in the implementation of tasks and activities. Therefore, it is understood, trustworthiness is an important leadership skill, which needs to be reinforced on a regular basis.

8. Work Ethics

Work ethics are referred to as beliefs and principles that hard work and diligence have made moral benefit, an inherent ability, value or virtue to strengthen the character of the individuals. Apart from possession of required educational qualifications, skills and abilities, the leaders and other members of the organizations need to be well aware in terms of work ethics. The information and understanding in terms of work ethics will enable the leaders and employees to carry out their tasks and activities in a well organized manner and achieve the desired goals and objectives. Having strong work ethics involves updating of values and goals of the organization. These enable the leaders and other members to carry out their job duties in a well-ordered manner. It means focusing on completing the assigned tasks within the required time frame.

9. Conscientiousness

Conscientiousness is the personality trait of being careful and diligent. When the individuals are conscientious, it indicates that they possess the desire to carry out their job duties to the best of their abilities. Conscientious individuals tend to be efficient and organized. They recognize their job duties and responsibilities. Apart from recognizing their job duties and responsibilities, they implement time management skills. They assign priorities to the tasks and are able to take out time for all tasks and activities. This leadership skill enables individuals to be well-aware of the fact that in order to do well in one's job duties, they need to inculcate the traits of honesty, integrity, resourcefulness, diligence and morality.

10. Dispute Settlement

Dispute settlement or dispute resolution is the process of resolving the disputes between the parties. The term dispute settlement is sometimes used interchangeably with conflict resolution. When there are occurrences of disputes between members, they need to be prevented from assuming a major form. Within organizations, there are occurrences of disputes among individuals. The occurrences of disputes are regarded as barriers within the course of achievement of desired outcomes. When there are occurrence of disputations among management and union, then the third party, which is the arbitrator, is called to settle the disputes. Arbitrator is the neutral party, who is impartial and makes the decision, which needs to be obeyed by both the parties. The leaders and other members of the organization need to be aware of the methods of settling disputes. They need to realize that when they settle settlements, they will be able to render an effective contribution in the implementation of job duties satisfactorily and in achieving organizational goals.



CHECK YOUR PROGRESS

Q 5: Write one important leadership skill.

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10.7 LET US SUM UP

- In modern society, there is a great deal of emphasis on leadership. There is always a search for people who can lead in this society. The education system needs leadership just as much as society needs leadership.
- Leadership is the quality of being a person or the special quality of a non-person by which he/she can influence his followers.

- Educational leadership is the quality or process by which the head or leader of the institution can influence other teaching staff or persons associated with the educational institution by his/her conduct for the proper and healthy organization and progress of the educational institution.
- The main types of leadership are autocratic or authoritarian leadership, democratic or participatory leadership, laissez-faire or free rein leadership and p**aternalistic leadership**. Again leadership is also classified in four types from academic perspective. These four types are: academic leadership, administrative leadership, community leadership and student-centred leadership.
- Leadership skills are the competencies and knowledge that a leader possesses and uses to successfully reach goals and objectives. Leadership skills often incorporate several different personality traits and communication abilities that are useful for anyone to learn and practice over time.



10.8 FURTHER READING

1) Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice.* Guwahati: EBH Publishers (India).
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5) Sukla P. D. (1983). *Administration of Education in India*. New Delhi: Vikas Publishing Co.



10.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: C. D. Haskell defined leadership as "Leadership is a relation between persons such that the ideas (will) of the person are being accepted and followed by other persons."

Ans to Q No 2: Kimball Young defined educational leadership as "Educational leadership is that process which the followers willingly accept directions and control by another."

Ans to Q No 3: Academic leadership is primarily related with educational institution. Academic leadership is a specific case of leadership that occurs in academic settings or institutions. It represents the functions and responsibilities of top managers, presidents or principals, chancellors, deans or heads of departments responsible for decision making at different levels of education.

Ans to Q No 4: Democratic leadership decentralises authority. It is characterised by consultation with the subordinates and their participation in the formulation of plans and policies. Democratic leader encourages participation in decision-making. He/she leads the subordinates mainly through persuasion and example rather than fear and force.

Ans to Q No 5: One important leadership skill is communication. Effective communication is regarded as the fundamental skill of explaining the employees various aspects of the organization. When the leaders will put into operation effective communication processes, they will be able to impart instructions, ideas, and viewpoints to the employees in terms of implementation of job duties, convey them information in terms of organizational goals, and provide solutions to their problems and issues, make provision of help and support to them in the implementation of job duties and put into operation the managerial functions of planning, organizing, leading, directing, coordinating and controlling in an effective manner.



10.11 POSSIBLE QUESTIONS

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

Q 1: What is meant by leadership?

Q 2: What is meant by educational leadership?

Q 3: What is meant by administrative leadership?

Q 4: Write one characteristic of educational leadership.

Q 5: What do you mean by leadership skill?

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

Q 1: Write a note on leadership.

Q 2: Write the characteristics of educational leadership.

Q 3: Describe importance of work ethics in leadership.

Q 4: Write a short note on community leadership.

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

Q 1: Elaborately write the concept of leadership and educational leadership.

Q 2: Describe the different types of leadership with proper example.

Q 3: Explain different leadership skills specially required for a leader of secondary school.

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UNIT 11 : COMMUNICATION

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Meaning of Communication

11.4 Role of Communication in Effective Management

11.5 Methods of Communication

11.6 Barriers for Effective Communication in Educational Administration

11.7 Solutions for Effective Communication in Educational Administration

11.8 Let Us Sum Up

11.9 Further Reading

11.10 Answer To Check Your Progress

11.11 Possible Questions

11.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- describe the meaning and nature of communication
- explain the role of communication in effective management
- discuss the different methods of communication
- identify the barriers for effective communication in educational administration
- derive the solution to remove the barriers for effective communication in educational administration.

11.2 INTRODUCTION

Man is a social animal. Being a social animal, a person maintains relationship with other people in the society. From the beginning of human civilization, humans have been communicating with other people for the purpose of sharing their feelings. In ancient times, communication started

with various symbols, facial expressions and so on. Cave drawing and colour drawing led to the development of communication system in 40,000 BC. Writing was invented in China around 1400 BC, and paper and ink were later invented in China. In this way the communication system has come a long way and has reached its present state. The communication system has been playing a major role in the education system since time immemorial. Without effective communication the success of the education system is impossible. Direct and Indirect- different types of communication can be seen in the field of education.

In this unit, we shall discuss the meaning of communication, role of communication in effective management, methods of communication, barriers and solution for effective communication in educational administration.

11.3 MEANING OF COMMUNICATION

Generally, communication refers to the purposeful interaction that takes place between any two parties. This is the process of giving and receiving. One side gives and the other side accepts. In the communication process, two parties can mean two people, two groups, two societies or two countries. One side of this communication is called the sender and the other side is called the receiver.

Etymologically, the English word 'communication' is derived from the Latin word 'communis' which means common or similarity. Communication is the resemblance between the receiver and the sender. The word communication is derived from another Latin word, 'communicare', which means 'share'. This means that the sender and the receiver should be equally actively involved in the communication process.

Communication is essential for individual, group and social development of the individual. Through this, a person can develop his knowledge through experience, thoughts, feelings, attitudes, etc., through discussions with other people. There can be direct communication between the sender and the receiver. For example, there is direct communication between the speaker and the listener, the actor and the audience.

Sometimes communication may be indirect also depending on the circumstances. In this indirect communication, there is another party besides the sender and the customer. The success of communication depends on the reliability of this party.

All living beings continue to communicate with one another through various means. These mediums can be spoken, unspoken or symbolic. Through these mediums we can convey our thoughts, desires, reluctance, hopes and aspirations.

Different educators and eminent personalities have come up with their own definitions of the meaning of communication. Some of these definitions can be discussed in the following ways.

1. According to the philosopher Aristotle, “It is a means of pursuit to influence the other, so that the desired effect is obtained.”
2. According to the American College Dictionary, “Communication is the imparting or interchange of thoughts, opinions or information by speech, writing or signs.”
3. According to Anderson, “Communication is a dynamic process in which man consciously or unconsciously affects the cognition of another through material or agencies and in symbolic ways.”
4. Terry, Thomas and Marshall opined that, “Communication may be defined as the exchange of meaning between people occurring either through language or non-verbally and varying with degrees of knowledge, motivation and attitudes.”
5. According to Hartman, “Communication is the control of behaviour through descriptive and reinforcing stimuli.”
6. In the words of D. Berl, “Communication is the process of interaction of ideas between the communicator and the receiver to arrive at a common understanding of mutual benefit.”
7. In Edgar Dale’s view, “Communication is defined as the sharing of ideas and feelings in a mood of mutuality.”
8. According to Horland, “Communication is a process by which an individual, the communicator, transmits (usually verbal symbols) to modify the behaviour of other individual communication.”

9. According to Rogers, “Communication is a process by which people create and share information with one another in order to reach common understanding.”
10. According to Keith Daris, “Communication is the process of passing information and understanding from one person to another.”

So it can be said that communication is possible as a result of interaction between two persons. The nature of communication can be easily understood through the features mentioned below:

- Communication is a two-way process where mutual interaction between sender and receiver is possible.
- Communication without aim is not possible. It is a purpose driven process.
- Communication can fulfil the expectations, aspirations, needs, etc. of the sender and the receiver in a positive way.
- Communication can be possible in both verbal and non-verbal ways.
- Through communication, feelings, thoughts, hopes, aspirations, emotions, feelings, etc., can be transmitted from one person to another.
- Some elements involved in the communication process are Source, Sender, Message, Contents or message, Encoding, Decoding, Receiver, and Feedback etc.
- The main subject of communication between the sender and the receiver is the transmission and receipt of necessary information.
- The success of communication depends on the body of the sender and mental readiness and motivation of receiver.
- In the process of communication, there is a sense of mutual understanding between the two parties (sender and receiver).



CHECK YOUR PROGRESS

Q 1: Write the etymological meaning of the term ‘communication’. .

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Q 2: Define communication.

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11.4 ROLE OF COMMUNICATION IN EFFECTIVE MANAGEMENT

Communication plays a significant role in educational administration and management so as to perform the basic functions of management, i.e., Planning, Organizing, Leading and Controlling. Communication helps the educational administrators and managers to perform their jobs and responsibilities efficiently. Communication serves as a foundation for planning. All the essential information must be communicated to the educational managers who in-turn must communicate the plans so as to implement them. Organizing also requires effective communication with others about their job task. Similarly leaders as managers must communicate effectively with their subordinates so as to achieve the team goals. Controlling is not possible without written and oral communication.

The roles of communication in educational administration and management are summed up with the help of following points:

1. **Basis of Decision-Making and Planning:** Communication is essential for decision-making and planning. It enables the educational management to secure information without which it may not be possible to take any decision. The quality of managerial decisions depends upon the quality of communication. Further, the decisions and plans of the management need to be communicated to the subordinates. Without effective communication, it may not be possible to issue instructions to others. Effective communication helps in proper implementation of plans and policies of the educational management.
2. **Smooth and Efficient *working* of an Organisation:** In the words of George R. Terry, *"*It serves as the lubricant, fostering for the smooth operations of management process." Communication makes possible the smooth and efficient working of an *educational institution.* It is only

through communication that the management changes and regulates the actions of the subordinates in the desired direction.

3. **Facilitates Co-Ordination:** Management is the art of getting things done through others and this objective of management cannot be achieved unless there is unity of purpose and harmony of effort. Communication through exchange of ideas and information helps to bring about unity of action in the pursuit of common purpose. It binds the people together and facilitates co-ordination.
4. **Increases Managerial Efficiency:** Effective communication increases managerial efficiency. It is rightly said that nothing happens in educational management until communication takes place. The efficiency of educational manager depends upon his ability to communicate effectively with the members of his organisation. It is only through communication that management conveys its goals and desires, issues instructions and orders, allocates jobs and responsibility and evaluates performance of subordinates.
5. **Promotes Co-operation and Industrial Peace:** Effective communication creates mutual understanding and trust among the members of the educational institution. It promotes co-operation between the employer and the employees. Without communication, there cannot be sound relations and peace among the members of the educational institution. It is only through communication that workers can put in their grievances, problems and suggestions to the management.
6. **Helps in Establishing Effective Leadership:** Communication is the basis of effective leadership. There cannot be any leadership action without the effective communication between the leader and the led. Communication is absolutely necessary for maintaining man to man relationship in leadership. It brings the manager (leader) and the subordinates (led) in close contact with each other and helps in establishing effective leadership.
7. **Motivation and Morale:** Communication is the means by which the behaviour of the subordinates is modified and change is effected in their actions. Through communication workers are motivated to achieve

the goals of the educational institution and their morale is boosted. Although motivation comes from within yet the manager can also motivate people by effective communication, e.g., proper drafting of message, proper timing of communication and the way of communication, etc.

8. **Increases Managerial Capacity:** Effective communication increases managerial capacity too. An educational manager is a human being and has limitations as to time and energy that he/she can devote to his/her activities. He/she has to assign duties and responsibilities to his/her subordinates. Through communication, a manager can effectively delegate his/her authority and responsibility to others and thus, increases his/her managerial capacity.
9. **Effective Control:** Managerial function of control implies the measurement of actual performance, comparing it with standards set by plans and taking corrective actions of deviations, if any, to ensure attainment of enterprise objectives according to preconceived and planned acts. Communication acts as a tool of effective control. The plans have to be communicated to the subordinates, the actual performance has to be measured and communicated to the top management and a corrective action has to be taken or communicated so as to achieve the desired goals. All this may not be possible without an efficient system of communication.
10. **Job Satisfaction:** Effective communication creates job satisfaction among employees as it increases mutual trust and confidence between management and the employees. The gap between management and the employees is reduced through the efficient means of communication and a sense of belongingness is created among employees. They work with zeal and enthusiasm.
11. **Democratic Management:** Communication is also essential for democratic management. It helps to achieve workers' participation in management by involving workers in the process of decision-making. In the absence of an efficient system of communication, there cannot be any delegation and decentralization of authority.

12. **Increases Productivity and Reduces Cost:** Effective communication saves time and effort. It increases productivity and reduces cost. Large-scale production involves a large number of people in the educational organisation. Without communication, it may not be possible to work together in a group and achieve the benefits of large-scale production.

11.5 METHODS OF COMMUNICATION

The communication methods can be divided into different parts by observing them from different perspectives. The following is a description of the methods of communication:

(1) **Methods of Communication from the point of view of Number:** Emphasis is placed on the number of persons in the methods of communication from the point of view of number. In this approach communication is divided into four types. For example:

(a) **Intrapersonal communication:** When only one person participates in the communication process, it is called intrapersonal communication. In other words, intrapersonal communication is the process by which a person thinks about himself, solves a problem, or understands something.

(b) **Inter-personal communication:** This is a basic form of communication in which two or very few people (four or five) interact with each other. The physical proximity of the participants in this communication process can be seen. This type of communication can be of any kind, spoken or unspoken and instant feedback can be obtained.

(c) **Group communication:** This type of communication involves many people and there is no special physical proximity between the individuals. This type of communication can be understood as classroom communication, business meeting or any lecture program.

(d) **Mass communication:** According to Baran, mass communication is the communication between the mass media

and the audience. Systems such as radio, television, telecommunication, etc. are used to communicate with a large number of people in the country. This communication is indirect and its main purpose is to form a referendum and thereby achieve political, economic and social objectives.

(2) Method of communication from the organizational point of view: From organizational point of view, communication can be divided into two types. For example:

(a) Formal Communication: Formal communication is the communication with colleagues or other students based on the rules and regulations laid down by the authorities. It is mandatory to follow the rules and regulations in the communication process.

(b) Informal communication: Informal communication is the communication that takes place spontaneously and without interruption outside the rules of formal policy. This type of communication does not follow any rules. Informal communication between parents, siblings in a home environment is the example of informal communication.

(3) Methods of communication from the point of view of language: From the point of view of language used in communication, communication can be divided into two main parts. These are:

(a) Verbal Communication: Language is the medium of human expression. The use of language is the key to verbal communication. This communication can be divided into two parts. These are:

(i) Oral Communication: This communication takes place by word of mouth. The mediums used in this case are- (i) face to face, (ii) teleconference, (iii) telephone and (iv) voice mail. Messages can be sent very quickly through verbal communication and instant feedback can be obtained. Personal contact also helps in this communication.

(ii) Written Communication: This type of communication is expressed through written words, graphs, charts, reports,

pictures etc. The effects of written communication on human memory, imagination, observation and thinking skills, language skills and writing skills are immense. This type of communication serves as a kind of standing report. Of course, this communication is not useful for people who are illiterate.

(b) Non-Verbal Communication: The process of communication is possible even without language. It is necessary and obligatory to use non-verbal communication at different times. In general, non-verbal communication is used to make linguistic communication stronger and more effective. Some of the non-verbal means of communication are:

(i) Facial Expression: The impressions can be easily understood through facial expressions like feelings, thoughts, emotions etc. Happiness-sadness, laughter-joy, thoughts, curiosity, arousal, etc. can be done very easily through facial expressions without using verbal expressions.

(ii) Language of the Eye: Eye language is also another medium of non-verbal communication. Eye language is a medium of communication between societies and cultures around the globe. Eye contact can be more reliable than word of mouth. The teacher can make the teaching work successful by establishing eye-to-eye relationship with the students.

(iii) Body Language: Another medium of non-verbal communication is body language. A classical dancer can communicate through various parts of the body such as arms, legs and other parts of the body.

(iv) Sound Symbol: Various sound symbols have also been identified as effective means of communication. The 'hmm' sound indicates that the work is being performed. Communication is also possible with the help of such sound symbols.



CHECK YOUR PROGRESS

Q 3: Write one role of communication in educational administration.

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Q 4: What is meant by verbal communication?

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Q 5: Write briefly on intrapersonal communication.

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11.6 BARRIERS FOR EFFECTIVE COMMUNICATION IN EDUCATIONAL ADMINISTRATION

In educational administration, various factors are seen hindering effective communication. Communication is interrupted because of these factors. Some of these barriers are discussed below:

(1) Physical Barriers:

(i) Environment: Environment is seen as a barrier to communication in educational administration. Bad weather such as lightning, thunderstorms, extreme heat, etc. adversely affects communication.

(ii) Noise: Noise is another factor which hinders the clarity of communication. There are three types of noise that interfere with educational administration. Such as:

(a) Physical Noise: Repulsive sound from various environmental conditions, such as- factory engine noise, market noise, outside noise, etc.

(b) Written Noise: An inconsistently written word.

(iii) Invisibility/Distance: The physical distance between the sender and the receiver of verbal communication also hinders

communication. Communication is hampered by overcrowded situation, head-employees eye contact difficulties, and so on.

(iv) **Physical Discomfort/ill Health:** If the seating facility is not suitable and the quality of chairs-tables is low then the employees will give more importance to the seating difficulties rather than receiving the message of the head of the institution and perform their duties. Again, the ill health of teachers and students is also seen as a barrier to communication.

(2) **Language Barriers:**

(i) **Language Inadequacy:** Sometimes it is seen that communication between the sender and the receiver is not possible due to language barrier. One of the reasons for this is poor pronunciation.

(ii) **Unclear Graphics and Symbols:** In the case of written communication, if the sender uses some symbols which are not commonly used, then the receiver is likely to have error on the side of receiving the message.

(iii) **Verbosity:** If the sender uses a very high level and theoretical language then it becomes difficult for the receiver to make it understandable. In addition to this, even if the instruction is done at a very fast pace, the head and employees communication process gets interrupted.

(3) **Psychological Barriers:** Psychological factors in interpersonal communication such as - interest, attention, attraction etc. affect the sender and the receiver. No one can learn anything by physical presence alone without being mentally prepared. Some aspects of psychological barriers are:

(i) **Previous Knowledge and Experiences:** If an employee is unable to make a connection between previous experiences then he or she will not be able to accept the message appropriately. If past experience is unsatisfactory and unsuccessful then it will also interrupt the present communication.

(ii) **Cultural Disparities and Generation Gap:** If there is cultural stagnation between the sender and the receiver and gap between the two generations then it hinders the communication process.

(4) Organizational Barriers:

(i) **Rules and Regulations:** Strict rules and regulations create barriers in the communication of educational administration.

(ii) **Hierarchical Relationship and Lack of Co-operation:** Communication of educational administration is interrupted if there is a gap between the sender and receiver as well as there is no co-operation between the hierarchical processes.

These obstructing elements cause communication problems. These factors prevent the connection between the sender and the receiver. Various steps need to be taken to overcome this obstacle.

11.7 SOLUTIONS FOR EFFECTIVE COMMUNICATION IN EDUCATIONAL ADMINISTRATION

The various aspects that hinder the communication in the educational administration should be addressed through the following methods.

(1) Prevention of Physical barriers:

- The working environment should be conducive to communication.
- The administrative block should have adequate seating facilities
- Appropriate listening and seeing arrangements should be made in the administrative block.
- Arrangements should be made for the office staffs to work comfortably.

(2) Prevention of Verbal Barriers:

- As a sender, the head of the institution should use simple language and avoid verbosity.
- New images and symbols should be described.
- To reduce verbal word dependence, more emphasis should be placed on the use of visual aids.
- Immediate feedback should be provided as far as possible.
- Handbooks, manual books and other written instruction tools should be readily available to the staffs.

(3) Prevention of Psychological Barriers:

- Guidance and counselling arrangements should be made for overcoming superstitions and unhealthy attitudes.
- To increase the scope of knowledge, visual-audio equipment should be provided.
- The head of the institution should provide empathy to the staffs in times of danger.
- In order to bridge the generation gap, the head of the institution should take care to adapt new measures.

(4) Prevention of Organizational Barriers:

- As a motivator, every effort should be made to build healthy relations between the head and the staff of the educational institution.



CHECK YOUR PROGRESS

Q 6: Write one important physical barrier of communication in educational administration.

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11.8 LET US SUM UP

- The communication system has been playing a major role in the education system since time immemorial. Without effective communication the success of education system is impossible.
- Generally, communication refers to the purposeful interaction that takes place between any two parties. This is the process of giving and receiving. One side gives and the other side accepts. In the communication process, two parties can mean two people, two groups, a society or a country. One side of this communication is called the sender and the other side is called the receiver.

- All living beings continue to communicate with one another through various means. These mediums can be spoken, unspoken or symbolic. Through these mediums we can convey our thoughts, desires, reluctance, hopes and aspirations.
- Communication is possible as a result of the interaction of two people. Through communication, feelings, thoughts, hopes, aspirations, emotions, etc., can be transmitted from one person to another.
- Some elements involved in the communication process are Source, Sender, Message, Contents or message, Encoding, Decoding, Receiver, Feedback etc. The main subject of communication between the sender and the receiver is the transmission and receipt of necessary information.
- Communication plays a significant role in educational administration and management so as to perform the basic functions of management, i.e., Planning, Organizing, Leading and Controlling. Communication helps the educational administrators and managers to perform their jobs and responsibilities efficiently. Communication serves as a foundation for planning. All the essential information must be communicated to the educational managers who in-turn must communicate the plans so as to implement them. Organizing also requires effective communication with others about their job task. Similarly leaders as managers must communicate effectively with their subordinates so as to achieve the team goals. Controlling is not possible without written and oral communication.
- The communication methods can be divided into different parts by observing them from different perspectives.
- Language is the medium of human expression. The use of language is the key to verbal communication.
- The process of communication is possible even without language. It is necessary and obligatory to use non-verbal communication at different times. In general, non-verbal communication is used to make linguistic communication stronger and more effective.

- In educational administration, various factors are seen to hinder the effective communication. Communication is interrupted because of these factors. Various steps need to be taken to overcome these obstacles.



11.9 FURTHER READING

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11.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Etymologically, the English word ‘communication’ is derived from the Latin word ‘communis’ which means common or similarity. Communication is the resemblance between the receiver and the sender. The word communication is derived from another Latin word, ‘communicare’, which means ‘share’. This means that the sender and the receiver should be equally actively involved in the communication process.

Ans to Q No 2: Terry, Thomas and Marshall defined communication as "Communication may be defined as the exchange of meaning between people occurring either through language or non-verbally and varying with degrees of knowledge, motivation and attitudes."

Ans to Q No 3: One important role of communication in educational administration is basis of decision-making and planning. Communication is essential for decision-making and planning. It enables the *educational* management to secure information without which it may not be possible to take any decision. The quality of managerial decisions depends upon the quality of communication. Further, the decisions and plans of the management need to be communicated to the subordinates. Without effective communication, it may not be possible to issue instructions to others. Effective communication helps in proper implementation of plans and policies of the *educational* management.

Ans to Q No 4: Verbal communication means communication where language is used. This communication can be divided into two parts. These are oral communication and written communication. Oral communication takes place by word of mouth. The mediums used in this case are- (i) face to face, (ii) teleconference, (iii) telephone and (iv) voice mail. Written communication is expressed through written words, graphs, charts, reports, pictures etc. This type of communication serves as a kind of standing report. Of course, this communication is not useful for people who are illiterate.

Ans to Q No 5: When only one person participates in the communication process, it is called intrapersonal communication. In other words, intrapersonal communication is the process by which a person thinks about himself, solves a problem, or understands something.

Ans to Q No 6: One important physical barrier of communication in educational administration is environment. Environment is seen as a barrier to communication in the educational administration. Bad weather such as lightning, thunderstorms, extreme heat, etc. adversely affects communication.



11.11 POSSIBLE QUESTIONS

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

Q 1: What is meant by communication?

Q 2: Write two characteristics of communication.

Q 3: What are the elements of communication?

Q 4: What do you mean by inter-personal communication?

Q 5: Write two remedies to solve the problem of communication in educational administration.

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

Q 1: Write the nature of communication.

Q 2: Write the methods of communication from the organisational point of view.

Q 3: Write briefly on non-verbal communication.

Q 4: Write the psychological barriers of communication in educational administration.

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

Q 1: Elaborately write the concept of communication with special reference to educational administration and management.

Q 2: Describe the different methods of communication.

Q 3: Explain the role of effective communication in educational administration and management.

Q 4: Explain the barriers and solutions of effective communication in educational administration.

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UNIT 12 : INTER-PERSONAL CONFLICT

UNIT STRUCTURE

12.1 Learning Objectives
12.2 Introduction
12.3 Meaning of Conflict
12.4 Types of Conflict
12.5 Concept of Inter-personal Conflict
12.6 Types of Inter-personal Conflict
12.7 Causes of Inter-personal Conflict
12.8 Management of Inter-personal Conflict
12.9 Stress Management
12.10 Let Us Sum Up
12.11 Further Reading
12.12 Answer To Check Your Progress
12.13 Possible Questions

12.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- describe the concept of inter-personal conflict;
- develop understanding about the management of inter-personal conflict;
- identify the different causes that create stress in life; and
- discuss different stress management strategies.

12.2 INTRODUCTION

Conflict is a natural phenomenon. The term 'conflict' is used in various fields like in education, polity, sociology and psychology. Conflict is an outcome of behaviour. It is an integral part of human life. Whenever there is interaction there is conflict. Conflicting situations create tension and a feeling of restlessness in our mind. Tension continues until a decision is taken and conflict is resolved. In total conflict may be a friction between two desires,

motives, needs or values, finally the stronger one will take upper hand. Sometimes, when someone cannot resolve conflict, the individual will be put into severe consequences, which he/she cannot withstand and try to escape from the field itself through unhealthy means. Conflict also creates stress in our mind. It is need of the hour to manage inter-personal conflict and stress from the mind of the people.

In this unit, we shall discuss the meaning of communication, role of communication in effective management, methods of communication, barriers and solution for effective communication in educational administration.

12.3 MEANING OF CONFLICT

Etymologically, the word conflict has been derived from Latin word 'Conflictus' which means 'strike two things at the same time'. Conflict is a clash of interests, values, actions, views or directions. In psychology, conflict is an opposition between contradictory impulses. A conflict may be defined as the simultaneous arousal of two or more incompatible motives.

Conflicts occur in the individual when more than one, equally powerful desires or motives are present at the same time and pressurize for immediate satisfaction. If any one of the motive is weak, it will be suppressed and the stronger motive gains satisfaction. Conflict may be defined as a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals. Conflict means expression of hostility, negative attitudes, antagonism, aggression, rivalry, and misunderstanding. It is also associated with situations that involve contradictory interest between two opposing groups. It can be defined as a disagreement between two or more individuals or groups with each individual or group trying to gain acceptance of its view over others. The essence of conflict seems to be disagreement, contradiction, or incompatibility. Thus, conflict refers to any situation in which there are incompatible Goals, Cognitions, or Emotions within or between individuals or groups that lead to opposition or antagonistic interaction. The definition recognizes three basic types of conflict: Goal conflict is a situation in which desired end states or preferred outcomes appear to be incompatible;

Cognitive Conflict is a situation in which ideas or thoughts are inconsistent; and Affective Conflict is a situation in which feelings or emotions are incompatible; that is, people literally become angry with one another.

According to Colman, "A conflict is the anticipated frustration entailed in the choice of either alternative"

According to Mary Parker Follett, "The appearance of difference, difference of opinion and interests"

According to Kurt Lewin, "Conflict is usually a clash of motives".

Ting Toomey defines conflict as 'a form of intense interpersonal and intrapersonal dissonance between two or more interdependent parties based on incompatible goals, needs, desires, values, beliefs and attitudes.'

According to Jacob's and Schreyer's, "Conflict is goal interference attributed to another's behaviour."

Schneider Le Baron argues that conflict occurs on different grounds, starting from a difference over issues and material differences, to communication and social dynamics, to symbols, perceptions and identities.

12.4 TYPES OF CONFLICT

Conflict is classified into different types. There are mentioned below:

i) Intrapersonal conflicts
ii) Interpersonal conflicts
iii) Intra-group Conflict
iv) Inter-group Conflict
v) Intra-organizational Conflict
vi) Unconscious Conflict



CHECK YOUR PROGRESS

Q 1: Define conflict.

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Q 2: Mention two types of conflict.

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12.5 CONCEPT OF INTER-PERSONAL CONFLICT

Inter-personal conflict is an important type of conflict. Interpersonal conflicts happen in all areas of our lives and work is no different. It's not necessarily a bad thing to have conflict. As a matter of fact, most people with expertise in communication between humans will tell you conflict can be a good thing. The key is to be able to deal with it in the right way.

Inter-personal conflict is caused between individuals. Inter-personal conflict involves two or more individuals rather than one individual. Two managers competing for the same promotion, two executives manoeuvring for a larger share of corporate capital are examples of conflict between individuals and are legion and quite familiar. This can be resolved through some strategies such as avoiding, smoothing, forcing, confronting and compromising. Assertive behaviour and mutual understanding help to resolve such conflicts easily.

In the broader sense, an interpersonal conflict is a disagreement in some manner between two or more people. The disagreement can be physical, mental, or emotional. When interpersonal conflict happens in the workplace, it can reduce productivity and make a dent in morale. At work, it takes on the shape that one person, or a group of people, frustrates or hampers another person or group's efforts at achieving a goal. This isn't always done on purpose as we will see. Nonetheless, it can be very frustrating and cause a lot of inefficiencies.

Starks described interpersonal conflict as "a behaviour that negatively impacts another individual or group."

12.6 TYPES OF INTER-PERSONAL CONFLICT

Interpersonal conflicts are of different types. These are:

1. Policy Conflicts

Policy conflicts are disagreements about how to deal with a situation that affects both parties. This happens in a variety of situations. Let's say you and a co-worker are assigned to complete a project together. When you sit down to figure out the best way to complete the project,

it becomes apparent that you think one way is best and your co-worker feels another method is better.

In looking at a situation outside of work an easy one is in a marriage. Maybe you think your spouse should be saving 10% towards retirement and your spouse thinks 5% is plenty. These are examples of policy conflicts. Many times, you can come to a win-win type outcome where everyone gets most of what they want with a little compromise.

2. Value Conflicts

Everybody has a different set of values. You may have values that are very close to someone else's but, we each have our own specific set of values. Sometimes, when you have an ongoing argument with someone, it's easy to think they are being stubborn. Normally, the underlying reason is because they feel strongly about something due to their values.

In your home life, you might think it's best to raise your kids a certain way and your spouse feel differently. At work, maybe your boss thinks to set up a form of payment for referred revenue and you think that isn't the way to do business. Value conflicts are typically pretty difficult to resolve because they are more ingrained.

3. Ego Conflicts

Ego conflicts are pretty tough as well. In this situation, losing an argument, or being thought of as wrong, can actually damage a person's self-esteem. This is like a power struggle.

Let's say you feel your spouse almost always picks where you go out to dinner. This seems to happen to the point that you feel you are losing power in the relationship because it seems like they always make the decision. So, instead of letting your spouse continue to pick what restaurant you eat at, you almost always end up arguing about where to eat.

It's easy to see this type of conflict happening at work. Think about all the times you were asked to do something you don't really want to do. You don't want to feel like you are getting taken advantage of, so you find some way to dodge the work, put it on someone else, or simply ignore the request.



CHECK YOUR PROGRESS

Q 3: Inter-personal conflict is caused between ..... (Fill in the blank).

.....

Q 4: What is meant by policy conflict?

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12.7 CAUSES OF INTER-PERSONAL CONFLICT

There is a long list of what can cause interpersonal conflict. Here, we discuss some of the important causes of interpersonal conflict with regard to educational management.

1. Frustration and Stress

People who feel stressed and frustrated at work tend to have more conflicts. People are simply more irritable and can get on each other's nerves much easier than other times.

2. Misunderstandings

Misunderstandings are easy to come by. A huge area that can cause interpersonal conflict due to misunderstandings is having different expectations on a job, role, process, or anything work related.

3. Lack of Planning

This one is very common problem. Many educational institutions or departments within institutions work by crisis. That is they do not really have plans for many things, they simply react to crisis situations. Things never seem to improve because they don't put in a process for how to make something better. They are too busy running around like their hair is on fire. And when the fire is out, they relax for a day or two until the next fire breaks out. This can cause a lot of conflict and finger pointing.

4. Bad Staff Selection

This really shows up in two areas: First of all in the initial hiring process. When someone gets hired into a role and is not really doing what they

were hired to do, someone else has to pick up the slack. You can bet the people picking up the slack are going to get angry and resentful sooner rather than later. The other area this affects is on teams. Some people naturally gravitate to doing more than their portion while others tend to do less than their fair share. Both sides can rub people the wrong way and create conflict.

12.8 MANAGEMENT OF INTER-PERSONAL CONFLICT

Management of inter-personal conflict involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in organizational environment. Conflict resolution refers to dealing with or removing the cause of the conflict. Ways of managing organizational conflict are as varied as its causes, origins and contexts. All organizations, however simple or complex, possess a range of mechanisms or procedures for managing interpersonal conflict. The success or effectiveness of such procedures can be gauged by the extent to which they limit conflict behaviour and the extent to which they help to achieve a satisfactory solution.

Different techniques of management of interpersonal conflict are stated as follows:

1. **Avoiding or Ignoring:** The basic goal of the avoidance is to delay. Person would rather hide and ignore interpersonal conflict than resolve it. This leads to the uncooperative and unassertive. Person tend to give up personal goals and display passive behaviour creating lose-lose situations. Person believes it is easier to withdraw from a conflict rather than to face it. Avoiding strategy may help to maintain relationship that would be hurt by interpersonal conflict resolution and very effective way to affront conflictive situations at short term. Disadvantage may be conflict remain unresolved, overuse of the style leads to others walking all over them. Appropriate time to use this style when stakes are not high or issues is trivial, when confrontation will hurt a working relationship, when there is little chance of satisfying your wants, when disruption outweighs the benefit of conflict resolution, when gathering

information is more important than an immediate decision, when others can more effectively resolve the conflict and when time constraints demand a delay.

2. **Smoothing:** Smoothing refers to the conciliation that occurs when one person or group is willing to yield to the other. Smoothing results from a low concern for the interest of one group combined with a high concern for the interest of other group. This interpersonal conflict management style emphasises on human relationships. Individuals ignore their own goals and resolve conflict by giving in to others because they see the relationships as of the greatest importance while their own goals are of the least importance. Individuals smooth over the conflict out of fear of harming the relationship—their unassertive and cooperative behaviour creates a win/lose situation, want to be accepted and liked by others. Individuals think that conflict should be avoided in favour of harmony and that people cannot discuss conflicts without damaging relationships. Individuals are afraid that if the conflict continues, someone will get hurt and that would ruin the relationship. Advantage of smoothing style is to maintain relationship but giving in may not be productive. Appropriate time to use this style is when maintaining the relationship outweighs other considerations, when suggestions/changes are not important to the accommodator, when time is limited or when harmony and stability are valued.

3. **Compromising**: A compromise in the interpersonal conflict is reached by balancing the demands of the conflicting parties and bargaining in a give and take position to reach a solution. Each party gives up something and also gains something. The technique of interpersonal conflict resolution is very common in negotiations between the labour unions and management. It has become customary for the union to ask for more than what they are willing to accept and for management to offer less than what they are willing to give in the initial stages. Then through the process of negotiating and bargaining, mostly in the presence of arbitrators, they reach a solution by compromising. This type of compromise is known as integrative bargaining in which both

sides win in a way. Compromising is a useful technique, particularly when two parties have relatively equal power, thus no party can force its viewpoints on the other and the only solution is to compromise. It is also useful when there are time constraints. If the problems are complex and many faceted, and the time is limited to solve them, it might be in the interest of conflicting parties to reach a compromise.

4. **Forcing:** It designates a situation a person or group attempts to acquire complete dominance. Individual do not hesitate to use aggressive behaviour to resolve interpersonal conflict. Individual assume that conflict is settled by one person winning and one person losing and they want to be the winner and creating a win-lose situation. Winning gives a sense of pride and achievement. Losing gives an individual a sense of weakness, inadequacy or failure. If individual decision is correct a better decision without compromise can result. If individual decision is incorrect may bred hostility and resentment toward the person using it. This style is appropriate when quick decisive action is vital; on important issues where unpopular actions need implementing.
5. **Confronting:** Confronting style refers to strong cooperative and assertive behaviour. It is the win-win approach to interpersonal conflict handling. The person using confronting desire to maximize joint results. An individual who uses this style tends to see conflict as natural, helpful, and leading to a more creative solution if handled properly. Exhibit trust in others and conflict is resolved to the satisfaction of all. Confronting style is most practical to find an integrative solution when both sets of concerns are too important to be compromised, when objective is to learn, to gain commitment by incorporating concerns into a consensus and to work through feelings that have inferred with a relationship.
6. **Problem solving**: This technique involves “confronting the conflict” in order to seek the best solution to the problem. This approach objectively assumes that in all organizations, no matter how well they are managed, there will be differences of opinions which must be resolved through discussions and respect for differing viewpoints. In

general, this technique is very useful in resolving conflicts arising out of semantic misunderstandings. It is not so effective in resolving non-communicative types of conflicts such as those that are based on differing value systems, where it may even intensify differences and disagreements. In the long run, however, it is better to solve conflicts and take such preventive measures that would reduce the likelihood of such conflicts surfacing again.

7. **Collaboration**: Collaboration aims at finding some solution that can satisfy the interpersonal conflicting parties. It is based on a willingness to accept as valid the interests of the other party whilst protecting one's own interests. Disagreement is addressed openly and alternatives are discussed to arrive at the best solution. This method therefore involves high cooperation and low confrontation. Collaboration is applicable when both parties desire to solve the problem and are willing to work together toward a mutually acceptable solution. Collaboration is the best method of handling conflicts, as it strives to satisfy the needs of both parties. It is integrative and has high concern for personal goals as well as relationship



CHECK YOUR PROGRESS

Q 5: What do you mean by smoothing?

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12.9 STRESS MANAGEMENT

In this fast paced life, one of the most common complaint that people have is about the fact that they are tensed or disturbed about something or the other. The cause of stress could be deadlines at work, finances to pay the bills, catching up with colleagues in terms of lifestyle or a tense relationship at home. Though it has been agreed by all experts that a certain amount of stress is required to add that little bit of spice to life and also to

enable you to perform to the best of your capabilities, prolonged levels of high stress can cause physiological and mental issues.

Stress is a fact of life, wherever you are and whatever you are doing. You cannot avoid stress, but you can learn to manage it so that it doesn't manage you. Changes in our lives—such as going to college, getting married, changing jobs, or illness—are frequent sources of stress. Keep in mind that changes that cause stress can also benefit you. Moving away from home to attend college, for example, creates personal development opportunities- new challenges, friends, and living arrangements. That is why it's important to know you and carefully consider the causes of stress. Learning to do this takes time, and although you cannot avoid stress, the good news is that you can minimize the harmful effects of stress, such as depression or hypertension. The key is to develop an awareness of how you interpret, and react to circumstances. This awareness will help you develop coping techniques for managing stress.

Stress is the way human beings react both physically and mentally to changes, events, and situations in their lives. People experience stress in different ways and for different reasons. The reaction is based on your perception of an event or situation. If you view a situation negatively, you will likely feel distressed—overwhelmed, oppressed, or out of control. Distress is the more familiar form of stress. The other form, eustress, results from a "positive" view of an event or situation, which is why it is also called "good stress."

The most frequent reasons for "stressing out" fall into three main categories:

- The unsettling effects of change
- The feeling that an outside force is challenging or threatening you
- The feeling that you have lost personal control.

Life events such as marriage, changing jobs, divorce, or the death of a relative or friend are the most common causes of stress. Although life-threatening events are less common, they can be the most physiologically and psychologically acute. They are usually associated with public service career fields in which people experience intense stress levels because of imminent danger and a high degree of uncertainty—police officer, fire and

rescue worker, emergency relief worker, and the military.

People may not plan to enter a high-stress career, but as a college student, people may find that the demands of college life can create stressful situations. The National Institute of Mental Health (NIMH) notes some of the more common stressors for college students:

- Increased academic demands
- Being on your own in a new environment
- Changes in family relations
- Financial responsibilities
- Changes in social life
- Exposure to new people, ideas, and temptations
- Awareness of sexual identity and orientation
- Preparing for life after graduation.

Symptoms of stress fall into three general, but interrelated, categories—physical, mental, and emotional. Stress creates different problems among us. Some of them are:

- Headaches
- Fatigue
- Gastrointestinal problems
- Hypertension (high blood pressure)
- Heart problems, such as palpitations
- Inability to focus/lack of concentration
- Sleep disturbances, whether it's sleeping too much or an inability to sleep
- Sweating palms/shaking hands
- Anxiety
- Sexual problems.

Even when you don't realize it, stress can cause or contribute to serious physical disorders. It increases hormones such as adrenaline and corticosterone, which affect your metabolism, immune reactions, and other stress responses. That can lead to increase in your heart rate, respiration, blood pressure, and physical demands on your internal organs.

Behavioural changes are also expressions of stress. They can include:

- Irritability
- Disruptive eating patterns (overeating or under eating)
- Harsh treatment of others
- Increased smoking or alcohol consumption
- Isolation
- Compulsive shopping.

But it is good to saying that stress can be managed. Some of stress managing strategies are mentioned here below:

i. **Learn how to say 'NO!':** Know your limits and do not compromise them. Taking on more than you can handle is not a good choice. It is alright if you don't do every single activity that your club, fraternity, sorority or your friends are doing.

ii. **Attitude:** It is human nature to want to freak out. Your mind is a powerful tool; use it in your favour. Thinking rationally can take you a long way.

iii. **Laugh:** Do something that you enjoy, take on a hobby, hang out with friends, and learn to balance your life. If you are feeling upset, express your feelings. Don't keep them to yourself because that will only add to your stress.

iv. **Avoid alcohol and cigarettes:** This is just a quick fix. Once the chemical leave your body, you are back to feeling stressed and you are probably worse off than when you started.

v. **Healthy eating:** Get the proper nutrition. Eat at least one hot-home cooked meal a day.

vi. **Exercise:** Physical activities can help you in not only burning off calories, but burning off stress. Exercise helps release tension. Exercise for 30 minutes a day for at least 3 times per week.

vii. **Relaxing your mind and body:** Take deep breaths. Visualize success. Set some "alone time" where you do something you enjoy. Practice "mindfulness", focusing your attention on the present moment.

viii. **Sleep:** At least 7 hours of sleep is needed in order to function your brain and body at optimum level. Avoid taking naps for more than 1 hour.

ix. **Healthy relationships:** Talk and hang out with friends. Find some you relate to and with whom you can share your problems.

x. **Time management:** Get a planner; create a schedule, or even a to-do list. Map out what your quarter will look like. Once you have done that, do a schedule for each week. Then create a schedule for each day. Be specific. Mark down your class meeting times, study time for a specific subject, mealtimes, fun activities, and sleep.

xi. **Organization:** Learn how to organize your notes, keep track of your assignments and note important due dates or date of exams. Establish your priorities for the day.

xii. **Budget:** Create a budget for your monthly expenses. Distribute your money according to the bills you need to pay for the quarter (i.e. rent, tuition, groceries, personal items, house bills, gasoline, etc.). Determine about how much money you will be able to spend "for fun."

xiii. **Spirituality:** Spirituality is regarded as finding meaning in your life, the ability to connect with others.

xiv. **Determine your learning style:** Find out whether you are a visual, auditory or kinaesthetic learner.

xv. **Slow Down:** Take a deep breath and know your limits. Take your time so that you can ensure a well done job.

xvi. **Find a support system:** Whether it's your mom, sister, brother, friend or counsellor, find someone you feel comfortable sharing your feelings with. Sometimes all we need is to vent off the frustration.

xvii. **Make changes in your surroundings:** If you find it difficult to study in your dorm try moving to a place where there is no loud music and brighter lights.

xviii. **Delegate responsibilities:** When school or work becomes overwhelming, dividing up the work or responsibilities helps alleviate pressure and stress.

Stress can have consequences far beyond temporary feelings of pressure. While you can't avoid stress, you can learn to manage it and develop skills to cope with the events or situations you find stressful. By learning to cope with stress, you'll be better prepared to help not only yourself, but also friends and the members of the society.



CHECK YOUR PROGRESS

Q 6: What is meant by stress?

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12.10 LET US SUM UP

In this unit we have discussed the following points:

- Conflict is an outcome of behaviour. It is an integral part of human life. Whenever there is interaction there is conflict. Conflicting situations create tension and a feeling of restlessness in our mind.
- Conflict means expression of hostility, negative attitudes, antagonism, aggression, rivalry, and misunderstanding. It is also associated with situations that involve contradictory interest between two opposing groups.
- Conflict is classified into different types. There are: Intrapersonal conflicts, Interpersonal conflicts, Intra-group Conflict, Inter-Group Conflict, Intra-Organizational Conflict and Unconscious Conflict
- Inter-personal conflict involves two or more individuals rather than one individual. Two managers competing for the same promotion, two executives manoeuvring for a larger share of corporate capital are examples of conflict between individuals and are legion and quite familiar. This can be resolved through some strategies such as avoiding, smoothing, forcing, confronting and compromising.

- *Interpersonal conflicts are of different types. These are: policy conflicts, value conflicts, ego conflicts etc.*
- *There are different causes of interpersonal conflict. Such as: frustration and stress, misunderstandings, lack of planning and bad staff selection*
- Management of inter-personal conflict involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in organizational environment.
- Stress is the way human beings react both physically and mentally to changes, events, and situations in their lives. People experience stress in different ways and for different reasons.
- Stress can have consequences far beyond temporary feelings of pressure. While you can't avoid stress, you can learn to manage it and develop skills to cope with the events or situations you find stressful. By learning to cope with stress, you'll be better prepared to help not only yourself, but also friends and the members of the society.



12.11 FURTHER READING

1) Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice.* Guwahati: EBH Publishers (India).
2) Chandra, S. S. & Chakraborty, A. K. (2008). *School Administration, Organisation & Management.* Meerut: R. Lall Book Depot.
3) Gupta, S. K. (2008). *Human Resource Management*. Ludhiana: Kalyani Publishers.
4) Prasad, L. M. (2008). *Principles and Practice of Management.* New Delhi: Sultan Chand & Sons.



12.12 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Ting Toomey defines conflict as 'a form of intense interpersonal and intrapersonal dissonance between two or more interdependent parties based on incompatible goals, needs, desires, values, beliefs and attitudes.'

Ans to Q No 2: Two types of conflict are Intrapersonal conflicts and Interpersonal conflicts

Ans to Q No 3: Individuals.

Ans to Q No 4: Policy conflicts are disagreements about how to deal with a situation that affects both parties. This happens in a variety of situations.

Ans to Q No 5: Smoothing refers to the conciliation that occurs when one person or group is willing to yield to the other. Smoothing results from a low concern for the interest of one group combined with a high concern for the interest of other group. This interpersonal conflict management style emphasis on human relationships.

Ans to Q No 6: Stress is the way human beings react both physically and mentally to changes, events, and situations in their lives.



12.13 POSSIBLE QUESTIONS

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

Q 1: What is meant by conflict?

Q 2: What is meant by interpersonal conflict?

Q 3: Define interpersonal conflict.

Q 4: Mention any one strategy of interpersonal conflict management.

Q 5: Mention any one strategy of stress management.

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

Q 1: What are the types of interpersonal conflict?

Q 2: Describe the causes of interpersonal conflict.

Q 3: What is meant by avoiding in interpersonal conflict?

Q 4 Describe about compromising as a strategy of interpersonal conflict management.

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

Q 1: Define interpersonal conflict. Elaborately write the causes of interpersonal conflict.

Q 2: Write an essay on management of interpersonal conflict.

Q 3: Elaborately write about stress management.

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UNIT 13 : EDUCATIONAL ADMINISTRATION

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Educational Administration in State

13.3.1 Structure of Educational Administration in the State

13.4 Functions of State Government at Different Levels of Education

13.4.1 At Primary Level

13.4.2 At Secondary Level

13.4.3 At University Level

13.5 Let Us Sum Up

13.6 Further Reading

13.7 Answer To Check Your Progress

13.8 Possible Questions

13.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- recognise the educational responsibilities of the state;
- explain in how many levels the structure of educational administration in the state is divided;
- illustrate the functions of State Government at primary, secondary and higher levels of education; and
- discuss the administrative structure of primary education, secondary education and higher education in the state.

13.2 INTRODUCTION

We get the systematic history of education from the Vedic period. In the Vedic period education system was free. The Brahmins (highly learned persons) had the freedom to run the *Gurukul*. *Gurukuls* were often built in the surrounding of nature. Students used to study *Vidya* only by staying in *Gurukul*. In *Gurukul*, a student was only a student. There was no distinction

between a king and a rank. The state had no control over education, nor did the king interfere in any way in the system of the *Gurukul*. In the Vedic period, the teacher was the most respected (more than the king) citizen of the society. The role of the state in the field of education had begun in the Buddhist period. Financial assistance and guidelines were being provided to the monasteries from the state side. During the Mughal period, the state had complete control over education. At the same time, teachers also started getting salary. After the establishment of a lawful state in India by the British, education became the responsibility of the state and the education system continued to operate through the rules and regulations of the Government. Education remained a state subject in independent India till 1976. In 1976, through constitutional amendment, the Central Government got the right to intervene in the field of education. Education was included in the Concurrent List. The intervention of the Central Government in the field of education had only such an impact on the role of the State Government that in case of any difference of opinion between the Central Government and the State Government rules on any subject, the Central Government's rule/decision would be valid.

In this unit, we shall discuss about the educational responsibilities of the state, functions of State Government at primary, secondary and higher levels of education and administrative structure of primary education, secondary education and higher education in the state.

13.3 EDUCATIONAL ADMINISTRATION IN STATE

Education determines the direction, condition and pace of any nation. In which direction a state will move forward and what will be its position in its nation and the world, the most important responsibility of the education of that state is related to education. Before discussing the structure of educational administration in a state, we shall try to understand the educational responsibilities of that state. In India, we know it very well that education in India is a subject of the Concurrent List, although the final authority in the field of education rests with the Centre, but under normal circumstances, the Centre intervenes very little in this area. We can divide

the responsibilities related to education of any state mainly in five parts, viz. responsibilities related to finance, responsibilities related to rule making, responsibilities related to inspection, responsibilities related to appointment and responsibilities related to the curriculum.

1. Responsibilities related to Finance:

The role of finance is most important in the operation of all the systems of the state. In the absence of finance, operation of any kind is not possible. Therefore, in the field of education, the financial responsibility of the state government becomes most important.

The education system of the state is usually divided into three levels, such as the primary level, the secondary level and the higher level. The state makes financial arrangements in many ways for the education system of the above three levels. For the provision of finance, in addition to its resources, the state government mainly uses three types of sources, such as central grants, local bodies, private institutions or individuals.

Every state gets a substantial amount of grants from the Central Government, many institutions of the Central Government work to give this grant. At present the arrangement of mid-day meal is being implemented with the grant of the Central Government. Similarly, UGC provides huge grants to the states in the field of higher education.

2. Responsibilities related to Rule Making:

Rules and laws are required to run the education system of the state. These rules also have to be changed from time to time. The State Government keeps on fixing and amending the rules from time to time as per the requirement.

3. Responsibilities related to Inspection:

The State Government has to make arrangements for inspection to know whether the various institutions of education in the state are functioning properly or not. Inspection of various schools, colleges, universities etc. is done by the state government from time to time.

4. Responsibilities related to Appointment:

The responsibility of making permanent appointments from primary level to higher level rests with the State Government. For the fulfilment of

this responsibility, the state makes various committees for appointment.

5. Responsibilities related to Curriculum:

Although the State Government has given the responsibility of determining the curriculum at the higher level to the universities, yet the responsibility of determining the curriculum at the primary and secondary level has been kept by the State Government itself. For this, the state government forms various committees of experts.

13.3.1 Structure of Educational Administration in the State

Educational administration in the state is divided into three levels viz. Ministry Level, Secretariat Level and Directorate Level.

1. Ministry Level:

The State Education Ministry is headed by the Minister of Education who is a cabinet level minister. There is a provision of Minister of State for Education or a Deputy Minister to assist the Minister of Education. The Education Minister is the representative of the people, and is also responsible to the State Legislature. In the absence of the Education Minister, the Minister of State for Education or the Deputy Minister looks after his work. The Education Minister is the head of the education departments and institutions of the entire state. The functions and responsibilities of the Education Minister can be defined as follows –

- He is the leader of the education system of the entire state. It is his responsibility to provide leadership for the education of the state.
- He is the person responsible to answer the questions asked in the Legislative Assembly in relation to education; whether it is related to operation or administration or policy making, have to be answered by the Education Minister.
- For the spread of education in the state and raising the level of education, it is also the duty of the Education Minister to formulate policy and make suggestions in other matters to the Legislature.

- Coordinating education in the entire state is also the job of the Education Minister. It is the responsibility of the Education Minister to arrange proper resources for education and also ensure that all the resources are used properly.
- It is also the duty of the Education Minister to evaluate the effectiveness of the educational programmes of the state.
- Apart from this, it is also the duty of the Education Minister to provide all kinds of assistance to the local bodies and private educational institutions of the state.
- It is also the duty of the Education Minister to solve the problems related to education and to promote and co-operate research in the field of education.

2. Education Secretariat:

Education Secretariat is the branch constituted for policy making of the State Education Department. It assists the Education Minister in the formulation of policies. Its chief officer is the Education Secretary. Under it there are some Deputy Secretaries and Assistant Secretaries. The Education Secretary has direct contact with the Education Minister. As it has been told that the Education Secretariat is constituted in every state for the work related to policy making related to education, so keeping in mind the policies and orders of the Centre, the education policy should be formulated for the state. While doing this, it is the responsibility of the Education Secretariat to take care of the need of the state and the availability of resources. The Education Secretary is an IAS officer or of the rank of IAS. To advise the Education Minister on education related problems, to get the work done under government rules, to solve the disciplinary problems of the officers of the Education Department; all these works are included under the duties of the Education Secretary. All the orders of the state government come out in his/her name.

3. Directorate of Education:

The Directorate of Education is the executive body of the State Education Department. Where on the one hand the Education

Secretariat does the work of policy making for the state, the Directorate of Education works to implement the policies made by the Secretariat. It acts as a link between the Secretariat and the state schools. The highest official of the State Directorate is the Director of Education. Director of Education is the Head of the state regarding executive power in the field of education. He/she is also responsible for the development of primary and secondary education of the state. He/she is responsible for the problems related to education of local bodies, organizations working in the private sector of the state and their solutions. Apart from this, to evaluate the progress of education in the state, to reach the information of educational needs to the state government and to provide information to the government about the educational activities prevalent in the state and the public's reaction on them, all these works are included under the purview of the Director of Education.

So far we have seen how three administrative units are formed for proper educational administration in the state. But the state itself is also a wide area, and for the educational administration of the state, the state has been divided again into small divisions, and an administrative structure has been prepared in each division, which is responsible for operation of the educational institution in its area.

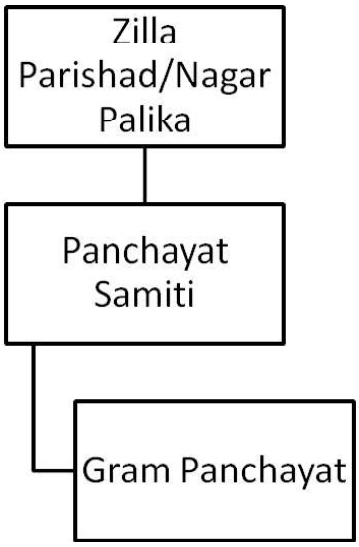
Local Education Administration:

It is known to all that at the administrative level, the state system is divided into *Mandal*, District and Block. Education is also the responsibility of the state government and its operation and dissemination are also divided in these administrative units. Now we will study the local administration of education.

There are different forms of local bodies in different states. In many states, the responsibility of urban education is under the municipalities, in some states only big municipalities and in the rest, urban education is directly under the state government, and it controls through the district education officer. *Zilla Parishads* act as local bodies for the education of rural areas. Mainly in the states, there is

a system of three levels for them. These three levels are *Gram Panchayat* at the village level, *Panchayat Samiti* at the block level and *Zilla Parishad* at the district level.

On this basis, we can depict the local administrative structure of education in the following form.



Area of Work of Local Education Administration:

Although being the administrative unit of education, their main task can be said to be proper administration of education in their area or area of work, but their functions and responsibilities can be described in detail in the following ways:

- To give recognition to the schools and educational institutions of own area.
- To give grants for providing financial assistance to recognized government and non-government schools.
- To prepare and determine the educational curriculum to be taught in these schools.
- Accepting text books on the basis of the syllabus and ensuring the supply of these text books in government schools.
- The selection of teachers at the primary level, their salary, working conditions and rules, transfer, their number, all these things are the responsibility of the local educational administration. Apart from this, the activities related to the

selection, appointment and salary of other employees of the school are also included in the work area of the local administration.

- Apart from this, it is also the work of the local administration to prepare the annual holiday list of government schools.

So far you have studied the educational administration at different levels in the state. You have seen how many officers are working in the state at different levels and in different administrative units. By the way, for the spread and proper operation of education, the Government has created a strong administrative system at the state level.



CHECK YOUR PROGRESS

Q 1: Mention any one responsibility of the state regarding education.

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Q 2: Mention one function of Education Minister of the state.

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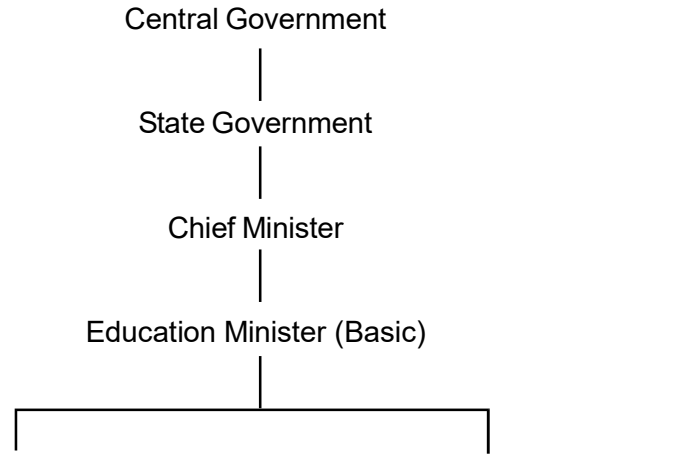
13.4 FUNCTIONS OF STATE GOVERNMENT AT DIFFERENT LEVELS OF EDUCATION

Different functions of state governments at primary, secondary and higher level of education are stated below:

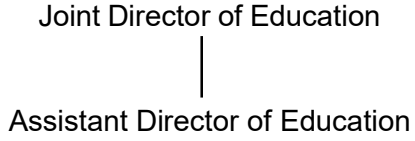
13.4.1 At Primary Level

Primary education, as the name suggests, is the basis of the entire education system and it should be given the highest priority. Article 45 of the Constitution of India has made provision for free and compulsory education for children up to the age of 14 years. A time limit of 10 years was fixed for this work. Although the Central and

State Governments could not achieve this target within the time limit, the Governments made adequate efforts in this direction. To work in the field of primary education, "All India Council of Elementary Education" was formed in 1957. The state governments are also participants in the organization of this council. Through this council, research work is done on various problems of primary education and efforts are made to solve those problems. The work of primary education in the state is mainly the responsibility of the Minister of Basic Education. In some states, the Minister of State for Primary Education is also appointed separately at the level of Minister or Minister of State. Similarly, in the Education Secretariat and Directorate of Education, for the assistance of the Education Secretary and the Director of Education, the appointment of the Education Deputy Secretary (Primary) can also be done separately. Through the following diagram, we can understand well the administrative structure of primary education in the state.



At the Divisional Level:



At District Level

Principal, District Institute of Education and Training ⟷ District Basic Education Officer

At Block Level:

Block Education Officer

|

Coordinator- Hindi

|

Coordinator- Science

|

Coordinator- Mathematics

|

Coordinator- Social Science

|

Coordinator- English

At the Cluster Level: Cluster in-charge

At the Village Level: The Headmaster

It is clear from the diagram of the administrative structure that there is a Director of Education in the state for primary education, with the help of which many officers are appointed at the *Mandal*, District, Town, Block and *Panchayat* levels. The above system is applicable in almost every state of India with some minor changes.

For primary education, the state government appoints teachers and a headmaster in each school. The work of appointment is done by the State Government. The 'District Institute of Education and Training' provides full time training to teachers before appointment. The state government, together with its above officials, local bodies and society, appoints teachers for primary education, arranges money; supervises construction work; provides training to teachers; ensures community participation in education, arranges mid-day meals sponsored by the Central Government and focuses on girl child education and integrated education.

Functions of the Primary Education Council:

In every state, for primary education, an institution by the name of Primary Education Council or a similar institution is formed, through which the state government performs the following functions:

- To make arrangements for primary education in the state.
- To arrange teacher training for primary teachers.
- To get financial assistance from the state government.
- To arrange examination etc.
- To inspects the schools.

13.4.2 At Secondary Level

'Secondary education' is an important link of education. It serves a as link to primary education and higher education. At this time, there is a need to strengthen the values in them, so the attainment of secondary education is the most important period of the child's life.

Administration of Education at the Secondary Level:

In the states, the minister of state is appointed for secondary education and in some states the education minister looks after the entire system of education. Here, now we will try to understand the administrative structure of secondary education in a state.



Deputy Director of Education- Camp
Deputy Director of Education - Sanskrit/Urdu
Deputy Director of Education - Service
Deputy Director of Education – Finance
|
Assistant Deputy Director of Education- Services
Assistant Deputy Director of Education- Finance
Assistant Deputy Director of Education- Science
Assistant Deputy Director of Education - Women
|
District School Inspector
|
District Girls School Inspector
|
Assistant District School Inspector
|
Assistant District Girls School Inspector

Generally two types of secondary schools are run in the states. These are: Government Schools and Aided Schools.

All the arrangements of Government Schools are directly looked after by the State Government whereas the management of aided schools looks after its management system. The state government provides them only grants and teachers' salary.

Functions of State Government at Secondary Level of Education

1. **Appointment of teachers:** Providing teachers for secondary education is an important task of the state government. For this, the state government selects qualified and best teachers through advertisement, written examination, interview etc. Before giving appointment to the teachers, the state government makes them aware of the service conditions. After starting work, teachers are kept on probation for a certain period of time. They are regularized only after they are satisfied with their work and working system during the probation period.

2. **Recognition of new schools:** As you are aware that two types of secondary schools are run in the state. If the school is being run by the social workers in any area of the society and they want to get recognition from the state government, then the state government gives recognition to the schools which meet the prescribed standards.
3. **Inspection of schools:** The State Government, through the District School Inspector, keeps on inspecting recognized schools from time to time. Through the inspector, they prevent discrepancies in the schools. At the time of inspection, the inspection of teaching work, material resources, office, finance and accounts etc. is done.
4. **Prescribing Syllabus:** The work of prescribing the syllabus of various subjects in the state is done by the state government. For this, a committee of experts is formed and the members of that committee, after brainstorming, decide the syllabus of various subjects or make necessary changes in them.
5. **Preparation of Text Books:** In some states, the task of preparing text books is given to private publishers. They prepare text books as per the syllabus prescribed by the state government. But in most of the states, to prepare the text book, the state government makes its own press and a circle of subject experts who work together to write and edit the text books.
6. **Giving grants:** The state government provides grants from time to time to all the non-government schools running in the state for building construction, material resources and other arrangements.
7. **Operation of Government Schools:** The State Government has full responsibility for the operation of all Government High Schools running in the State.
8. **Providing Scholarship:** From the point of view of social justice, the state government does the work of providing scholarship

to the talented, poor, scheduled caste, scheduled tribe and some other students studying in government and non-government schools.

9. **Examination:** The state government does the work of conducting high school and intermediate examinations in government and non-government schools run in the state. For this purpose, the state government conducts examinations through a board in the state.
10. **Act:** In order to organize and run the education system in the state, the state government also does the work of making various types of Acts.
11. **Research and Training:** In the field of education, the work of pre-service and in-service teacher training also belongs to the state government. For this, "State Council of Educational Research and Training" is formed in the state and the state government carries out the work related to research and training through it.
12. **Other works:** The list of works related to education of the state government never ends, because the entire responsibility of education in the state rests with the state government, however, in addition to the above mentioned functions, the state government also makes education arrangements for agriculture, industry, commerce, etc.

Apart from this, educational development of schools, educational planning, educational monitoring, etc. are also works done by the state. The government does it through various institutions.

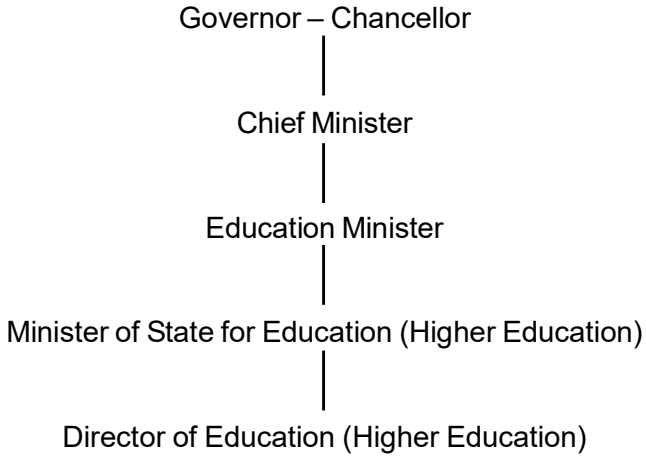
13.4.3 At University Level

India has been a good system of higher education since the Vedic period. Giving good knowledge of practical subjects at a high level is the oldest feature of Indian education. The main aim of higher education all over the world is to search for truth.

After getting secondary education, most of the students used to get busy in some business or other means of earning a living. Only a handful of students who had a hankering for knowledge come towards higher education. But, now the situation is different. After completing secondary education, most of the students want to pursue higher education in present time. A good number of students even take admission in private sector higher education institution. As such, participation in higher education has been increasing year by year.

Administration of Higher Education in the State:

The work of higher education is done jointly by the Central and State Governments. The Centre has constituted a 'University Grants Commission' to provide financial assistance in the field of higher education. Here, it is noteworthy that recently adopted National Education Policy (NEP)-2020 has proposed many changes in higher education including UGC. You may go through the NEP-2020 documents to get the details of changes likely to be made in the field of higher education in coming days. However, we can understand the administration of higher education in the state through the following diagram-



Functions of State Government at Higher Level of Education

Following are the functions of State Government regarding higher education.

- To prepare guidelines for the appointment of professors, principals and other employees in higher level educational institutions.

- To conduct examinations, interviews etc. as per the requirement for the above appointment and to appoint experts for the said work.
- To determine the number of professors and other employees in various colleges of the state and to provide appointments to those posts through a certain process.
- To provide salary and other allowances to the persons working in the field of higher education.
- To determine the service conditions of teacher and non-teaching staff, Inspection of records etc. of higher education institutions.
- To provide instructions related to extra-curricular activities to the colleges.
- To establish and operate 'State Council of Higher Education' for planning and coordination of higher education in the state as per the instructions of the Central Government.
- To receive the grant provided by the University Grants Commission and to spend the said grant as per rules.
- To prepare and implement programmes of higher education according to the guidelines issued by the University Grants Commission.
- To plan for the development of higher education.
- To issue guidelines for starting new colleges in the state.
- To provide recognition and affiliation to the colleges opened as per rules.
- Recognition of new subjects in the already running colleges by following the requirement and rules of the area.
- To arrange for the training of in-service professors.
- To encourage research work in higher education and to provide grants for it.
- Conferring various awards to academicians.
- To receive grants from the centre and distribute the received grants in a suitable manner.

Apart from this, all those works which are necessary for the promotion and development of higher education in the state can be called the functions of the state government. All the above works are done by the State Government through Higher Education Service Commission, Higher Education Council, Vice Chancellors of Universities and various officials appointed for higher education.



CHECK YOUR PROGRESS

Q 3: Who is responsible for the appointment of teacher for primary level of education?

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13.5 LET US SUM UP

- Earlier in India, education was a state subject. After the Constitutional Amendment of 1976, education was put in the Concurrent List.
- We can broadly divide the entire education system in the states into three parts. For each level of primary, secondary and higher education, there is a director in the state who is responsible to the education minister and the state government.
- Various officials at the state, *Mandal*, district and local level perform the work of the state government related to education.
- The work of the state government at various levels are mainly the appointment of teachers, implementation of schemes related to education of the central government in the state, getting grants from the central government, improving the quality of education, providing training to teachers, inspection of schools and colleges, inspection related to finance, recognition of new educational institutions, up gradation of established schools, curriculum determination, textbook publication etc.

- It is the most important responsibility of the state government to run the education system in the state properly, because the education system is the mainstay of the economy and social fabric of any state.



13.6 FURTHER READING

1) Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice.* Guwahati: EBH Publishers (India).
2) Krishnamacharyulu, V. (2013). *School Management and Systems of Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.
3) Mathur S. S. (1970). *Educational Administration, Principles and Pr*actice. Jullunder: Krishna Printers.
4) Sharma, R. A. (2012). *Educational Technology and Management-Models, Media & Methods.* Meerut: R. Lall Book Depot.
5) Sukla P. D. (1983). *Administration of Education in India*. New Delhi: Vikas Publishing Co.



13.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Responsibility related to appointment of teachers.

Ans to Q No 2: One function of the Education Minister is to provide leadership for the education of the state as he/she is the leader of the education system of the entire state.

Ans to Q No 3: State Government.



13.8 POSSIBLE QUESTIONS

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

Q 1: Who is the head of the education of the State?

Q 2: In how many parts has the structure of educational administration in the state been divided?

Q 3: Mention the function of Educational secretariat.

Q 4: Who is the head of primary education at village level?

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

Q 1: Write a short essay on educational functions of state government at primary level of education.

Q 2: What are the main levels of educational administration in the state?

Q 3: State the scope of local educational administration.

Q 4: State the function of Primary Education Council.

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

Q 1: Describe the functions of State Government at Secondary Level of Education.

Q 2: Elaborately write administrative structure of primary education, secondary education and higher education in the state.

Q 3: Describe the functions of State Government at Higher Level of Education

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UNIT 14 : PROFESSIONAL ETHICS OF TEACHER AND EDUCATIONAL MANAGEMENT

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Demands of Teaching Profession

14.4 Professional Ethics in Educational Management

- 14.4.1 Ethics and Professional Ethics
- 14.4.2 Dimensions of Ethics
- 14.4.3 Educational Managers and Ethics

14.5 Let Us Sum Up

14.6 Further Reading

14.7 Answer To Check Your Progress

14.8 Possible Questions

14.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- identify the demands of teaching profession;
- describe the term professional ethics;
- explain the various dimensions of ethics;
- relate ethics with educational management; and
- discuss management of ethics in educational institution.

14.2 INTRODUCTION

We, generally make use of the term “Profession”. A profession is a vocation founded upon specialized education. It is a kind of occupation, practice or vocation requiring mastery of complex set of knowledge and skill through formal education and practical experiences. Teaching is a profession- indeed a noble one, conceptually as well as ideally. It is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development

activities. It is only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. In this unit, we shall discuss about the demands of teaching profession as well as professional ethics in educational management.

14.3 DEMANDS OF TEACHING PROFESSION

Teaching is the most vital and strategic profession for national development. This is so because teaching is an important activity which makes possible the acquisition of knowledge and skills that brings about the mark of an educated and useful person in the society. The demands of teaching profession are as follows:

- **Professional knowledge**: Professional knowledge is vast in scope, begins with the pre-service aspect of a teacher preparation program, and expands with experience. Examples of experiential knowledge include an awareness of the climate, issues that affect the role of teaching, a passion for teaching, an ongoing curiosity about the world, the confidence to become a risk-taker and change agent, and a belief that all students can learn.
- **Instructional Effectiveness:** An effective teacher should teach well. This demands again a very high level of flexibility and a wide range of expertise from the teacher. Teachers should construct new knowledge on the basis of their experiences, observations and reflections and encourages their students to do the same.
- **Good communicator:** Teachers need to be highly skilled in the art of communication involving listening and speaking as well as reading and writing to excel in their profession. Proficient communicators make excellent teachers because they are able to transmit knowledge, skills and values at the same time they communicate their caring for their students.
- **Critical Thinking:** Teachers must practice critical thinking in all content areas; they must be able to ask appropriate questions, gather relevant information, reason logically from this information, and come to reliable

and trustworthy conclusions. Additionally, the teacher should teach the process of critical thinking and inspire students to be responsible citizens who contribute to society.

- **Interpersonal Skills:** Effective interpersonal skills are also essential in the act of teaching. The capacity for empathy, a belief that every child can learn, attention to individual needs, sensitivity to home and community issues, ability to be at ease in the presence of children or young adults, and the ability to provide a positive, caring atmosphere for learning are examples of these skills. The teacher also must possess interpersonal skills that foster peer collaboration.
- **Integration of Discipline:** Knowing content is important for a teacher; however, broadening the context and applicability of content through integration of disciplines provides students with a richer academic experience. Integration fosters ongoing reinforcement of skills learned in one area of study and utilized in other areas.
- **Technology Integration:** Integrating technology into classroom instruction means the usage of technology to engage students and facilitate their thinking and construction of knowledge.
- **Organization and Classroom Management:** This requires effective skills and supportive affective relationships. The teacher should adopt a proactive organizational and managerial style that involves interventions and strategies designed to include positive expectations, self-evaluation, and growth.
- **True Compassion for Students:** Teachers should have a sixth sense when a student needs extra attention. They should not expect their students to leave the thoughts of the outside world at the doors of the classroom. They should take time to discuss subjects outside their teaching and understand that sometimes lessons can be taught without following the textbooks. Teachers should be well-versed in providing guidance and counselling to students and help them to solve their problems.



CHECK YOUR PROGRESS

Q 1: What do you mean by professional knowledge?

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Q 2: Mention any one demand of teaching profession.

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14.4 PROFESSIONAL ETHICS IN EDUCATIONAL MANAGEMENT

Professional ethics is essential in every profession. Without professional ethics, success in any profession is not possible at all. Like others, it is also needed in educational management. All the stakeholders of educational management must have professional ethics. Before going to discuss professional ethics in educational management, we must know about ethics and professional ethics in brief.

14.4.1 Ethics and Professional Ethics

Ethics is a science of rightness and wrongness of conduct. Conduct is purposive action, which involves choice and will. It is the expression of character which is a settled habit of will. The will is the self in action. Thus, ethics is the science of human character as expressed in right or wrong conduct. Ethics is the science of the ideal involved in human life. Every profession is expected to evolve a set of ethical principles to guide the conduct and behaviour of its professional members. The ethical principle provides the base to differentiate between desirable and undesirable conduct or behaviour.

Every profession has different work culture and work climate and accordingly the professional ethics are decided. Professional

ethics are decided by the society and it is also the contribution of great exponents of the same profession. It is mainly to provide a guideline and also to judge any professional individual.

Professional ethics is needed for the following reasons:

- **Self Correction:** Man slowly turns selfish and unethical without realizing. In present time we all are affected by such factors and feelings to some extent. Professional ethics correct us if we are doing any wrong or intending.
- **Self Satisfaction:** Self satisfaction is more related to our inner self, our feelings and thought process. When we follow the ethical code of society and profession we are regarded as hard working, honest, dutiful, righteous etc. All this makes us more respectable and more prominent than others. Professional ethics enable a person to judge himself and decide and not accept what others decide for him.
- **Guide the Conduct and Behaviour:** Professional ethics in education is supported by philosophy and psychology of teaching. By following professional ethics, the teacher‘s conduct and behaviour becomes respectable and socially acceptable.
- **Shape the Personality:** The professional ethics in teaching profession emphasize the teacher to follow pre-established norms in his thought and in actions, even in one‘s dressing up, speaking, etiquettes etc. By following similar ethics, the personality of an individual is reshaped and he becomes a teacher in real sense.
- **Set up Ideals for Students:** Everyday students come in contact with different teachers and are influenced by them. If a teacher is behaving in a very positive and appropriate manner, the students follow him/her and want to become like him/her. Hence, by behaving in ethical manner teacher becomes ideal for students.

- **Development of Society:** If the professional ethics are forgotten the individual as well as the society starts moving in wrong direction. By following professional ethics teacher takes the society in right direction and make it a better place to live in.
- **Improve the Professional Environment:** Professional environment includes the people, infrastructure, working conditions and working hours. Professional ethics ensure that due place and respect is given to the seniors, to the higher authorities, responsibility and working hours. When we follow such ethical codes of a profession the environment remains calm, congenial and relaxed for effective working.
- **Follow Norms and Principles of the Profession:** Professional ethics binds us to our job and helps us to differentiate between professional development and self interest. It also prepares us for extra responsibility which we have to shoulder from time to time. Professional ethics are self binding for better professional output.

14.4.2 Dimensions of Ethics

Ethics covers an extensive field. It emphasizes an ideal conduct which covers every walk of life. It's one dimension is psychology of ethical consciousness. For the determination of ideal conduct, the psychology of desire, will and freedom has to be understood as they are the constituents of our conduct and without understanding their ultimate nature we cannot build up a pattern of ideal conduct.

Another dimension of ethics is concerned with social morality. The social morality is dependent on customs, traditions and rites etc. which are prevalent in a society. Without knowing these social customs etc., we can neither judge the character of that particular society nor can we ascertain how far that society is just. In the case of teachers' professional ethics this dimension reflects

that the professional conduct of a teacher has links with the society's morals, ideals, and values. In Indian Society teacher is held in high respect and the custom is that he is even worshipped. Hence, extremely high conduct and behaviour pattern are expected from him.

A third dimension of ethics is rooted in metaphysics or philosophy in general. It is concerned with the determination of the ultimate good or with the terms like right and wrong, virtue and vice. There are different points of view regarding these concepts. Ethics studies the different points of view for ascertaining the true meaning of these concepts.

It considers the application of these criteria in the life of the people. It makes effort to define the duties and obligations of the individuals for leading an ideal life. It makes explicit the teacher's role and defines his/her rights and duties and what is involved in his/her virtuous conduct and what is vice for him/her or inappropriate of his/her conduct.

From the above description of the dimension of ethics we may conclude that ethics has got very extensive scope. It is as wide as the life itself. It is specifically interested in providing us rational and enlightened norms of conduct without affecting the freedom and dignity of human beings. In the case of teaching profession, the dimensions of ethics extend from the description of an ideal personality of the teacher, to the teacher's desires, wishes and aspiration, to his/her role in social welfare and upliftment of the pupils' individuality and encouragement of an ideal conduct in him or her.

14.4.3 Educational Managers and Ethics

Management is described as the total work and activities done by the others in order to realize an aim. If we evaluate the management concept totally, it is the activities of realizing the organization's aims and using its sources efficiently by planning, organizing, directing, coordinating and reporting functions. This

definition can be used in all life. The managers should have a professional, ethical value system in order to make the educational management successful. Otherwise it is not possible to see the difference between to be and should and behaves according to this. At present, the changes in education will be greater than the appearance of schools more than 300 years ago. The economy that knowledge becomes the real capital and the main source making wealth directs new and hard demands from educational institutions in the view of educational performance and responsibility. To do this, there is a need of professional ethics in educational management.

Ethical rules should be determined to direct all the behaviours and applications in the organization with the contribution and agreement of all members through the universal ethical values. The legal arrangement that will from the educational organization and the working way of the educational institution specially must be determined according to these ethical rules also. But these ethical rules should bring a broader view point from the limited and stable legal structure. Ethical behaviour should be formed by not only some ethical laws but with the personality of the people formed by universal ethical values.

In general the non-ethical behaviours in administration are: discrimination, bribery, favour, intimidation, negligence, exploitation, egoism, corruption, psychological torture**,** violence, pressure, aggressiveness, politicize, abuse, physical and sexual harassment, bad habits**,** malpractice, rumour, misappropriation, dogmatic behaviours, fanaticism etc.

Educational management and administration as its subtitle is liable of realizing the government's education policies and the general and specific aims determined by the authorized units through these policies.

The educational managers should behave suitably not only to the laws and politics but also professional ethics rules as we consider that the administrative ethics rules are cantered on universal values.

Ethical rules make the administrators keep away from arguable actions and decisions and beware of attractive but incorrect approaches.

Some of the important codes of ethics for educational managers are stated below:

- Make the well-being of students is the fundamental value in all decision making and actions.
- Fulfil professional responsibilities with honesty and integrity.
- Support the principle of dues, process and protect the civil and human rights of all individuals.
- Obey local, state, and national laws and do not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
- Implement the governing board of education's policies and administrative rules and regulations.
- Pursue appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
- Avoid using position for personal gain through political, social, religious, economic or other influence.
- Accept academic degrees or professional certification only from duly accredited institutions.
- Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
- Honour all contracts until fulfilment or release.

The main goal of the educational activities is to acknowledge the individuals and to formalize the desired abilities, goal and behaviours. In this context, every educational organization should determine various ethical goals and realize them in real life and try to make the individual perfect in every aspect. Educational administrators and teachers have great responsibility in doing these. Administrators should be sufficient in education administration and

also in behavioural sciences in order to activate the pupils inside and outside the school administration which is a specific application of educational administrator. There is a need for innovation in the education concept and technology and also a more ethical organizational environment in order to be successful in the changing daily social and economical circumstances.

The decisions and behaviours of the educational administrator should be integrated with democratic social values and be directed by universal ethical values. Ethical values include respect to all individuals, tolerance to different cultures and ideas, acceptation of equality of individuals and fair distribution of sources.

14.4.4 Management of Ethics in Educational Institution

Education can and must bring fine synthesis between change oriented technologies and country's continuity of cultural traditions. This can be considered as ethical values of education, but this will usher in a way to quality education. Also educational institutions can be made sustainably vital and creative not by fear and command or by regulations or forced rankings, but by adopting learning orientations i.e. involving everyone in the system in expressing their aspirations, building their awareness and developing their capabilities together**.** Here are some of the time tested pathways of ethical approach to educational management problems.

a) Emphasis on Vision & Mission of educational institution

True Education is not for a mere living, but for a fuller and meaningful life. So every educational institution should have mission statement, value framework and clearly stated vision. The mission and vision of educational institution should be shared with parents, teachers and students sufficiently, efficiently and consistently from time to time.

b) Do's for educational managers

Work for the people in the organization, use bottom up approach in management, actively address the pressing need of

education, encourage inclusiveness in classroom, strive to reach all learners by discouraging one size fits for all formula in learning process, adore no child left behind policy, ensure minimum level of learning, high rate of employee retention, follow ethical process in teacher appointment, promotion and retention.

c) Use of affirmative language

Educational institution is a beautiful sanctuary and fortress for students' upbringing and they should be treated fairly without any discrimination. It is the duty of educational institution to preserve the self esteem of each leaner irrespective of their talent and abilities. Therefore, school should create a culture of appreciating learners in several ways. Such as use of reinforcing terms like differently able in place of disable, handicapped children in place of children with special needs etc. We must learn to love each child as they are and count our blessings each day in various ways. Let us not forget that manner of living is more important than standard of living. If a child lives with criticism, he learns to condemn. If a child lives with praise he learns to appreciate. If a child lives with hostility he learns to fight. If a child lives with tolerance he learns to be patient. If a child lives with encouragement, he learns confidence. If a child lives with security he learns to have faith. If a child lives with acceptance and friendship, he learns to find love in the world.

d) Documentation/ dissemination

The underlying rationale for raising documentation for educational institution is that continuous improvement is more likely to occur if it is effectively reported and analysed with the explicit agreement of the vision of the institution. A slight deviation in reporting or raising false document or distorted report may bring in irreparable loss to the institution in the long run. Thus fair report, authentic documentation can act as a catalyst in branding image of the educational institution.

e) Institution of IQAC & ethics committee in school

Quality is the buzz word of 21st century. It is impossible to

imagine anything like any product or services without having any quality. Same is the case for educational institution. One of the major objectives of all the educational institutions to become successful is to improve the quality of teaching-learning, managing relationship internally as with external agencies which need continuous internal supervision. To meet such need Internal Quality Assessment Cell is a must for all schools which can work independently, transparently and in a fair manner. Looking at present context of various categories of harassments and exploitations such as sexual abuse, child abuse, harassment at work place, it is essential for educational management to constitute committees like ethics committee, Committee for prevention of harassment of women, Protection of rights committee etc.

f) Performance Appraisal / Promotion and Reward

Active involvement of the different stakeholders in the internal management of the educational institutions is increasingly viewed as an effective means of promoting and improving the institution. In this context it is imperative to keep records of involvement of all stake holders (mainly teachers) for their working periods for which higher authority needs to make entries. Some time it has been noticed that stranded relationship comes in to the performance appraisal process & making entry in service books which act as a counterproductive one in institution's growth and development. So such activities must be discouraged in schools for its smooth functioning.

g) Conflicts Management

In the organizational environment, awareness of each employee's nature is critical to success, at least those who are in key performance and decision making positions. When such employees are self-aware, workplace conflict can be minimized and can become productive for the organization. But when these employees are not aware of their nature these conflicts can become destructive for the individual as well as for the organization. Conflicts

are the part and parcel of any educational management process. It should be viewed as a natural and expected part of working in teams and as a learning opportunity rather than as a personal threat or attack. There are two types of conflict –affective conflict and cognitive conflict. Affective conflict is personal anger or resentment usually directed at individuals rather than ideas, whereas cognitive conflict is a difference of opinion on an issue or an idea. If it is viewed in those positive terms it can be understood and managed. Successful management of conflict is about turning affective conflict into cognitive conflict; that is moving the focus off the person and on to the issue. Further, cognitive conflict over issues is a desirable aspect of teamwork because it opens spaces for divergent thinking, creativity and open communication; all of which contribute to greater team effectiveness.

Life is a journey from '*I*' to '*we*'. Therefore by practicing and cultivating good work culture in the educational institution will certainly take the institution a long way for which we have to curate and script our growth story now by incorporating ethical practices and adhering to the supreme principle of truth, righteousness, love and non violence in our thought, words and actions. Individual comes and goes but that institution sustains which adheres to high moral practices. Great purpose- great minds can create great institutions and we must follow our hearts while managing our institutions.



CHECK YOUR PROGRESS

Q 3: What is meant by the term ethics?

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Q 4: Mention any one strategy to manage the ethics of the educational institution.

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14.5 LET US SUM UP

- Teaching is a profession- indeed a noble one, conceptually as well as ideally. It is also different from other professions because of its multitude of dimensions.
- Teachers are the largest professional group engaged in human development activities. It is only in the case of teaching there is much more that is required to be accomplished than in the case of other professions.
- The demands of teaching profession are as follows: professional knowledge, instructional effectiveness, good communicator, critical thinking, interpersonal skills, integration of discipline, technology integration, organization and classroom management, true compassion for students.
- Ethics is a science of rightness and wrongness of conduct. Conduct is purposive action, which involves choice and will. It is the expression of character which is a settled habit of will. The will is the self in action. Thus ethics is the science of human character as expressed in right or wrong conduct.
- Every profession has different work culture and work climate and accordingly the professional ethics are decided. Professional ethics are decided by the society and it is also the contribution of great exponents of the same profession.
- Professional ethics is needed for the following reasons: self correction, self satisfaction, guide the conduct and behaviour, shape the personality, set up ideals for students, development of society, improve the professional environment, follow norms and principles of the profession.
- Ethics has got very extensive scope. It is as wide as the life itself. It is specifically interested in providing us rational and enlightened norms of conduct without affecting the freedom and dignity of human beings.

- In the case of teaching profession, the dimensions of ethics extend from the description of an ideal personality of the teacher, to the teacher's desires, wishes and aspiration, to his role in social welfare and upliftment of the pupils' individuality and encouragement of an ideal conduct in him.
- The managers should have a professional, ethical value system in order to make the educational management successful. Otherwise, it is not possible to see the difference between to be and should and behaves according to this.
- Ethical rules should be determined to direct all the behaviours and applications in the organization with the contribution and agreement of all members through the universal ethical values.
- In general the non-ethical behaviours in administration are: discrimination, bribery, favour, intimidation, negligence, exploitation, egoism, corruption, psychological torture, violence, pressure, aggressiveness, politicize, abuse, physical and sexual harassment, bad habits, malpractice, rumour, misappropriation, dogmatic behaviours, fanaticism etc.
- Educational management and administration as its subtitle is liable of realizing the government's education policies and the general and specific aims determined by the authorized units through these policies.
- The educational managers should behave suitably not only to the laws and politics but also to professional ethics rules as we consider that the administrative ethics rules are cantered on universal values.
- Some of the time tested pathways of ethical approach to educational management problems are: emphasis on vision & mission of educational institution, do's for educational managers, use of affirmative language, documentation/ dissemination, institution of IQAC& ethics committee in school, performance appraisal/promotion and reward, conflicts management.



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14.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Professional knowledge means a set of theories and practices associated with a specific field of work, acquired in the course of training or study.

Ans to Q No 2: Instructional effectiveness is one of the demands of teaching profession.

Ans to Q No 3: Ethics is a science of rightness and wrongness of conduct. Conduct is purposive action, which involves choice and will. It is the expression of character which is a settled habit of will. The will is the self in action. Thus ethics is the science of human character as expressed in right or wrong conduct. Ethics is the science of the ideal involved in human life.

Ans to Q No 4: Conflict management is one of the strategies to manage the ethics of the educational institution.



14.8 POSSIBLE QUESTIONS

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

Q 1: What is meant by profession?

Q 2: What is meant by professional ethics?

Q 3: Mention any one dimension of ethics.

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

Q 1: Why professional ethics are important for an educational manager?

Q 2: Write a short note on demands of teaching profession.

Q 3: State the code of ethics required for professional manager.

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

Q 1: Why it is important to study the demands of teaching profession? Discuss.

Q 2: Elaborately write about the professional ethics of educational administrators.

Q 3: Discuss the management of professional ethics in educational institution.

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UNIT 15 : CHALLENGES OF EDUCATIONAL ADMINISTRATION

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Problems of Educational Administration in India

15.4 Problems of Educational Administration in India at Primary Education Level

15.5 Problems of Educational Administration in India at Secondary Education Level

15.6 Problems of Educational Administration in India at University Education Level

15.7 Solutions to the Problems of Educational Administration in India

15.8 Let Us Sum Up

15.9 Further Reading

15.10 Answer To Check Your Progress

15.11 Possible Questions

15.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- recognise problems of educational administration in India;
- explain the problems of educational administration in India at primary education level;
- explain the problems of educational administration in India at secondary education level;
- explain the problems of educational administration in India at university education level; and
- tell how to solve the problems of educational administration in India.

15.2 INTRODUCTION

Administration and management in educational institutions continues getting much attention globally. Realizing its relevance in the success of educational institutions, there are a lot of interventions initiated to ensure its effectiveness. In the education system of countries like India, educational administration and management receives a particularly strong policy emphasis and an increased focus on training, qualification and professional development for educational leaders. Educational policies are planned under the overall charge of the central Ministry of Human Resource Development which includes the Department of Elementary Education and Literacy and the Department of Secondary and Higher Education. The Ministry is guided by the Central Advisory Board of Education (CABE) which is a national level advisory body. The education ministers of all the different states are members of the board. The educational administration in India is a mixture of centralisation and decentralisation policy. Due to lack of coordination, educational administration of our country faces different constraints. Hence, in this unit, we shall discuss about the problems of educational administration in general and at primary, secondary as well as university education level in particular. Again possible solutions of the problems of educational administration in India will also be discussed in this unit.

15.3 PROBLEMS OF EDUCATIONAL ADMINISTRATION IN INDIA

Educational administration of our country faces different problems which always hamper the progress of education. The general problems of educational administration are stated below:

- **Lack of Leadership:**

  Lack of leadership is one of the major problems in schools and educational institutions. The managers of school or educational administration are usually the head teachers or the teachers. Despite they have years of teaching experience, but most of them are not considered as successful leaders. Educational institutions may go

astray due to lack of good leadership. Lack of leadership can lead to stagnation in all aspects of the institution which hinders the achievement of its goals.

- **Lack of Credibility:**

  Another important problem in the field of educational administration is lack of credibility. Due to lack of credibility, the educational institutions gradually lose control over the work they are supposed to do, resulting in weakening of the administration of the educational institutions. The employees of the institution did not respect the head of the institution for losing their authority and credibility.

- **Poor Facility:**

  Lack of essential facilities can lead to many complexities in educational management and administration. Lack of proper facilities in the educational administration can lead to unhealthy administration, irresponsible actions and negligence. In many cases, the entire educational institution is disrupted due to lack of essential supplies. Therefore, it is important for the administrators to provide the necessary facilities in a timely manner.

- **Unrest:**

  In every society unrest prevails to some extent. Teachers, parents and students face this dilemma at different times. This latent disturbance often disrupts the school education system. When students protest, staffs of the educational institution are unable to manage the day-to-day running of the institution. Therefore, everyone should take precautionary measures in case of any possible problem.

- **Lack of Cooperation:**

  Collective thinking and collaborative works are very important in the field of educational administration and management. However, in many cases, it is seen that the problems faced by the educational institution are left to the institutional heads and the rest of the staff stays away from the problem and the staff does not show any interest in the purpose of the institution. This hinders the main goal of the school or the educational institution and in many cases; the school heads may

face frustration and apathy which becomes a problem in the educational administration.

- **Non Performance:**

  Non-performance is another problem of educational administration in our country. Though teaching as well as non-teaching employees of the educational institutions receive a good some of money as their monthly salary, yet they do not actively involved themselves in administrative work. They are not interested in participating in administrative work of the institution.

- **Outdated Expertise:**

  Over time, the field of education has undergone significant changes but in many cases our teachers and administrators involved in education have been teaching in the old system. They are not at all interested to acquire new methods and new knowledge. Their knowledge is incapable of solving the problems by adopting the present timely method. This lack of knowledge hinders the solution of problems strategically, whether administratively or academically. Therefore, teachers need to adapt themselves to the times in order to motivate the students.

- **Wastage:**

  Wastage is involved in the entire formation process of our educational system in all its activities. This wastage is mainly related to efficiency, speed, resources, time and results. We need a lot of time to take decisions and turn them into action. We face substantial losses due to unequal distribution of limited resources. All of this leads to a lot of wastage within the education system. This wastage decreases administrative efficiency of the educational institution.

- **Poor Planning:**

  In many cases we think that our plans are good, but the way we put them into action is wrong. But in reality there are significant flaws in both planning and implementation. In many cases our plans are skyrocketing which is almost impossible to implement. Again, many of our educational institutions are moving in an unplanned way. No

planned arrangements are made in schools for human resource planning, institutional planning, future planning, career and curriculum planning, etc. which brings stability in the educational administration.

- **Problem of Red-Tapism:**

  Educational programmes need to keep changing with the changing demands of the society. The changed programmes should be implemented even more rapidly. The present education system suffers from red-tapism. The money sanctioned in various plans are never utilised fully. Many important programmes remained enclosed in the departmental files at one stage or the other and finally the money was either spent on some other work or returned as such.



CHECK YOUR PROGRESS

Q 1: Mention one problem of educational administration in India.

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15.4 PROBLEMS OF EDUCATIONAL ADMINISTRATION IN INDIA AT PRIMARY EDUCATION LEVEL

There are different problems of educational administration in India at primary level. These are mentioned below:

1. Problem of universalisation is one of the major problems regarding educational administration at primary level. This problem consists of different problems like:
   - So far, the Government of India has not been able to devote its full attention towards education due to problems of food, of inimical neighbours, the problem of Kashmir, the problem of linguistic states, etc.
   - In most of the states, the responsibility of universal primary education is on the Block authorities, Municipalities and Educational Districts. The progress or expansion of primary

education gets slow because of the indifference and incapability of these institutions.

- Income of the local institutions responsible for primary education is so limited that they are totally incapable of meeting the expenditure of compulsory education.
- The Third and Fourth All India Educational Surveys indicate that even now there are lakhs of villages and habitations without schools due to non-availability of funds.
- The village and small habitations in areas of Himalayan regions, Kashmir, Garhwal, Almora, some North-east hilly areas with less population are situated distances apart. So, also the desert areas in Rajasthan, the dense forest areas in Madhya Pradesh, Orissa, Assam and many Southern States create problems for expected enrolment. These are very difficult areas due to lack of communication, transport, education and school organisation.

2. The most fundamental problem is facilities as the management is unable to follow policy guidelines for infrastructural development in schools. The children, enrolled for free and compulsory education are deprived of basic necessities such as adequate classrooms, staff offices, laboratories and workshops, libraries, etc. This situation arises because the central, state and local Governments have failed to implement policy directives on minimum standards in relation to school facilities. Although, the Supreme Court had directed the centre and state governments to provide basic infrastructure, including drinking water and toilet facility in all the schools, still, there are many schools which lack in physical facilities.
3. Mid-day meal scheme was started to lure children to come to school and improve enrolment with the help of free food. Improper food preparation and unhygienic conditions have caused health problems of children and making many of them fall ill frequently. Other issues range from delayed payments, cooks not receiving pay and food not being delivered or being wasted.

4. The job of teaching is far more complex in remotely located schools in comparison to urban schools due to poor connectivity, lack of interaction with peer group of teachers and lack of need-based training to teachers coupled with inadequate and poor quality of school facilities. There are schools where a single teacher handles a number of multi-grade and diverse age-group children in classroom situation.
5. Wastage and stagnation occurs due to the lack of educational atmosphere, undesirable environment, lack of devoted teachers, poor economic conditions of parents, absence of proper equipment, etc. This has led to a steep increase in the dropout rate of students.



CHECK YOUR PROGRESS

Q 2: Why do wastage and stagnation occur in school?

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15.5 PROBLEMS OF EDUCATIONAL ADMINISTRATION IN INDIA AT SECONDARY EDUCATION LEVEL

Some of the problems of educational administration at secondary level are stated below:

1. The vocational aim laid out by Indian Education Commission stands unachieved due to the following reasons:
   - Lack of sufficient number of learning and training infrastructure.
   - Lack of experienced and qualified teachers to train students on vocational skills.
   - In India, no specific education or training is being imparted to vocational education teachers.
   - Poor quality of training which is not in line with industry needs.
   - No clear policy or system of vocational education making the certification/degrees presently available insufficient for the

unorganised/informal sector. No Credit System has been formulated for the same.

2. The establishment of new secondary schools is essential for meeting the educational needs of the increasing student population. While India has pursued the drive towards universal elementary education, since 2000 the share of investment financing secondary education has declined significantly.
3. Due to lack of teaching and learning aids in schools, teachers face many problems during teaching process. Some schools even do not have basic aids such as boards and books. Some schools do not have classrooms and library. There are no playgrounds for the physical development of students. This situation has created more problems for teachers as they cannot provide the students with wider opportunities for learning and development. In these conditions teachers fail to create meaningful learning environment in schools.
4. It has been found that there is a poor concept of supervision in our schools. In our country the process of supervision is characterised with the notion of inspection. Supervisors create fear during the process of supervision in the minds of teachers. This trend has created mistrust and reluctance among the teachers. The supervisors instead of providing constructive feedback dictate the teachers and hence no improvement takes place.
5. The problem of coordination has emerged due to weak communication between the policy makers, staff, parents and the community. The state of poor coordination in the system has promoted misunderstanding among the stakeholders. Teachers remain at the receiving end in all areas, be it making of the curriculum or any other policy. The teachers participate only in the implementation not in the development part. There is even lack of coordination between teachers and principals which has snubbed any discussion on mutual problems faced by the teachers in schools.

15.6 PROBLEMS OF EDUCATIONAL ADMINISTRATION IN INDIA AT UNIVERSITY EDUCATION LEVEL

Some of the important problems of educational administration at university education level are stated below:

- The main problem in some of our universities is that of autonomy and the intrusion of politics. The universities have direct relation with the chancellor and the legislature but ministers also now and then interfere in the matter of the university. This largely affects the effective functioning of higher education institutes.
- Higher education is a costly affair. Due to poor economic condition of the country, it is not possible to provide higher education to all.
- In order to improve the living and working conditions of student community, U.G.C. has been giving financial assistance for the construction of suitable residential halls, non-resident student centres, health centres, hobby workshops etc., yet it is most unfortunate that student indiscipline has been increasing in volume. Sometimes, the ugly incidents and outburst of student frenzy vitiate the academic atmosphere of the universities causing grave concern to educationists, parents and others interested in student welfare.
- Political corruption has polluted the sources of power and authority and consequently degraded the quality of decisions taken by the concerned authorities. Many groups of students influenced by the political parties tend to create problems for the administration. Some of the students use this occasion to criticise others based on their personal rivalries. Due to this, the universities have become advertisers for certain brand of politics within the campus and influence students through meetings and campaigns.
- Declining public expenditure in the education sector, increasing cost per student without the support from credit markets, and dominance of private sector in higher education worsens the problem of finance in higher education. While on one hand, we argue that Government of India should play a pivotal role in financing higher education, on the

other hand, heavy public subsidisation of higher education could lead to unequal distribution of welfare, since public expenditure on higher education is made out of general taxes.

15.7 SOLUTIONS TO THE PROBLEMS OF EDUCATIONAL ADMINISTRATION IN INDIA

It is not very easy to solve the problems of educational administration in India. But it is not unsolvable. Some of the strategies to solve the problems of educational administration in India are stated below:

- A sound and consistent educational policy is highly needed to solve the problem of educational administration. This policy should be planned carefully, vigorously executed and critically evaluated. The sound educational policy should be of long run also.
- The educational policy should be free from any type of interruption of political parties. Education cannot depend upon the caprice of politicians. Education system should be free from governmental and political interference.
- The Department of Education for all levels of education should be strengthened to provide right type of leadership who are efficient, trained as well as confident.
- Special attention should be paid on the improvement of teaching-learning process of the educational institutions and for that, a large portion of finance should be spent in this area.
- Web and mobile-based education management system improves communication through instant notifications and alerts via email, SMS and push messages to keep the constituents informed at every step of the journey to build relationship and improve student retention.
- Simplify registration and fee collections with online forms, with the ability to send automatic notifications, alerts and reminders via email, SMS alerts and push notifications from mobile devices.



CHECK YOUR PROGRESS

Q 3: Why is a sound and consistent education policy needed?

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15.8 LET US SUM UP

- Educational institutes are the preparation grounds for the progress of a nation. Educational administration is responsible for the development and expansion of different educational systems and to keep track of the changing demands of the society.
- Proper regulation and channelization can increase the utility of education for the people.
- The various administrative problems at different levels of education need immediate attention.
- The appointments at important posts of the education department should be according to the qualifications of people. Every education officer appointed should have the ability of preparing budget, planning and guidance, organisation, reporting, administration and coordination.



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15.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Lack of proper planning is one of the problems of educational administration in India.

Ans to Q No 2: Wastage and stagnation occurs due to the lack of educational atmosphere, undesirable environment, lack of devoted teachers, poor economic conditions of parents, absence of proper equipment, etc. This has led to a steep increase in the dropout rate of students.

Ans to Q No 3: A sound and consistent educational policy is highly needed to solve the problem of educational administration. This policy should be planned carefully, vigorously executed and critically evaluated. The sound educational policy should be of long run also.



15.11 POSSIBLE QUESTIONS

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

Q 1: Mention one administrative problem of education at primary education level.

Q 2: Write any one problem of educational administration at secondary level education.

Q 3: Write any one problem of educational administration at university education level.

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

Q 1: Write briefly on the leadership problem of educational administration.

Q 2: How is educational administration related to the problem of universalisation of education?

Q 3: Describe the problem of supervision as one of the problems of educational administration at secondary education level.

Q 4: Write about autonomy of university as one of the problems of educational administration.

Q 5: How to solve the problems of educational administration in our country? Discuss briefly.

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

Q 1: Explain the problems of educational administration in India.

Q 2: Elaborately write about the problems of educational administration at school level education.

Q 3: Discuss the problems of educational administration at university education level.

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