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Educational Management

SEMESTER – IV

EDUCATION

COURSE 01

BLOCK 1

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COURSE INTRODUCTION

This is the course in Education for the Fourth Semester of Two Years Master Degree level. The course consists of two blocks. 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.

BLOCK INTRODUCTION

This is the First block of the course. It comprises of total eight units. In this block, 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.

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.

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UNIT 1 : EDUCATIONAL MANAGEMENT

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

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".

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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.

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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.

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.....

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

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.....

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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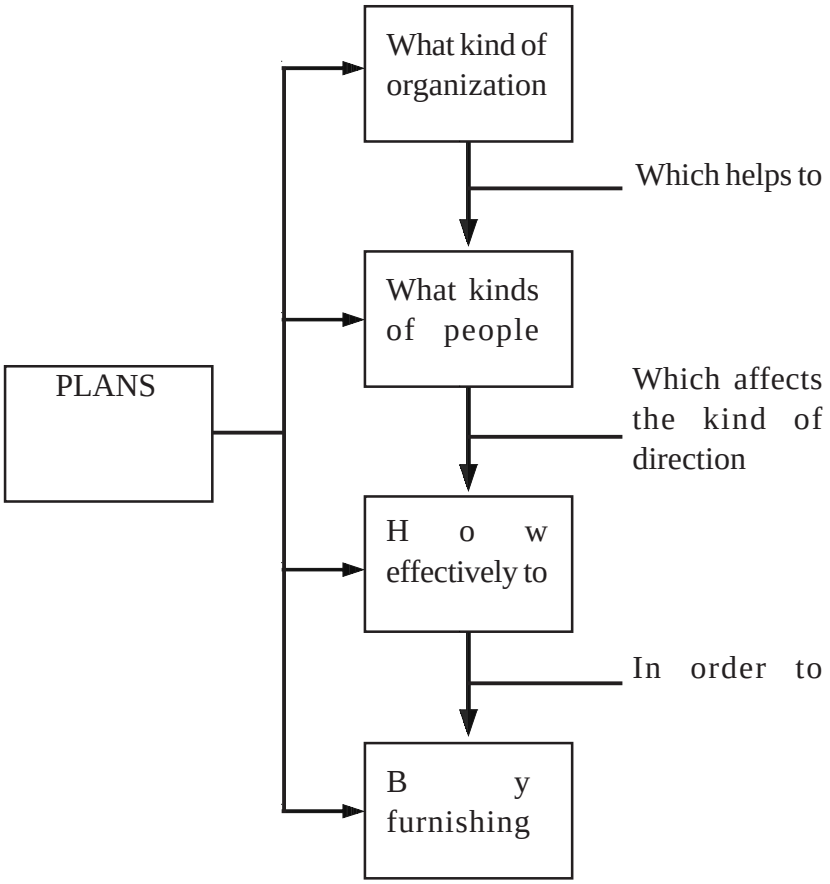
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3.3.3 Need and Importance of Institutional Planning

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

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

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

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



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.

.....

.....

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.

.....

.....

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.

.....

.....



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

1) Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice.* Guwahati: EBH Publishers (India).
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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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6) Sharma, N.; Kulashreshtha, R(n.d). *NTA UGC Education (Paper-2*).Arihant Publications, Ltd.



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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