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Educational Management

SEMESTER – IV

EDUCATION

COURSE 01

BLOCK 2

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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 Second block of the course. It comprises of total seven units. In this block, the *First Unit* deals with the concept of Educational Supervision. The *Second Unit* explains the entire concept of Leadership in the field of education. The *Third Unit* tries to reflect on the Communication process which is necessary in the Educational Management process.The *Fourth Unit* deals with Inter-personal Conflict. *The Fifth Unit* discuss the process of Educational Administration .The *Sixth Unit* deals with another important concept which is the need of the hour i.e.,Professional Ethics of Teacher and Educational Management. The *Seventh Unit* deals with another concept Classroom Management.

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

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UNIT 9 : EDUCATIONAL SUPERVISION

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Meaning of Supervision

9.4 Meaning of Educational Supervision

- 9.4.1 Old concept of Educational Supervision
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- 9.4.3 Definitions of Educational Supervision
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9.5 Need and Importance of Educational Supervision

9.6 Functions of Educational Supervision

- 9.6.1 Academic Functions of Educational Supervision
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9.7 Let Us Sum Up

9.8 Further Reading

9.9 Answer To Check Your Progress

9.10 Possible Questions

9.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

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

9.2 INTRODUCTION

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

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

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

9.3 MEANING OF SUPERVISION

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

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

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

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

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

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

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

9.4 MEANING OF EDUCATIONAL SUPERVISION

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

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

9.4.1 Old concept of Educational Supervision

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

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

9.4.2 Modern concept of Educational Supervision

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

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

9.4.3 Definitions of Educational Supervision

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

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

Analyzing the above definitions, it can be seen that the

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

9.4.4 Characteristics of Educational Supervision

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

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

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

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

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

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

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

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

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

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

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



CHECK YOUR PROGRESS

Q 1: Define supervision.

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Q 2: Differentiate inspection and supervision.

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Q 3: Why educational supervision is progressive?

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9.5 NEED AND IMPORTANCE OF EDUCATIONAL SUPERVISION

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

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

guidance scheme actually helps in the education of the students.

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

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

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

9.6 FUNCTIONS OF EDUCATIONAL SUPERVISION

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

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

- Academic functions and
- Administrative functions.

Different functions of these two types are discussed below:

9.6.1 Academic functions of Educational Supervision

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

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

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

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

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

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

9.6.2 Administrative functions of Educational Supervision

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

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

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

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

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

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

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

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



CHECK YOUR PROGRESS

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

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

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Q 6: Why educational supervision is progressive?

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9.7 LET US SUM UP

In this unit, we have discussed the following points:

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

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

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



9.8 FURTHER READING

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

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

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

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

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

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

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

Ans to Q No 6: One administrative function of educational supervision is improving group interaction. The educational institution is a collaborative institution. Providing a safe and cooperative environment

among all the members so that every member can contribute to the best of their ability to achieve the desired objectives of the educational institution is a very important function of the educational supervision.



9.10 POSSIBLE QUESTIONS

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

Q 1: What is meant by the term supervision?

Q 2: Define educational supervision.

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

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

Q 5: Write one need of educational supervision.

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

Q 1: Write the characteristics of educational supervision.

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

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

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

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

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

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

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

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UNIT 10 : EDUCATIONAL LEADERSHIP

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Concept of Leadership

10.4 Concept of Educational Leadership

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

10.5 Types of Leadership

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

10.6 Leadership Skills

10.7 Supervision

10.8 Let Us Sum Up

10.9 Further Reading

10.10 Answer To Check Your Progress

10.11 Possible Questions

10.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

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

10.2 INTRODUCTION

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

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

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

10.3 CONCEPT OF LEADERSHIP

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

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

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

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

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

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

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

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

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

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

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

10.4 CONCEPT OF EDUCATIONAL LEADERSHIP

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

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

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

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

10.4.1 Definitions of Educational Leadership

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

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

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

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

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

10.4.2 Characteristics of Educational Leadership

The following are the characteristics of educational leadership:

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

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

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

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



CHECK YOUR PROGRESS

Q 1: Define leadership.

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Q 2: Describe educational leadership.

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10.5 TYPES OF LEADERSHIP

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

1. Autocratic or Authoritarian leadership

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

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

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

2. Democratic or Participative leadership

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

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

3. The Laissez-faire or Free-rein leadership

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

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

4. Paternalistic leadership

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

family.

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

10.5.1 Academic Leadership

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

10.5.2 Administrative Leadership

Administrative leadership primarily focuses on the

administration work. Administrative leadership is a leadership style that focuses on accountability, bureaucracy management, and enforcing rules, procedural regulations and administrative chores.

10.5.3 Community Leadership

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

10.5.4 Student-centred Leadership

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



CHECK YOUR PROGRESS

Q 3: Write briefly on academic leadership.

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Q 4: What is meant by democratic leadership?

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10.6 LEADERSHIP SKILLS

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

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

The different types of leadership skills are stated as follows:

1. Communication

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

2. Motivation

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

opportunities, additional job duties and responsibilities and so forth.

3. Creativity

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

4. Positivity

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

5. Feedback

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

6. Delegating

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

7. Trustworthiness

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

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

8. Work Ethics

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

9. Conscientiousness

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

10. Dispute Settlement

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



CHECK YOUR PROGRESS

Q 5: Write one important leadership skill.

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10.7 LET US SUM UP

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

leader of the institution can influence other teaching staff or persons associated with the educational institution by his/her conduct for the proper and healthy organization and progress of the educational institution.

- The main types of leadership are autocratic or authoritarian leadership, democratic or participatory leadership, laissez-faire or free rein leadership and p**aternalistic leadership**. Again leadership is also classified in four types from academic perspective. These four types are: academic leadership, administrative leadership, community leadership and student-centred leadership.
- Leadership skills are the competencies and knowledge that a leader possesses and uses to successfully reach goals and objectives. Leadership skills often incorporate several different personality traits and communication abilities that are useful for anyone to learn and practice over time.



10.8 FURTHER READING

1) Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice.* Guwahati: EBH Publishers (India).
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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.



10.10 ANSWERS TO CHECK YOUR PROGRESS

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

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

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

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

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



10.11 POSSIBLE QUESTIONS

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

Q 1: What is meant by leadership?

Q 2: What is meant by educational leadership?

Q 3: What is meant by administrative leadership?

Q 4: Write one characteristic of educational leadership.

Q 5: What do you mean by leadership skill?

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

Q 1: Write a note on leadership.

Q 2: Write the characteristics of educational leadership.

Q 3: Describe importance of work ethics in leadership.

Q 4: Write a short note on community leadership.

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

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

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

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

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UNIT 11 : COMMUNICATION

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Meaning of Communication

11.4 Role of Communication in Effective Management

11.5 Methods of Communication

11.6 Barriers for Effective Communication in Educational Administration

11.7 Solutions for Effective Communication in Educational Administration

11.8 Let Us Sum Up

11.9 Further Reading

11.10 Answer To Check Your Progress

11.11 Possible Questions

11.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

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

11.2 INTRODUCTION

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

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

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

11.3 MEANING OF COMMUNICATION

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

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

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

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

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

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

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

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

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

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



CHECK YOUR PROGRESS

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

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Q 2: Define communication.

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11.4 ROLE OF COMMUNICATION IN EFFECTIVE MANAGEMENT

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

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

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

regulates the actions of the subordinates in the desired direction.

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

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

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

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

11.5 METHODS OF COMMUNICATION

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

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

- (a) **Intrapersonal communication:** When only one person participates in the communication process, it is called intrapersonal communication. In other words, intrapersonal communication is the process by which a person thinks about himself, solves a problem, or understands something.
- (b) **Inter-personal communication:** This is a basic form of communication in which two or very few people (four or five) interact with each other. The physical proximity of the participants in this communication process can be seen. This type of communication can be of any kind, spoken or unspoken and instant feedback can be obtained.
- (c) **Group communication:** This type of communication involves many people and there is no special physical proximity between the individuals. This type of communication can be understood as classroom communication, business meeting or any lecture program.
- (d) **Mass communication:** According to Baran, mass communication is the communication between the mass media and the audience. Systems such as radio, television,

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

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

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

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

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

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

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

(ii) Written Communication: This type of communication is expressed through written words, graphs, charts, reports, pictures etc. The effects of written communication on

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

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

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

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

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

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



CHECK YOUR PROGRESS

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

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Q 4: What is meant by verbal communication?

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Q 5: Write briefly on intrapersonal communication.

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11.6 BARRIERS FOR EFFECTIVE COMMUNICATION IN EDUCATIONAL ADMINISTRATION

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

(1) Physical Barriers:

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

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

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

(b) Written Noise: An inconsistently written word.

(iii) Invisibility/Distance: The physical distance between the sender and the receiver of verbal communication also hinders communication. Communication is hampered by overcrowded

situation, head-employees eye contact difficulties, and so on.

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

(2) Language Barriers:

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

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

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

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

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

(ii) Cultural Disparities and Generation Gap: If there is cultural stagnation between the sender and the receiver and gap between

the two generations then it hinders the communication process.

(4) Organizational Barriers:

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

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

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

11.7 SOLUTIONS FOR EFFECTIVE COMMUNICATION IN EDUCATIONAL ADMINISTRATION

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

(1) Prevention of Physical barriers:

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

(2) Prevention of Verbal Barriers:

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

(3) Prevention of Psychological Barriers:

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

(4) Prevention of Organizational Barriers:

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



CHECK YOUR PROGRESS

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

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11.8 LET US SUM UP

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

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

effective communication. Communication is interrupted because of these factors. Various steps need to be taken to overcome these obstacles.



11.9 FURTHER READING

1) Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice.* Guwahati: EBH Publishers (India).
2) Krishnamacharyulu, V. (2013). *School Management and Systems of Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.
3) Mathur S. S. (1970). *Educational Administration, Principles and Pr*actice. Jullunder: Krishna Printers.
4) Sharma, R. A. (2012). *Educational Technology and Management-Models, Media & Methods.* Meerut: R. Lall Book Depot.
5) Sukla P. D. (1983). *Administration of Education in India*. New Delhi: Vikas Publishing Co.
6) Mangal and Mangal (2009). *Essentials of Educational Technology.* Delhi: PHI Learning Private Limited.
7) Chauhan, S. S. (1979). *Innovations in Teaching Learning Process*. New Delhi: Vikash Publishing House Private Limited.



11.10 ANSWERS TO CHECK YOUR PROGRESS

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

the receiver should be equally actively involved in the communication process.

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

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

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

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

Ans to Q No 6: One important physical barrier of communication in educational administration is environment. Environment is seen as a barrier to communication in the educational administration. Bad

weather such as lightning, thunderstorms, extreme heat, etc. adversely affects communication.



11.11 POSSIBLE QUESTIONS

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

Q 1: What is meant by communication?

Q 2: Write two characteristics of communication.

Q 3: What are the elements of communication?

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

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

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

Q 1: Write the nature of communication.

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

Q 3: Write briefly on non-verbal communication.

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

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

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

Q 2: Describe the different methods of communication.

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

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

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UNIT 12 : INTER-PERSONAL CONFLICT

UNIT STRUCTURE

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

12.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

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

12.2 INTRODUCTION

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

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

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

12.3 MEANING OF CONFLICT

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

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

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

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

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

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

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

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

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

12.4 TYPES OF CONFLICT

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

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



CHECK YOUR PROGRESS

Q 1: Define conflict.

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Q 2: Mention two types of conflict.

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12.5 CONCEPT OF INTER-PERSONAL CONFLICT

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

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

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

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

12.6 TYPES OF INTER-PERSONAL CONFLICT

Interpersonal conflicts are of different types. These are:

1. Policy Conflicts

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

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

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

2. Value Conflicts

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

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

3. Ego Conflicts

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

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

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



CHECK YOUR PROGRESS

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

.....

Q 4: What is meant by policy conflict?

.....

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12.7 CAUSES OF INTER-PERSONAL CONFLICT

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

1. Frustration and Stress

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

2. Misunderstandings

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

3. Lack of Planning

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

4. Bad Staff Selection

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

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

12.8 MANAGEMENT OF INTER-PERSONAL CONFLICT

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

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

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

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

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

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

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

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

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

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



CHECK YOUR PROGRESS

Q 5: What do you mean by smoothing?

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12.9 STRESS MANAGEMENT

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

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

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

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

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

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

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

rescue worker, emergency relief worker, and the military.

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

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

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

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

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

Behavioural changes are also expressions of stress. They can

include:

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

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

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

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

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

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

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

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

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

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

hour.

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

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

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

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

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

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

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

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

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

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

Stress can have consequences far beyond temporary feelings of pressure. While you can't avoid stress, you can learn to manage it and develop skills to cope with the events or situations you find stressful. By

learning to cope with stress, you'll be better prepared to help not only yourself, but also friends and the members of the society.



CHECK YOUR PROGRESS

Q 6: What is meant by stress?

.....

.....



12.10 LET US SUM UP

In this unit we have discussed the following points:

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

- Management of inter-personal conflict involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in organizational environment.
- Stress is the way human beings react both physically and mentally to changes, events, and situations in their lives. People experience stress in different ways and for different reasons.
- Stress can have consequences far beyond temporary feelings of pressure. While you can't avoid stress, you can learn to manage it and develop skills to cope with the events or situations you find stressful. By learning to cope with stress, you'll be better prepared to help not only yourself, but also friends and the members of the society.



12.11 FURTHER READING

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



12.12 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Ting Toomey defines conflict as 'a form of intense interpersonal and intrapersonal dissonance between two or more

interdependent parties based on incompatible goals, needs, desires, values, beliefs and attitudes.'

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

Ans to Q No 3: Individuals.

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

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

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



12.13 POSSIBLE QUESTIONS

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

Q 1: What is meant by conflict?

Q 2: What is meant by interpersonal conflict?

Q 3: Define interpersonal conflict.

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

Q 5: Mention any one strategy of stress management.

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

Q 1: What are the types of interpersonal conflict?

Q 2: Describe the causes of interpersonal conflict.

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

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

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

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

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

Q 3: Elaborately write about stress management.

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UNIT 13 : EDUCATIONAL ADMINISTRATION

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Educational Administration in State

13.3.1 Structure of Educational Administration in the State

13.4 Functions of State Government at Different Levels of Education

13.4.1 At Primary Level

13.4.2 At Secondary Level

13.4.3 At University Level

13.5 Let Us Sum Up

13.6 Further Reading

13.7 Answer To Check Your Progress

13.8 Possible Questions

13.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

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

13.2 INTRODUCTION

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

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

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

13.3 EDUCATIONAL ADMINISTRATION IN STATE

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

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

1. Responsibilities related to Finance:

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

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

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

2. Responsibilities related to Rule Making:

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

3. Responsibilities related to Inspection:

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

4. Responsibilities related to Appointment:

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

this responsibility, the state makes various committees for appointment.

5. Responsibilities related to Curriculum:

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

13.3.1 Structure of Educational Administration in the State

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

1. Ministry Level:

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

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

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

2. Education Secretariat:

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

3. Directorate of Education:

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

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

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

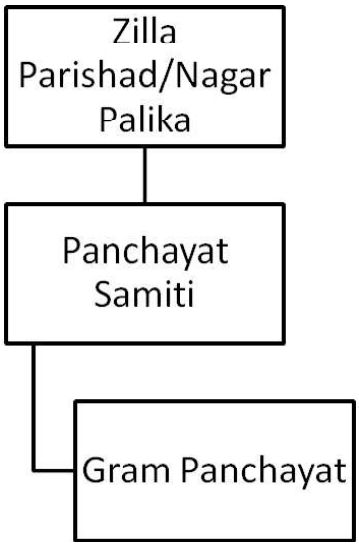
Local Education Administration:

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

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

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

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



Area of Work of Local Education Administration:

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

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

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

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

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



CHECK YOUR PROGRESS

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

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

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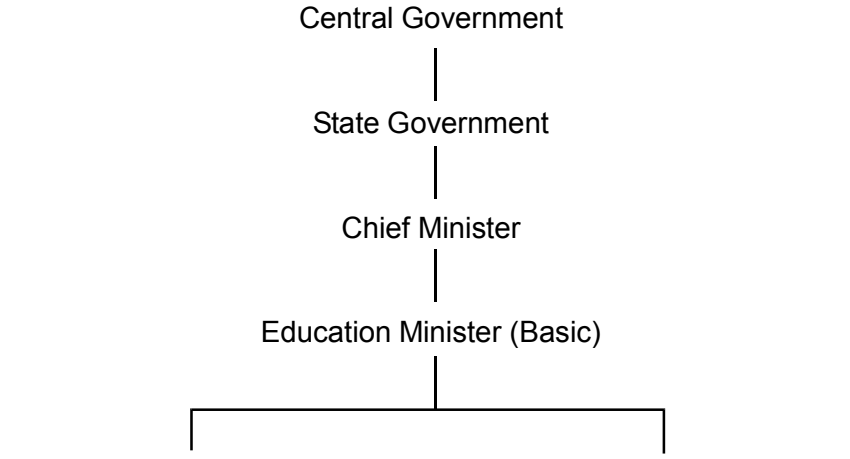
13.4 FUNCTIONS OF STATE GOVERNMENT AT DIFFERENT LEVELS OF EDUCATION

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

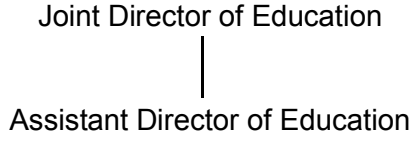
13.4.1 At Primary Level

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

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



At the Divisional Level:



At District Level

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

At Block Level:

Block Education Officer

|

Coordinator- Hindi

|

Coordinator- Science

|

Coordinator- Mathematics

|

Coordinator- Social Science

|

Coordinator- English

At the Cluster Level: Cluster in-charge

At the Village Level: The Headmaster

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

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

Functions of the Primary Education Council:

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

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

13.4.2 At Secondary Level

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

Administration of Education at the Secondary Level:

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

Chief Minister

↓

Education Minister

↓

Minister of State for Education (Secondary Education)

↓

Director of Education (Secondary)

↓

Joint Director of Education-Science, Joint Director of Education-Women

↓

Deputy Director of Education (Secondary)

↓

Board of Secondary Education

↓

Deputy Director of Education- Training

Deputy Director of Education- Camp
Deputy Director of Education - Sanskrit/Urdu
Deputy Director of Education - Service
Deputy Director of Education – Finance

Assistant Deputy Director of Education- Services
Assistant Deputy Director of Education- Finance
Assistant Deputy Director of Education- Science
Assistant Deputy Director of Education - Women

District School Inspector

District Girls School Inspector

Assistant District School Inspector

Assistant District Girls School Inspector

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

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

Functions of State Government at Secondary Level of Education

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

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

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

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

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

13.4.3 At University Level

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

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

Administration of Higher Education in the State:

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

Governor – Chancellor

|

Chief Minister

|

Education Minister

|

Minister of State for Education (Higher Education)

|

Director of Education (Higher Education)

Functions of State Government at Higher Level of Education

Following are the functions of State Government regarding higher education.

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

institutions.

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

grants in a suitable manner.

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



CHECK YOUR PROGRESS

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

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13.5 LET US SUM UP

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

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



13.6 FURTHER READING

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



13.7 ANSWERS TO CHECK YOUR PROGRESS

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

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

Ans to Q No 3: State Government.



13.8 POSSIBLE QUESTIONS

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

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

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

Q 3: Mention the function of Educational secretariat.

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

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

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

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

Q 3: State the scope of local educational administration.

Q 4: State the function of Primary Education Council.

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

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

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

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

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UNIT 14 : PROFESSIONAL ETHICS OF TEACHER AND EDUCATIONAL MANAGEMENT

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Demands of Teaching Profession

14.4 Professional Ethics in Educational Management

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

14.5 Let Us Sum Up

14.6 Further Reading

14.7 Answer To Check Your Progress

14.8 Possible Questions

14.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

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

14.2 INTRODUCTION

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

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

14.3 DEMANDS OF TEACHING PROFESSION

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

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

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

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



CHECK YOUR PROGRESS

Q 1: What do you mean by professional knowledge?

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Q 2: Mention any one demand of teaching profession.

.....

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14.4 PROFESSIONAL ETHICS IN EDUCATIONAL MANAGEMENT

Professional ethics is essential in every profession. Without professional ethics, success in any profession is not possible at all. Like others, it is also needed in educational management. All the stakeholders of educational management must have professional ethics. Before going to discuss professional ethics in educational management, we must know about ethics and professional ethics in brief.

14.4.1 Ethics and Professional Ethics

Ethics is a science of rightness and wrongness of conduct. Conduct is purposive action, which involves choice and will. It is the expression of character which is a settled habit of will. The will is the self in action. Thus, ethics is the science of human character as expressed in right or wrong conduct. Ethics is the science of the ideal involved in human life. Every profession is expected to evolve a set of ethical principles to guide the conduct and behaviour of its professional members. The ethical principle provides the base to differentiate between desirable and undesirable conduct or behaviour.

Every profession has different work culture and work climate and accordingly the professional ethics are decided. Professional

ethics are decided by the society and it is also the contribution of great exponents of the same profession. It is mainly to provide a guideline and also to judge any professional individual.

Professional ethics is needed for the following reasons:

- **Self Correction:** Man slowly turns selfish and unethical without realizing. In present time we all are affected by such factors and feelings to some extent. Professional ethics correct us if we are doing any wrong or intending.
- **Self Satisfaction:** Self satisfaction is more related to our inner self, our feelings and thought process. When we follow the ethical code of society and profession we are regarded as hard working, honest, dutiful, righteous etc. All this makes us more respectable and more prominent than others. Professional ethics enable a person to judge himself and decide and not accept what others decide for him.
- **Guide the Conduct and Behaviour:** Professional ethics in education is supported by philosophy and psychology of teaching. By following professional ethics, the teacher‘s conduct and behaviour becomes respectable and socially acceptable.
- **Shape the Personality:** The professional ethics in teaching profession emphasize the teacher to follow pre-established norms in his thought and in actions, even in one‘s dressing up, speaking, etiquettes etc. By following similar ethics, the personality of an individual is reshaped and he becomes a teacher in real sense.
- **Set up Ideals for Students:** Everyday students come in contact with different teachers and are influenced by them. If a teacher is behaving in a very positive and appropriate manner, the students follow him/her and want to become like him/her. Hence, by behaving in ethical manner teacher becomes ideal for students.
- **Development of Society:** If the professional ethics are

forgotten the individual as well as the society starts moving in wrong direction. By following professional ethics teacher takes the society in right direction and make it a better place to live in.

- **Improve the Professional Environment:** Professional environment includes the people, infrastructure, working conditions and working hours. Professional ethics ensure that due place and respect is given to the seniors, to the higher authorities, responsibility and working hours. When we follow such ethical codes of a profession the environment remains calm, congenial and relaxed for effective working.
- **Follow Norms and Principles of the Profession:** Professional ethics binds us to our job and helps us to differentiate between professional development and self interest. It also prepares us for extra responsibility which we have to shoulder from time to time. Professional ethics are self binding for better professional output.

14.4.2 Dimensions of Ethics

Ethics covers an extensive field. It emphasizes an ideal conduct which covers every walk of life. It's one dimension is psychology of ethical consciousness. For the determination of ideal conduct, the psychology of desire, will and freedom has to be understood as they are the constituents of our conduct and without understanding their ultimate nature we cannot build up a pattern of ideal conduct.

Another dimension of ethics is concerned with social morality. The social morality is dependent on customs, traditions and rites etc. which are prevalent in a society. Without knowing these social customs etc., we can neither judge the character of that particular society nor can we ascertain how far that society is just. In the case of teachers' professional ethics this dimension reflects that the professional conduct of a teacher has links with the society's morals,

ideals, and values. In Indian Society teacher is held in high respect and the custom is that he is even worshipped. Hence, extremely high conduct and behaviour pattern are expected from him.

A third dimension of ethics is rooted in metaphysics or philosophy in general. It is concerned with the determination of the ultimate good or with the terms like right and wrong, virtue and vice. There are different points of view regarding these concepts. Ethics studies the different points of view for ascertaining the true meaning of these concepts.

It considers the application of these criteria in the life of the people. It makes effort to define the duties and obligations of the individuals for leading an ideal life. It makes explicit the teacher's role and defines his/her rights and duties and what is involved in his/her virtuous conduct and what is vice for him/her or inappropriate of his/her conduct.

From the above description of the dimension of ethics we may conclude that ethics has got very extensive scope. It is as wide as the life itself. It is specifically interested in providing us rational and enlightened norms of conduct without affecting the freedom and dignity of human beings. In the case of teaching profession, the dimensions of ethics extend from the description of an ideal personality of the teacher, to the teacher's desires, wishes and aspiration, to his/her role in social welfare and upliftment of the pupils' individuality and encouragement of an ideal conduct in him or her.

14.4.3 Educational Managers and Ethics

Management is described as the total work and activities done by the others in order to realize an aim. If we evaluate the management concept totally, it is the activities of realizing the organization's aims and using its sources efficiently by planning, organizing, directing, coordinating and reporting functions. This definition can be used in all life. The managers should have a professional, ethical value system in order to make the educational

management successful. Otherwise it is not possible to see the difference between to be and should and behaves according to this. At present, the changes in education will be greater than the appearance of schools more than 300 years ago. The economy that knowledge becomes the real capital and the main source making wealth directs new and hard demands from educational institutions in the view of educational performance and responsibility. To do this, there is a need of professional ethics in educational management.

Ethical rules should be determined to direct all the behaviours and applications in the organization with the contribution and agreement of all members through the universal ethical values. The legal arrangement that will from the educational organization and the working way of the educational institution specially must be determined according to these ethical rules also. But these ethical rules should bring a broader view point from the limited and stable legal structure. Ethical behaviour should be formed by not only some ethical laws but with the personality of the people formed by universal ethical values.

In general the non-ethical behaviours in administration are: discrimination, bribery, favour, intimidation, negligence, exploitation, egoism, corruption, psychological torture, violence, pressure, aggressiveness, politicize, abuse, physical and sexual harassment, bad habits, malpractice, rumour, misappropriation, dogmatic behaviours, fanaticism etc.

Educational management and administration as its subtitle is liable of realizing the government's education policies and the general and specific aims determined by the authorized units through these policies.

The educational managers should behave suitably not only to the laws and politics but also professional ethics rules as we consider that the administrative ethics rules are cantered on universal values.

Ethical rules make the administrators keep away from arguable actions and decisions and beware of attractive but incorrect approaches.

Some of the important codes of ethics for educational managers are stated below:

- Make the well-being of students is the fundamental value in all decision making and actions.
- Fulfil professional responsibilities with honesty and integrity.
- Support the principle of dues, process and protect the civil and human rights of all individuals.
- Obey local, state, and national laws and do not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
- Implement the governing board of education's policies and administrative rules and regulations.
- Pursue appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
- Avoid using position for personal gain through political, social, religious, economic or other influence.
- Accept academic degrees or professional certification only from duly accredited institutions.
- Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
- Honour all contracts until fulfilment or release.

The main goal of the educational activities is to acknowledge the individuals and to formalize the desired abilities, goal and behaviours. In this context, every educational organization should determine various ethical goals and realize them in real life and try to make the individual perfect in every aspect. Educational administrators and teachers have great responsibility in doing these. Administrators should be sufficient in education administration and

also in behavioural sciences in order to activate the pupils inside and outside the school administration which is a specific application of educational administrator. There is a need for innovation in the education concept and technology and also a more ethical organizational environment in order to be successful in the changing daily social and economical circumstances.

The decisions and behaviours of the educational administrator should be integrated with democratic social values and be directed by universal ethical values. Ethical values include respect to all individuals, tolerance to different cultures and ideas, acceptation of equality of individuals and fair distribution of sources.

14.4.4 Management of Ethics in Educational Institution

Education can and must bring fine synthesis between change oriented technologies and country's continuity of cultural traditions. This can be considered as ethical values of education, but this will usher in a way to quality education. Also educational institutions can be made sustainably vital and creative not by fear and command or by regulations or forced rankings, but by adopting learning orientations i.e. involving everyone in the system in expressing their aspirations, building their awareness and developing their capabilities together**.** Here are some of the time tested pathways of ethical approach to educational management problems.

a) Emphasis on Vision & Mission of educational institution

True Education is not for a mere living, but for a fuller and meaningful life. So every educational institution should have mission statement, value framework and clearly stated vision. The mission and vision of educational institution should be shared with parents, teachers and students sufficiently, efficiently and consistently from time to time.

b) Do's for educational managers

Work for the people in the organization, use bottom up approach in management, actively address the pressing need of

education, encourage inclusiveness in classroom, strive to reach all learners by discouraging one size fits for all formula in learning process, adore no child left behind policy, ensure minimum level of learning, high rate of employee retention, follow ethical process in teacher appointment, promotion and retention.

c) Use of affirmative language

Educational institution is a beautiful sanctuary and fortress for students' upbringing and they should be treated fairly without any discrimination. It is the duty of educational institution to preserve the self esteem of each leaner irrespective of their talent and abilities. Therefore, school should create a culture of appreciating learners in several ways. Such as use of reinforcing terms like differently able in place of disable, handicapped children in place of children with special needs etc. We must learn to love each child as they are and count our blessings each day in various ways. Let us not forget that manner of living is more important than standard of living. If a child lives with criticism, he learns to condemn. If a child lives with praise he learns to appreciate. If a child lives with hostility he learns to fight. If a child lives with tolerance he learns to be patient. If a child lives with encouragement, he learns confidence. If a child lives with security he learns to have faith. If a child lives with acceptance and friendship, he learns to find love in the world.

d) Documentation/ dissemination

The underlying rationale for raising documentation for educational institution is that continuous improvement is more likely to occur if it is effectively reported and analysed with the explicit agreement of the vision of the institution. A slight deviation in reporting or raising false document or distorted report may bring in irreparable loss to the institution in the long run. Thus fair report, authentic documentation can act as a catalyst in branding image of the educational institution.

e) Institution of IQAC & ethics committee in school

Quality is the buzz word of 21st century. It is impossible to

imagine anything like any product or services without having any quality. Same is the case for educational institution. One of the major objectives of all the educational institutions to become successful is to improve the quality of teaching-learning, managing relationship internally as with external agencies which need continuous internal supervision. To meet such need Internal Quality Assessment Cell is a must for all schools which can work independently, transparently and in a fair manner. Looking at present context of various categories of harassments and exploitations such as sexual abuse, child abuse, harassment at work place, it is essential for educational management to constitute committees like ethics committee, Committee for prevention of harassment of women, Protection of rights committee etc.

f) Performance Appraisal / Promotion and Reward

Active involvement of the different stakeholders in the internal management of the educational institutions is increasingly viewed as an effective means of promoting and improving the institution. In this context it is imperative to keep records of involvement of all stake holders (mainly teachers) for their working periods for which higher authority needs to make entries. Some time it has been noticed that stranded relationship comes in to the performance appraisal process & making entry in service books which act as a counterproductive one in institution's growth and development. So such activities must be discouraged in schools for its smooth functioning.

g) Conflicts Management

In the organizational environment, awareness of each employee's nature is critical to success, at least those who are in key performance and decision making positions. When such employees are self-aware, workplace conflict can be minimized and can become productive for the organization. But when these employees are not aware of their nature these conflicts can become destructive for the individual as well as for the organization. Conflicts

are the part and parcel of any educational management process. It should be viewed as a natural and expected part of working in teams and as a learning opportunity rather than as a personal threat or attack. There are two types of conflict –affective conflict and cognitive conflict. Affective conflict is personal anger or resentment usually directed at individuals rather than ideas, whereas cognitive conflict is a difference of opinion on an issue or an idea. If it is viewed in those positive terms it can be understood and managed. Successful management of conflict is about turning affective conflict into cognitive conflict; that is moving the focus off the person and on to the issue. Further, cognitive conflict over issues is a desirable aspect of teamwork because it opens spaces for divergent thinking, creativity and open communication; all of which contribute to greater team effectiveness.

Life is a journey from '*I*' to '*we*'. Therefore by practicing and cultivating good work culture in the educational institution will certainly take the institution a long way for which we have to curate and script our growth story now by incorporating ethical practices and adhering to the supreme principle of truth, righteousness, love and non violence in our thought, words and actions. Individual comes and goes but that institution sustains which adheres to high moral practices. Great purpose- great minds can create great institutions and we must follow our hearts while managing our institutions.



CHECK YOUR PROGRESS

Q 3: What is meant by the term ethics?

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Q 4: Mention any one strategy to manage the ethics of the educational institution.

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14.5 LET US SUM UP

- Teaching is a profession- indeed a noble one, conceptually as well as ideally. It is also different from other professions because of its multitude of dimensions.
- Teachers are the largest professional group engaged in human development activities. It is only in the case of teaching there is much more that is required to be accomplished than in the case of other professions.
- The demands of teaching profession are as follows: professional knowledge, instructional effectiveness, good communicator, critical thinking, interpersonal skills, integration of discipline, technology integration, organization and classroom management, true compassion for students.
- Ethics is a science of rightness and wrongness of conduct. Conduct is purposive action, which involves choice and will. It is the expression of character which is a settled habit of will. The will is the self in action. Thus ethics is the science of human character as expressed in right or wrong conduct.
- Every profession has different work culture and work climate and accordingly the professional ethics are decided. Professional ethics are decided by the society and it is also the contribution of great exponents of the same profession.
- Professional ethics is needed for the following reasons: self correction, self satisfaction, guide the conduct and behaviour, shape the personality, set up ideals for students, development of society, improve the professional environment, follow norms and principles of the profession.
- Ethics has got very extensive scope. It is as wide as the life itself. It is specifically interested in providing us rational and enlightened norms of conduct without affecting the freedom and dignity of human beings.

- In the case of teaching profession, the dimensions of ethics extend from the description of an ideal personality of the teacher, to the teacher's desires, wishes and aspiration, to his role in social welfare and upliftment of the pupils' individuality and encouragement of an ideal conduct in him.
- The managers should have a professional, ethical value system in order to make the educational management successful. Otherwise, it is not possible to see the difference between to be and should and behaves according to this.
- Ethical rules should be determined to direct all the behaviours and applications in the organization with the contribution and agreement of all members through the universal ethical values.
- In general the non-ethical behaviours in administration are: discrimination, bribery, favour, intimidation, negligence, exploitation, egoism, corruption, psychological torture, violence, pressure, aggressiveness, politicize, abuse, physical and sexual harassment, bad habits, malpractice, rumour, misappropriation, dogmatic behaviours, fanaticism etc.
- Educational management and administration as its subtitle is liable of realizing the government's education policies and the general and specific aims determined by the authorized units through these policies.
- The educational managers should behave suitably not only to the laws and politics but also to professional ethics rules as we consider that the administrative ethics rules are cantered on universal values.
- Some of the time tested pathways of ethical approach to educational management problems are: emphasis on vision & mission of educational institution, do's for educational managers, use of affirmative language, documentation/ dissemination, institution of IQAC& ethics committee in school, performance appraisal/promotion and reward, conflicts management.



14.6 FURTHER READING

1) Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice.* Guwahati: EBH Publishers (India).
2) Hartman, W.T., Stefkovich, J.A. (2005). *Ethics For School Business Officials,* Rowman & Littlefield Publishing, Maryland.
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6) Sukla P. D. (1983). *Administration of Education in India*. New Delhi: Vikas Publishing Co.



14.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Professional knowledge means a set of theories and practices associated with a specific field of work, acquired in the course of training or study.

Ans to Q No 2: Instructional effectiveness is one of the demands of teaching profession.

Ans to Q No 3: Ethics is a science of rightness and wrongness of conduct. Conduct is purposive action, which involves choice and will. It is the expression of character which is a settled habit of will. The will is the self in action. Thus ethics is the science of human character as expressed in right or wrong conduct. Ethics is the science of the ideal involved in human life.

Ans to Q No 4: Conflict management is one of the strategies to manage the ethics of the educational institution.



14.8 POSSIBLE QUESTIONS

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

Q 1: What is meant by profession?

Q 2: What is meant by professional ethics?

Q 3: Mention any one dimension of ethics. .

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

Q 1: Why professional ethics are important for an educational manager?

Q 2: Write a short note on demands of teaching profession.

Q 3: State the code of ethics required for professional manager.

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

Q 1: Why it is important to study the demands of teaching profession? Discuss.

Q 2: Elaborately write about the professional ethics of educational administrators.

Q 3: Discuss the management of professional ethics in educational institution.

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UNIT 15 : CHALLENGES OF EDUCATIONAL ADMINISTRATION

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Problems of Educational Administration in India

15.4 Problems of Educational Administration in India at Primary Education Level

15.5 Problems of Educational Administration in India at Secondary Education Level

15.6 Problems of Educational Administration in India at University Education Level

15.7 Solutions to the Problems of Educational Administration in India

15.8 Let Us Sum Up

15.9 Further Reading

15.10 Answer To Check Your Progress

15.11 Possible Questions

15.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- recognise problems of educational administration in India;
- explain the problems of educational administration in India at primary education level;
- explain the problems of educational administration in India at secondary education level;
- explain the problems of educational administration in India at university education level; and
- tell how to solve the problems of educational administration in India.

15.2 INTRODUCTION

Administration and management in educational institutions continues getting much attention globally. Realizing its relevance in the success of educational institutions, there are a lot of interventions initiated to ensure its effectiveness. In the education system of countries like India, educational administration and management receives a particularly strong policy emphasis and an increased focus on training, qualification and professional development for educational leaders. Educational policies are planned under the overall charge of the central Ministry of Human Resource Development which includes the Department of Elementary Education and Literacy and the Department of Secondary and Higher Education. The Ministry is guided by the Central Advisory Board of Education (CABE) which is a national level advisory body. The education ministers of all the different states are members of the board. The educational administration in India is a mixture of centralisation and decentralisation policy. Due to lack of coordination, educational administration of our country faces different constraints. Hence, in this unit, we shall discuss about the problems of educational administration in general and at primary, secondary as well as university education level in particular. Again possible solutions of the problems of educational administration in India will also be discussed in this unit.

15.3 PROBLEMS OF EDUCATIONAL ADMINISTRATION IN INDIA

Educational administration of our country faces different problems which always hamper the progress of education. The general problems of educational administration are stated below:

- **Lack of Leadership:**

  Lack of leadership is one of the major problems in schools and educational institutions. The managers of school or educational administration are usually the head teachers or the teachers. Despite they have years of teaching experience, but most of them are not considered as successful leaders. Educational institutions may go

astray due to lack of good leadership. Lack of leadership can lead to stagnation in all aspects of the institution which hinders the achievement of its goals.

- **Lack of Credibility:**

  Another important problem in the field of educational administration is lack of credibility. Due to lack of credibility, the educational institutions gradually lose control over the work they are supposed to do, resulting in weakening of the administration of the educational institutions. The employees of the institution did not respect the head of the institution for losing their authority and credibility.

- **Poor Facility:**

  Lack of essential facilities can lead to many complexities in educational management and administration. Lack of proper facilities in the educational administration can lead to unhealthy administration, irresponsible actions and negligence. In many cases, the entire educational institution is disrupted due to lack of essential supplies. Therefore, it is important for the administrators to provide the necessary facilities in a timely manner.

- **Unrest:**

  In every society unrest prevails to some extent. Teachers, parents and students face this dilemma at different times. This latent disturbance often disrupts the school education system. When students protest, staffs of the educational institution are unable to manage the day-to-day running of the institution. Therefore, everyone should take precautionary measures in case of any possible problem.

- **Lack of Cooperation:**

  Collective thinking and collaborative works are very important in the field of educational administration and management. However, in many cases, it is seen that the problems faced by the educational institution are left to the institutional heads and the rest of the staff stays away from the problem and the staff does not show any interest in the purpose of the institution. This hinders the main goal of the school or the educational institution and in many cases; the school heads may

face frustration and apathy which becomes a problem in the educational administration.

- **Non Performance:**

  Non-performance is another problem of educational administration in our country. Though teaching as well as non-teaching employees of the educational institutions receive a good some of money as their monthly salary, yet they do not actively involved themselves in administrative work. They are not interested in participating in administrative work of the institution.

- **Outdated Expertise:**

  Over time, the field of education has undergone significant changes but in many cases our teachers and administrators involved in education have been teaching in the old system. They are not at all interested to acquire new methods and new knowledge. Their knowledge is incapable of solving the problems by adopting the present timely method. This lack of knowledge hinders the solution of problems strategically, whether administratively or academically. Therefore, teachers need to adapt themselves to the times in order to motivate the students.

- **Wastage:**

  Wastage is involved in the entire formation process of our educational system in all its activities. This wastage is mainly related to efficiency, speed, resources, time and results. We need a lot of time to take decisions and turn them into action. We face substantial losses due to unequal distribution of limited resources. All of this leads to a lot of wastage within the education system. This wastage decreases administrative efficiency of the educational institution.

- **Poor Planning:**

  In many cases we think that our plans are good, but the way we put them into action is wrong. But in reality there are significant flaws in both planning and implementation. In many cases our plans are skyrocketing which is almost impossible to implement. Again, many of our educational institutions are moving in an unplanned way. No

planned arrangements are made in schools for human resource planning, institutional planning, future planning, career and curriculum planning, etc. which brings stability in the educational administration.

- **Problem of Red-Tapism:**

  Educational programmes need to keep changing with the changing demands of the society. The changed programmes should be implemented even more rapidly. The present education system suffers from red-tapism. The money sanctioned in various plans are never utilised fully. Many important programmes remained enclosed in the departmental files at one stage or the other and finally the money was either spent on some other work or returned as such.



CHECK YOUR PROGRESS

Q 1: Mention one problem of educational administration in India.

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15.4 PROBLEMS OF EDUCATIONAL ADMINISTRATION IN INDIA AT PRIMARY EDUCATION LEVEL

There are different problems of educational administration in India at primary level. These are mentioned below:

1. Problem of universalisation is one of the major problems regarding educational administration at primary level. This problem consists of different problems like:
   - So far, the Government of India has not been able to devote its full attention towards education due to problems of food, of inimical neighbours, the problem of Kashmir, the problem of linguistic states, etc.
   - In most of the states, the responsibility of universal primary education is on the Block authorities, Municipalities and Educational Districts. The progress or expansion of primary

education gets slow because of the indifference and incapability of these institutions.

- Income of the local institutions responsible for primary education is so limited that they are totally incapable of meeting the expenditure of compulsory education.
- The Third and Fourth All India Educational Surveys indicate that even now there are lakhs of villages and habitations without schools due to non-availability of funds.
- The village and small habitations in areas of Himalayan regions, Kashmir, Garhwal, Almora, some North-east hilly areas with less population are situated distances apart. So, also the desert areas in Rajasthan, the dense forest areas in Madhya Pradesh, Orissa, Assam and many Southern States create problems for expected enrolment. These are very difficult areas due to lack of communication, transport, education and school organisation.

2. The most fundamental problem is facilities as the management is unable to follow policy guidelines for infrastructural development in schools. The children, enrolled for free and compulsory education are deprived of basic necessities such as adequate classrooms, staff offices, laboratories and workshops, libraries, etc. This situation arises because the central, state and local Governments have failed to implement policy directives on minimum standards in relation to school facilities. Although, the Supreme Court had directed the centre and state governments to provide basic infrastructure, including drinking water and toilet facility in all the schools, still, there are many schools which lack in physical facilities.
3. Mid-day meal scheme was started to lure children to come to school and improve enrolment with the help of free food. Improper food preparation and unhygienic conditions have caused health problems of children and making many of them fall ill frequently. Other issues range from delayed payments, cooks not receiving pay and food not being delivered or being wasted.
4. The job of teaching is far more complex in remotely located schools

in comparison to urban schools due to poor connectivity, lack of interaction with peer group of teachers and lack of need-based training to teachers coupled with inadequate and poor quality of school facilities. There are schools where a single teacher handles a number of multi-grade and diverse age-group children in classroom situation.

5. Wastage and stagnation occurs due to the lack of educational atmosphere, undesirable environment, lack of devoted teachers, poor economic conditions of parents, absence of proper equipment, etc. This has led to a steep increase in the dropout rate of students.



CHECK YOUR PROGRESS

Q 2: Why do wastage and stagnation occur in school?

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15.5 PROBLEMS OF EDUCATIONAL ADMINISTRATION IN INDIA AT SECONDARY EDUCATION LEVEL

Some of the problems of educational administration at secondary level are stated below:

1. The vocational aim laid out by Indian Education Commission stands unachieved due to the following reasons:
   - Lack of sufficient number of learning and training infrastructure.
   - Lack of experienced and qualified teachers to train students on vocational skills.
   - In India, no specific education or training is being imparted to vocational education teachers.
   - Poor quality of training which is not in line with industry needs.
   - No clear policy or system of vocational education making the certification/degrees presently available insufficient for the unorganised/informal sector. No Credit System has been formulated for the same.

2. The establishment of new secondary schools is essential for meeting the educational needs of the increasing student population. While India has pursued the drive towards universal elementary education, since 2000 the share of investment financing secondary education has declined significantly.
3. Due to lack of teaching and learning aids in schools, teachers face many problems during teaching process. Some schools even do not have basic aids such as boards and books. Some schools do not have classrooms and library. There are no playgrounds for the physical development of students. This situation has created more problems for teachers as they cannot provide the students with wider opportunities for learning and development. In these conditions teachers fail to create meaningful learning environment in schools.
4. It has been found that there is a poor concept of supervision in our schools. In our country the process of supervision is characterised with the notion of inspection. Supervisors create fear during the process of supervision in the minds of teachers. This trend has created mistrust and reluctance among the teachers. The supervisors instead of providing constructive feedback dictate the teachers and hence no improvement takes place.
5. The problem of coordination has emerged due to weak communication between the policy makers, staff, parents and the community. The state of poor coordination in the system has promoted misunderstanding among the stakeholders. Teachers remain at the receiving end in all areas, be it making of the curriculum or any other policy. The teachers participate only in the implementation not in the development part. There is even lack of coordination between teachers and principals which has snubbed any discussion on mutual problems faced by the teachers in schools.

15.6 PROBLEMS OF EDUCATIONAL ADMINISTRATION IN INDIA AT UNIVERSITY EDUCATION LEVEL

Some of the important problems of educational administration at university education level are stated below:

- The main problem in some of our universities is that of autonomy and the intrusion of politics. The universities have direct relation with the chancellor and the legislature but ministers also now and then interfere in the matter of the university. This largely affects the effective functioning of higher education institutes.
- Higher education is a costly affair. Due to poor economic condition of the country, it is not possible to provide higher education to all.
- In order to improve the living and working conditions of student community, U.G.C. has been giving financial assistance for the construction of suitable residential halls, non-resident student centres, health centres, hobby workshops etc., yet it is most unfortunate that student indiscipline has been increasing in volume. Sometimes, the ugly incidents and outburst of student frenzy vitiate the academic atmosphere of the universities causing grave concern to educationists, parents and others interested in student welfare.
- Political corruption has polluted the sources of power and authority and consequently degraded the quality of decisions taken by the concerned authorities. Many groups of students influenced by the political parties tend to create problems for the administration. Some of the students use this occasion to criticise others based on their personal rivalries. Due to this, the universities have become advertisers for certain brand of politics within the campus and influence students through meetings and campaigns.
- Declining public expenditure in the education sector, increasing cost per student without the support from credit markets, and dominance of private sector in higher education worsens the problem of finance in higher education. While on one hand, we argue that Government of India should play a pivotal role in financing higher education, on the

other hand, heavy public subsidisation of higher education could lead to unequal distribution of welfare, since public expenditure on higher education is made out of general taxes.

15.7 SOLUTIONS TO THE PROBLEMS OF EDUCATIONAL ADMINISTRATION IN INDIA

It is not very easy to solve the problems of educational administration in India. But it is not unsolvable. Some of the strategies to solve the problems of educational administration in India are stated below:

- A sound and consistent educational policy is highly needed to solve the problem of educational administration. This policy should be planned carefully, vigorously executed and critically evaluated. The sound educational policy should be of long run also.
- The educational policy should be free from any type of interruption of political parties. Education cannot depend upon the caprice of politicians. Education system should be free from governmental and political interference.
- The Department of Education for all levels of education should be strengthened to provide right type of leadership who are efficient, trained as well as confident.
- Special attention should be paid on the improvement of teaching-learning process of the educational institutions and for that, a large portion of finance should be spent in this area.
- Web and mobile-based education management system improves communication through instant notifications and alerts via email, SMS and push messages to keep the constituents informed at every step of the journey to build relationship and improve student retention.
- Simplify registration and fee collections with online forms, with the ability to send automatic notifications, alerts and reminders via email, SMS alerts and push notifications from mobile devices.



CHECK YOUR PROGRESS

Q 3: Why is a sound and consistent education policy needed?

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15.8 LET US SUM UP

- Educational institutes are the preparation grounds for the progress of a nation. Educational administration is responsible for the development and expansion of different educational systems and to keep track of the changing demands of the society.
- Proper regulation and channelization can increase the utility of education for the people.
- The various administrative problems at different levels of education need immediate attention.
- The appointments at important posts of the education department should be according to the qualifications of people. Every education officer appointed should have the ability of preparing budget, planning and guidance, organisation, reporting, administration and coordination.



15.9 FURTHER READING

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15.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Lack of proper planning is one of the problems of educational administration in India.

Ans to Q No 2: Wastage and stagnation occurs due to the lack of educational atmosphere, undesirable environment, lack of devoted teachers, poor economic conditions of parents, absence of proper equipment, etc. This has led to a steep increase in the dropout rate of students.

Ans to Q No 3: A sound and consistent educational policy is highly needed to solve the problem of educational administration. This policy should be planned carefully, vigorously executed and critically evaluated. The sound educational policy should be of long run also.

15.11 POSSIBLE QUESTIONS

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

Q 1: Mention one administrative problem of education at primary education level.

Q 2: Write any one problem of educational administration at secondary level education.

Q 3: Write any one problem of educational administration at university education level.

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

Q 1: Write briefly on the leadership problem of educational administration.

Q 2: How is educational administration related to the problem of universalisation of education?

Q 3: Describe the problem of supervision as one of the problems of educational administration at secondary education level.

Q 4: Write about autonomy of university as one of the problems of educational administration.

Q 5: How to solve the problems of educational administration in our country? Discuss briefly.

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

Q 1: Explain the problems of educational administration in India.

Q 2: Elaborately write about the problems of educational administration at school level education.

Q 3: Discuss the problems of educational administration at university education level.

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