

ADMINISTRATION AND MANAGEMENT OF EDUCATION

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SYLLABI-BOOK MAPPING TABLE

Administration and Management of Education

Syllabi	Mapping in Book
UNIT 1 Administration as a Process Meeting the Psychological needs of Employees Systems Approach Specific Trends in Educational Administration such as (a) Decision making, (b) Organizational Compliance, (c) Organizational Development, (d) PERT, (e) Modern Trends in Educational Management.	Unit 1: Administration as a Process (Pages 3-50)
UNIT 2 Leadership in Educational Administration <ul style="list-style-type: none">• Meaning and Nature of Leadership• Theories of Leadership• Styles of Leadership• Measurements of Leadership	Unit 2: Leadership in Educational Administration (Pages 51-80)
UNIT 3 Educational Planning <ul style="list-style-type: none">• Meaning and Nature• Approaches to Educational Planning• Perspective Planning• Institutional Planning	Unit 3: Educational Planning (Pages 81-107)
UNIT 4 Educational Supervision Meaning and Nature Supervision as Service Activity Supervision as a Process Supervision as Educational Leadership	Unit 4: Educational Supervision (Pages 109-158)
UNIT 5 Aspect of Educational Management, Planning, Organizing and Controlling. Human Resource Management Conflict Management and Time Management.	Unit 5: Various Aspects of Educational Management (Pages 159-204)

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INTRODUCTION

Many scholars consider Education to be the driving force behind economic development and social advancement in a country. For an educational institution to function effectively, a competent management and administration system needs to be created. Educational management ensures the smooth operation of an educational system by managing its day-to-day activities. Planning is another strong component of educational management and it proves to be conducive in removing any issue which may develop in the foreseeable future. It has been observed that by the 21st century, the major theories of management and administration were developed in accordance to the educational system. Many theories were adapted from the industry sector so that specific educational requirements could be met. Hence, it can be said that educational management and planning first started out as a field of study which depended on other settings and eventually became an established field with its own ideas and theories. These ideas and theories later progressed to alternative models which were gained through observation and experience of various educational institutions.

This book, *Administration and Management of Education* introduces the students to administration as a process, leadership in educational administration, educational planning and educational supervision. This book has been written in the self-instructional mode (SIM) wherein each unit begins with an 'Introduction' to the topic followed by an outline of the 'Unit Objectives'. The detailed content is then presented in a simple and an organized manner, interspersed with 'Check Your Progress' questions to test the understanding of the students. A 'Summary' along with a list of 'Key Terms' and a set of 'Questions and Exercises' is also provided at the end of each unit for effective recapitulation.

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UNIT 1 ADMINISTRATION AS A PROCESS

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Structure

- 1.0 Introduction
- 1.1 Unit Objectives
- 1.2 Meeting the Psychological Needs of Employees
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1.0 INTRODUCTION

To ensure that an organization achieves its set goals and objectives, an appropriate management is needed to ensure proper development. In order to make administration effective, functional and progressive, many factors need to be involved in the process of management. The main intention of education is to bring about desired changes in the learners by providing enriched learning experiences to them.

The twentieth century has been characterized by the growth and development of a different society that has been considered as an ‘organizational society’, which denotes that we spend a considerable amount of our time in various types of organizations. A lot of these are large organizations and their structures and processes not only affect the behaviour of the organizations themselves, but also of their employees, and those who interact with them. A contemporary approach to administration is the one which centres on the systems approach. The particular trends in educational administration that have emerged include decision-making, organizational compliance, organizational development, PERT, and modern trends in educational management.

1.1 UNIT OBJECTIVES

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

- Identify the psychological needs of employees
- Describe systems approach
- Explain the specific trends in educational administration

1.2 MEETING THE PSYCHOLOGICAL NEEDS OF EMPLOYEES

Work-related stress is a very routine and tangible reality for most employees of the corporate sector, and the field of education is no different. It becomes necessary therefore, for the employees themselves, as well as the employer, to consciously take part in stress-relieving activities, such as team outings, training sessions and so on. These activities help the employer to understand the psychological needs of employees and how they can be fulfilled. A less stressed employee will obviously be a more motivated and thus, more productive employee.

On a theoretical level, many experts and psychologists have created models and formulated theories that explain the psychological needs of employees and then be fulfilled. Some of the commonly-known theories are: Maslow's Needs Hierarchy theory, McClelland's theory of needs, Alderfer's ERG theory, Herzberg's two-factor theory and so on. Let us study each of these theories briefly to understand the psychological needs of employees.

1. Maslow's Needs Hierarchy

Maslow postulated that human beings are motivated to satisfy their needs. Maslow proposed five main hierarchical levels of needs – Physiological needs, Safety needs, Love needs, Ego needs, and Self-actualization needs. Physiological needs relate to basic needs like hunger and thirst. Safety needs include security of all kinds. Love needs relate to the need to relate closely to others. Ego needs relate to the need for status and recognition. Self-actualization needs relate to achieving one's potential. Maslow suggested that these needs have a hierarchy, that is, some needs are 'lower-order' needs as compared to other 'higher-order' needs. He also suggested that unless the need at the lower level is satisfied, the higher-order will not be operative, and that once the lower-order need is satisfied, it will no longer motivate. Physiological needs are the lowest needs in the hierarchy, followed by safety needs. Love needs are next in order, followed by ego needs.

Self-actualization needs are the highest order needs. Maslow's five needs are related to different organizational aspects. Physiological needs would be that for a salary. Security needs would be that for seniority and security in the job. Love needs would be to belong to a friendly work group. Ego needs would be needs for status and promotion. Self-actualization would be the need for achievement of things consonant with one's self-image. Maslow makes a very significant contribution in

drawing attention to the lower-order needs, which may be neglected in some organizations. Maslow clearly states that if lower-order needs are not satisfied, the higher-order needs will not be operative. The limitation of Maslow's theory is that all needs operate simultaneously, and that higher-order needs do not await the satisfaction of the lower-order needs.

2. McClelland's Three Motives Theory

McClelland suggested three motives as being important in motivating a person – achievement, affiliation, and power. Achievement motive is characterized by a concern for excellence, a tendency to compete with standards of excellence set by others or by self, the setting of challenging goals for oneself, an awareness of the hurdles in the way of achieving one's goals, and persistence in trying out alternative paths to one's goals. Affiliation motive is characterized by a concern for establishing and maintaining close personal relationships, considerable value for friendship, and a tendency to express one's emotions.

McClelland considered achievement and affiliation to be simple variables, but he considered power to be a complex variable. According to McClelland, power included an urge to control others – Control motive, the desire to make an impact on others – Influence motive, and the desire to use power for the benefit of other persons and groups – Extension motive. Control motive is characterized by a concern for orderliness, a desire to stay informed, and an urge to monitor a situation and take corrective action if needed. Influence motive is characterized by a concern for making an impact on others, a desire to make people do what one thinks is right, and an urge to change things and develop people. Extension motive is characterized by a concern for others, an interest in a superordinate goal, and a desire to be relevant and useful to larger groups, including society as a whole. The urge to control others is called personalized power, and the desire to make an impact and use power for the benefit of other persons and groups is called socialized power.

3. Alderfer's ERG Theory

Alderfer's ERG theory is an extension of Maslow's theory. Alderfer suggested three categories of needs, rather than five – Existence, Relatedness, and Growth. Existence needs are similar to Maslow's physiological and safety needs.

Relatedness needs involve interpersonal relationships, and are similar to Maslow's love and ego needs. Growth needs are related to the attainment of one's potential, and are similar to Maslow's self-actualization needs.

Alderfer's ERG theory differs from Maslow's theory in two significant ways – Alderfer's ERG theory does not suggest that lower-order needs must be satisfied before upper-order needs become motivational. Alderfer's ERG theory also suggests that if upper-order needs are not satisfied, an individual will regress, and lower-order needs become the major motivation determinants. Therefore, Alderfer's ERG theory not only draws attention to the satisfaction of lower-order needs, but it also draws attention to the satisfaction of higher-order needs like job challenge, advancement, creativity, growth, and so on. In fact, Alderfer believed that as a person starts satisfying higher-order needs, they become more intense – the more power a person gets, the more power he wants.

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4. Herzberg's Two-factor Theory

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Herzberg proposed two set of needs – One set of needs caused dissatisfaction if they were not met. He called them hygiene factors. Some of the hygiene factors are: safety, working conditions, company policy, supervision, and work group. The second set of needs provided positive satisfaction if they were met. He called them motivators.

Some of the motivators are: advancement, development, responsibility, recognition, achievement, and work itself. Herzberg postulated that reducing dissatisfaction in the work environment is not the same as providing positive satisfactions. He further postulated that hygiene factors and motivators are qualitatively different aspects of work motivation, and that motivation can be provided only if motivators are used in the work environment in addition to hygiene factors. Herzberg theory has led to job enrichment programmes, entailing redesigning of jobs. Job enrichment tries to build motivators into the job.

CHECK YOUR PROGRESS

1. Name the five main hierarchical levels of needs proposed by Maslow.
2. Mention the hygiene factors as recognized by Herzberg.

1.3 SYSTEMS APPROACH

During the 1960s, researchers began to analyse organizations from a systems perspective based on the physical sciences. This is a contemporary approach which could be described as an intellectual discipline for utilizing science and technology to attack complex, large-scale problems with a view to solve it by an objective, rational, complete, and thoroughly professional method called the 'systems approach and is also known as 'Management Technology.' It has brought to educational management a scientific approach for solving educational administrative problems. Education is regarded as a system and system approach is a systematic way of designing an effective and economical educational system. It starts by defining goals and objectives with a description of a harmonious, optimum assembly of the required resources, that is, humans and machines with such a corollary network of flow of information and materials which will cause this system to operate and to fill the need by solving the problem. Systems Approach has been defined by Twelkier as 'a management tool that allows individuals to examine all aspects of the organization, to interrelate the effects of one set of decisions to another and to optimally use all the resources at hand to solve the problem'.

1.3.1 System

System is defined in the dictionary as 'an assemblage of objects united by some form of regular interaction or inter-dependence; an organic or organized whole as the solar system or a new telegraph system.' Crunkilton and Finch define system as

a 'collection of elements, interacting with each other to achieve a common goal.' A system is a set of interrelated and interdependent constituent parts arranged in a manner that produces a unified whole. There are two types of systems, which are as follows:

- **Closed system:** An organization that does not get influenced and interacts less with its outer environment and therefore, gets little feedback from it is called a closed system. It is self-sufficient and self-regulatory. No exchange of material with environment. It is a non-adaptive system.
- **Open system:** An open system, in comparison, continually interacts with its environment. Receives inputs from external environment, processes them and supplies output to external environment. Therefore, this system is always well informed about various changes that occur within its surroundings and its position is relative to these changes.

The important features of a system are as follows:

- (i) **Sub-system:** An organization is an integrated and purposeful system which consists of several interconnected, interacting and interdependent constituent elements. These elements of a system are called subsystems. Each subsystem influences the other subsystems and the system as a whole.
- (ii) **Synergy:** Each subsystem derives its power by its interrelation and interaction with the other subsystems. As a result, the collective contribution of the organization is greater than the cumulative of individual contributions of its subsystems. This is known as synergy. It is the ability of the entire system to equal more than the sum of its parts.
- (iii) **Elements of system:** An organization as a system is composed of four elements, which are as follows:
 - **Inputs:** Material or human resources
 - **Transformation processes:** Technological and managerial processes to the input
 - **Outputs:** Products or services derived from input
 - **Feedback:** Reaction or response from the environment to the output

From the point of view of an organization, inputs include resources such as raw materials, capital, technologies, and human resources. These inputs go through a process of transformation and manipulation where they're planned, organized, motivated, and controlled to finally achieve the organization's goals and objectives. The outputs are the products or services designed to enhance the quality of life or productivity for customers/clients. Feedback includes comments, reactions and responses from customers or clients who are using the products. Feedback is useful in evaluating and improving the functioning of the system. This overall systems framework applies to any department or program in the overall organization.

- (iv) A good system is characterized by its effectiveness, efficiency, dependability, flexibility and acceptability.

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1.3.2 System Approach to Education

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Educational institutions are viewed globally as systems. Education is considered as a complex organization of technical, social, managerial and institutional sub-systems. The system approach to education, thus, considers education as an input-output system, such as the processes of teaching and learning can be considered to be very complex systems. People, resources and information have been considered as the input to a given teaching/learning system and the output consists of people whose performance or ideas have improved in some desired way.

Structure of Educational System

The structure of educational system and its different components as input, process and output is shown in Figure 1.1.

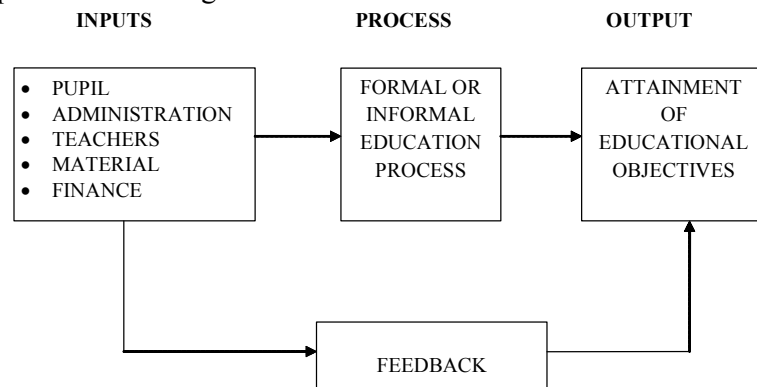


Fig. 1.1 Structure of Educational System

Objectives of Systems Approach to Education

The objectives of a systems approach to education are as follows:

- Identifying and stating the goals to be achieved
- Identifying the processes, methods, techniques and strategies that may be most relevant to achieving the predetermined goals
- Building up theoretical foundation justifying the relevance of these processes to achieving the goals
- Determining specific interactions visualized existing among various other components of inputs
- Specifying the various kinds of controls needed in the total system at different points

Steps of the Systems Approach

The systems approach focuses on the investigation, analysis and design of the entire system, rather than to pay attention on the components or the parts. This approach emphasizes to view a problem in its totality, taking into consideration all the facts and all the tangled parameters. It tries to understand how the different components interact with each other and how they could be brought into appropriate interrelationship for getting the best possible solution of the existing problem. The

systems approach forms the basis to combine the technology as per the need, the social aspects to the technological aspects. It starts by asking exactly what the problem is and what criteria should dominate the solution and lead to evaluation of alternative avenues.

A systems approach attempts to maximize the quality of the output by transforming the input to a course in such a way as to facilitate the optimal assimilation of knowledge and skills to take place during the process of learning. The systems approach generally consists of the following steps:

- Analysis of the existing situation
- Setting up goals for the desired situation
- Defining mechanisms to evaluate the achievement of goals
- Generating alternative solutions
- Choosing the best possible solution through cost-benefit analysis
- Detailing the design of the system
- Outlining the monitoring mechanisms for the system
- Working out for introducing the solution

Steps Involved in using System Approach for Curriculum Design

Various elements of a basic system that can be used in the design and development of almost all types of teaching/learning situations are as follows:

The elements used during the input stage are as follows:

- **Pre-assessment of the pupil's entry behaviour:** The students coming to join the course will have a strong influence on course to be designed by the range of their educational backgrounds, interests, knowledge, attitudes and skills with regard to the particular course material. Previous knowledge and any general misconceptions need to be focused in the design of the course. For example, there is a probability for sequence, arrangement and support mechanisms to get affected.
- **Content to be taught and instructional material to be used:** The consideration is also required for the broad thrust of the course content. The sort of people for whom the course is trying to be developed and also about the instruction material to be used should also be considered.
- **Desirable attitude and aptitude of pupils is to be considered:** Generally, there are minimum standards of admission as per the requirements of particular course, but this may not be followed constantly.
- **Formulation of objectives or learning outcomes:** The objectives and learning outcomes of the course or curriculum aspect should effort to combine the new skills, knowledge and attitudes which the students are supposed to acquire. They could be formulated by the teaching staff, by an examining or professional body, or by some combination of these and other sources.
- **Cost factor:** By the cost-benefit analysis, the best possible solution is to be selected.

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The elements using during process stage are as follows:

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(a) Deciding suitable teaching strategies and methods

- **Selection of appropriate instructional media and material:** Having specified the objectives and learning outcomes, the course designer is able to easily select appropriate teaching and learning methods through which there is a logical chance of learning outcomes to be achieved.
- **Formulation of teaching-learning scheme or timetable:** A scheme of comprehensive programmes/timetable for the working of the system in relation to its parameters and stipulated objectives is being formulated. The time to be given to the students for achieving learning outcomes is decided.
- **Selection of appropriate evaluation procedures:** The evaluation procedure to be used to assess the achievements of learners is also decided before hand, for instance, the formative evaluation or summative evaluation that needs to be done.

(b) Systems operation and implementation: The subsequent element is the concrete implementation and execution of the course. This includes the logistical arrangements related with administering the course, involving overall arrangements, speed, implementation of the selected strategies of teaching, using suitable teaching aids and materials, and making it certain that each aspect of the course is running with maximum possible efficiency.

(c) Evaluation of learning outcomes and objectives: The collective outcome of the previous stages is that students are occupied in learning which is intended to improve their knowledge, skills and attitudes, taking into consideration the needs and experience of the individual learners. The effectiveness of the pre-planning and next step of action can be measured by evaluating performances of the students by formative or/and summative assessments. These assessments must be closely linked to the particular course objectives and learning outcomes.

After assessing and evaluating the learning outcomes, if the objectives are achieved as per desired, the system is allowed to continue. If the objectives are not achieved certain modifications need to be made in the system. Objectives or learning outcomes which are achieved poorly should show the way to the course designers to scrutinize the entire system in order to recognize stages where improvements are required. The system in this case can be restructured, reorganized and its function may be re-planned for better results. This could involve an alteration in the specific objectives and learning outcomes, an amended estimation of students' previous knowledge, a critical evaluation of the methods of instructions used, procedure of examination applied for the course structure, a thought of the assessment methods used, or a combination of some or all of these. These considerations, together with response and feedback on the course from staff, students, employers, and so on, can be used as a method of evaluation of the whole concept of the course, which should, in turn, form the basis of a constant cyclic course development process. The systems approach is a medium which assists teachers to have more systematic and

logical thinking about the objectives which are appropriate to their students, the means and ways to achieve and assess these objectives.

Using the Systems Approach in Practice

The systems approach is the function of logic and common sense based on a sound foundation. Due to this approach, the consideration of all required data, necessities, and factors of frequent conflict that usually form the heart of a complex, real life problem is possible.

In executing the systems approach, it is of vital importance to understand that, although the decisions taken at every stage are always affected by decisions taken at earlier stages, which may require some of the previous decisions to be changed. It is also important to recognize that various stages of system and processing are not the only ones that are possible, and a decision once taken, can always be reconsidered and changed if required. Therefore, the approach should be vibrant and iterative, which always allow for subsequent opinion and the modification or alteration of ideas. The systems approach will not resolve significant problems at once, nor will it ever solve all of them. It does not matter that how widely skillful is the systems team, this approach is just an instrument. It will never offer us anything for nothing. All it can do is help to achieve orderly, timely, and rational designs and decisions.

Importance of system approach for education

The following factors make the systems approach an importance factor for education:

- It provides a framework for planning, decision-making, controlling and problem-solving.
- It throws light on the dynamic nature of management.
- It provides an integrated focus on the efforts of institutions.
- It helps to view the institution as a whole and not as parts.
- It helps the manager in identifying the critical subsystems and their interaction with each other.
- It helps the institution to improve.
- It helps the school administration and management to bring effectiveness and efficiency in their functioning.
- It helps in a systematic planning of education and institution.
- It assists in optimum utilization of resources.
- It helps in improving examination and evaluation system.
- The guidance services could be maintained, controlled and improvised.
- Designing, controlling and improving non-formal and adult education system.
- It improves the quality of education.
- In improving the in-service as well as pre-service teacher training programme.

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CHECK YOUR PROGRESS

3. What are the objectives of systems approach to education?
4. Mention the elements used during process stage.

1.4 SPECIFIC TRENDS IN EDUCATIONAL ADMINISTRATION: DECISION-MAKING

Let us now study the specific trends in educational administration such as decision-making, organizational compliance, organizational development, PERT and modern trends in educational management.

1.4.1 Decision-Making

Decision-making in simple words can be understood as the cognitive process of deciding on a course of action from among manifold alternatives. Every decision-making concludes in a final choice, which can be in the form of an action or an opinion. Therefore, decision-making is an interpretation, which can be rational or irrational, and can be based on explicit assumptions or tacit assumptions. There are different ways of looking at decision-making.

- **Newman and Sumner** (1961) say that ‘decision-making’ is a synonym of planning.
- **Dorsey** (1957) views the decision-making process as an extension of a series of interrelated communication events.
- **Simon** (1960) conceives of decision-making ‘as though it were synonymous with managing.’
- **Tarter and Hoy’s** (2010) describe decision-making as ‘rational, deliberative, purposeful action, beginning with the development of a decision strategy and moving through implementation and appraisal of results.’

The process of decision-making basically concludes with numerous choices or a sole decision that encourages certain actions. The decision-making process in organizations results in the creation of certain norms, rules and policies that guide the behaviour and attitude of the employees. There are various attributes of decision-making:

- It is related to the contentment and morale of employees
- It seeks to progress and grow
- It is effective within itself
- It has a competitive behaviour pattern with others as it looks for survival
- It tries to protect itself from internal destruction

The purpose of decision-making is to achieve desired objectives and avoid negative unintended consequences. The impact of decisions made will vary depending on the context in which it is being made. Effective administration requires intelligent decision-making. Decisions are intelligent when they are appropriate for accomplishing specific goals. School administrators need to have an understanding of the decision-making process because the school like all formal organizations is basically a decision-making structure.

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Decision-making in Educational Organizations

Decision-making is an important and real aspect of organizational life. Its importance in leadership is widely acknowledged. Simon (1987) sees decision-making as a fundamental element of organizational leadership. Following points would highlight the importance of decision-making in educational organizations:

- All members of organization need to define themselves, their roles and their expectations from each other. This becomes more important for complex settings like those of education because of more human element involvement in it. Decision-making is an important construct for achieving the role definition and role delineation.
- Decision-making is needed to achieve desired objectives and avoid negative inadvertent results. In essence, the power of decision-making gives us a feeling of being in control over what is happening around us and what we are supposed or required to undertake.
- People in organizations tend to ‘think and act in terms of decision-making.’ With clear role definitions and responsibilities it becomes easier for the staff in the organization to perform their duties and work towards the efficient functioning of their organization.
- Decision-making is characterized as one of the eight key elements of educational leadership (Dimmock and Walker, 2002). Irrespective of the nature of the organization, whether it is a crèche, a primary school, a senior secondary school or college, decision-making forms the backbone of the educational leadership exhibited by the administrators.
- In the present scenario, the educational institutions are witnessing current challenges such as rapid technological change, globalization, hyper-competition, and various other social, cultural and economic developments. Hence, more effective ways of decision-making are viewed as essential. Barrett et al (2005) refer to ‘a paradigm shift in decision-making’ driven by the need to respond to such challenges advocating a greater need for creativity and collaboration in decision-making. In educational leadership now alternative forms of decision-making are promoted which may question the leader’s traditional established role as the ultimate or sole decision maker and perhaps make the leader more of a ‘ratifier’ of decisions arrived at in collaborative contexts (Law and Glover, 2000).

Types of Decisions in Educational Organizations

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Felix M. Lopez defines a ‘decision represents a judgement, a final resolution of a conflict of needs, means or goals; and a commitment to action made in the face of uncertainty and complexity.’ Decisions are often described and understood as conscious deliberate choices made by an individual at the end of a process conventionally assumed to be of a rational nature. However, this assumption of rationality and deliberation is not universal. In a hierarchical system, there are variations in the nature of decisions to be made by people occupying different positions. Wider the ambit of impact of decision to be made, greater is the responsibility of decision makers. There are decisions regarding the goals and strategies to achieve the goals and decisions regarding implementing the programme to achieve the goals. Then, there are decisions regarding the day-to-day activities of the organization. The different kinds of decision made in an organization are discussed as follows:

1. **Strategic decision:** The decisions which will have long-term impact on the organization, like decisions about which strategies are to be followed are known as strategic decisions. People occupying top positions in an organization will be involved in making such critical decisions.
2. **Tactical decisions:** As the name suggests, tactical decisions are concerned with decisions to be made during implementation. The middle level of management is responsible for making such decisions. These may be regarding the type of resources, their quality and quantity, providing incentive to employees, and so on.
3. **Operational decisions:** The decisions which help in smooth operation of activities to be undertaken to achieve the strategies on day-to-day basis are known as operational decisions.
4. **Programmed vs non-programmed decisions:** There are simple routine decisions when the decision maker is aware of both the solution and the outcome such as ordering textbooks, deciding on which reference books are to be used, what should be the annual raise of an employee, and so on. These are termed as programmed decisions. They are made within the framework of organizational policies and rules. On the other hand, there are decisions which need to be made in type of situations where neither the solution nor the outcome is known. Such types of decisions are termed as non-programmed decisions. They are relevant for solving unique and unusual problems. For example, the measures taken by an institution in a disaster situation is a non-programmed decision. Cancelling the examination due to question-paper leakage, postponement of entrance test due to sudden flood and similar type of situations are examples of this type.

The Decision-Making Process

Decision-making is a daily activity for any human being. There is no exception about that. When it comes to educational organizations, decision-making is a habit and a process as well. Decision-making processes involve a series of complex interactions of events. The making of decisions happen in complex and contingent social systems,

ranges from routine administrative work to value-laden dilemmas, is subject to numerous and conflicting demands and is people intensive. Thus, there are number of interactions involved in the process of decision-making. Let us discuss these interactions and their various stages in detail.

Stage 1: Careful analysis of the existing situation: A good administrator assesses his environment to identify the problems and their possible solutions. He also has to evaluate his staff on a continuous basis. He needs to be aware regarding the affairs of his school at all times. Therefore, he needs to have complete knowledge regarding teacher's activities, student's affairs and parents' views of the school. It is necessary that he has specific details regarding students' performance, availability of teaching aids, school discipline, teachers' performance, school catering services as well as school community relations. The administrator needs to be well-acquainted with the situation of the school in order to discover problems and make effective decisions.

Stage 2: Recognize and define the problem: The process of decision-making only starts when the problem has been identified. Efforts for solving problems can only be made when the problem has been identified. A good administrator is always on the lookout for actions in the organization that are not good for it healthy functioning. Thus, he needs to be alert at all times in order to identify potential problems and function accordingly to prevent future problems. Thus, it is crucial to identify and assess the problems for effective decision-making. The administrator needs to approach indiscipline with a clear understanding of the problem.

Stage 3: Examine the detailed make-up of the problem in the existing situation: In this stage, the problem needs to be classified by the administrator. He has to assess the nature of the problem, whether it is unusual or difficult by nature. Sometimes, the establishment forms a procedure to deal with some problems that can be found in use of the existing school regulations. The administrator has to have complete knowledge about the problem's jurisdiction. For example, if student is expelled from school, will the administrator accept the responsibility for the decision? If the decision does not come under the administrator's jurisdiction, it would be better to abstain from it.

Stage 4: Decide on the criteria for resolving the problem: After the process of problem description, analysis and specification is completed, decision-makers have to decide on an acceptable solution for that problem. There are a few questions asked regarding this acceptability of solution. On what factors or variables should the decision be based? What are the criteria for acceptability of the decision? Are the factors acceptable by the staff members? What minimum objectives should be achieved? Decision-makers or administrators are advised to rank their criteria with possible outcomes along a continuum, ranging from minimum to maximum satisfaction. The criteria used for judging decisions need to be in sync with the organizational goals, or in this case, school regulations.

Stage 5: Develop a plan of action: In this stage, identification of alternative problem tackling methods, evaluation of the cost and consequences of each alternative as well as the selection of the most appropriate solution. At this stage, the administrator must ask the following questions:

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- What is the cost of each solution?
- What are the different options available?
- What is the most likely result?
- Which is the best alternative?

The plan of action is developed by the administrator based on a simplified picture of reality, selecting the factors regarded by him as most crucial and appropriate.

Stage 6: Initiate the plan of action: This stage involves the implementation of the selected plan of action. The implementation of the selected programme, policy or decision, resource allocation and staff motivation are few steps carried out during this stage. A sound decision can fail if implemented poorly. Therefore, it is useful to consider the following suggestions for successful implementation:

- School administrators need to make sure that the alternative is clearly understood.
- School administrators need to encourage acceptance of the alternative as a necessary course of action.
- School administrators need to provide enough resources to make the alternative succeed.
- School administrators need to establish workable timelines.
- School administrators need to assign responsibilities clearly.

The other thing we do in the implementation stage is to establish controls to monitor the performance of the plan, evaluate its degree of achievement and determine the reasons for any deviation from expected consequences. Evaluation is important because decision-making is a continuous, never ending process. Reasons for the success or failure have to be identified. If the decision has been a failure, then corrective action must be taken.

The process of decision-making in its description above may seem to be a simple process. However, it is not when the multiplicity of factors involved in any educational organization are involved in the same. The actual nature and complexity of the decision-making process is individualistic and depends on a number of factors.

Basic Strategies of Decision-Making

In the last decade, decision-making has gained due importance as an aspect of administration. It has been well-accepted fact that the process of decision-making may vary depending on several factors like nature of the problem, exigency of the problem, impact of the solution and context of the problem. The selection of a particular model in decision-making in educational settings depends on the situation specificity that decides selection of the appropriateness of model. The most popular models implied in decision-making process have been discussed as follows:

- (1) **The Classical Model:** According to the classical model, the decision-making process is a series of sequential steps. This model employs an optimizing strategy. It pledges that decisions should be completely rational; it employs an

inflecting strategy by seeking the best possible alternative to maximize the achievement of goals and objectives.

- (2) **The Administrative Model:** The complexity of most organizational problems and the limited capacity of the human mind make it virtually impossible to use an optimizing strategy on any but the simplest problems. Hence, the need for strategies which could be more effective arose. Herbert Simon (1974) was first to introduce the strategy of satisfying (searching for satisfactory; alternatives rather than optimal ones). It is popularly known as satisfying strategy. This is a situation whereby there is a reliance on both theory and experience in decision-making.
- (3) **The Incremental Model:** In educational settings, there may be situations where neither the classic model nor administrative model works and may need other strategies. Occasionally, these situations require an incremental strategy, which is a strategy of successive limited comparisons. This strategy works if the set of relevant alternatives is indefinable and the consequences of each alternative unpredictable. For example, to what new activities should a school administrator allocate more resources? The incremental strategy was first introduced by David Bray Brooke and Charles Lindblom (1963) as well as Lindblom and Cohen (1979). Their decision-making approach was characterized as ‘the science of muddling through’. They are of the opinion that this is the only appropriate approach towards systematic decision-making when there is high uncertainty and complex issues at play. This kind of decision-making does not need a comprehensive analysis of alternatives or a prior determination of satisfactory outcomes. It solely considers alternatives similar to the existing ones, ignoring outcomes that are outside the narrow range of decision-makers’ interest.
- (4) **Mixed Scanning or Adaptive Decision-making:** When situations for complex decisions erupt, the mixed scanning model of decision-making is proposed for use. Mixed scanning as a model unites the best of both the administrative and incremental modes. A decision-making model, named ‘humble decision-making,’ that copes with uncertainties faced by contemporary administrators was reintroduced by Amite Etliori in 1967. However, a more descriptive title for this would be adaptive or mixed scanning decision-making. Mixed scanning decision-making includes two sets of judgement:
- (a) Incremental decisions leading the organization towards the direction prescribed by the policy
 - (b) Alternatives of the organization’s basic policy and mission
- Rationalization of the administrative model is amalgamated with the flexibilities in mixed scanning. The rules for mixed scanning involve the following:
- Fractionalizing
 - Tentativeness

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- Decision staggering
- Focussed trial and error

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These strategies have the tendency to be skillfully employed by administrators and demonstrate a capacity to proceed with partial knowledge, flexibility and caution.

Capturing decision-making as it happens as an emergent process, with more immediate and proximate observation and recording of data might provide a better picture of it as it occurs in context. That would clearly reveal that there are very few situations where the simpler models are used for making decisions. Most situations demand complex models to make more effective and workable decisions. In fact, Simon (1987) argues that decision-making can be conceived of as a continuum of styles with the rational and non-rational components being used in a complementary fashion in effective decision-making. It is the nature of the decision which governs the mix of styles.

1.4.2 Organizational Compliance

The core of any effective organizational compliance programme is a strong and well-communicated code of ethics and conformance. This code should define the expected behaviour within an organization. A well-constructed code should set the proper tone and reinforce the power and ability of the organization's management to lead by example. When an organization develops and refines its programmes, the code of ethics should be reviewed, renewed and updated to reflect the ethical practices of the organization.

The word 'organizational compliance' signifies an organization's concrete efforts to stop, detect, and/or else act in response suitably to unlawful behaviour linked with the activities of those individuals working on behalf of an organization. This comprises administrators, managers, executives, employees, agents and freelancers.

Furthermore, on practical grounds, a compliance programme provides a support to the organization's goals, recognizes the limits of legal and moral activities, and create a system to make the management aware of situations when the organization is reaching close to or crossing a limit or approaching towards any complication that prevents the attainment of an objective.

Organizations have bylaws regarding legal and permissible conduct and exercise to check or punish disobedience. Most of such rules are based on common sense, such as prohibiting the physical attack of a coworker or misuse finances. However, some of them are not as much evident, for instance, the amount of a present given or received and some other rules are matter of understanding, such as what comprise an inappropriate comment to a colleague or subordinate.

All organizations, without considering about their size and purpose, are expected to practically avoid unfair activities by checking themselves with the help of a compliance programme. Organizational compliance programmes signify that an organization is making attempt to be an excellent corporate member. The existence (or non-existence) of a compliance programme can have a justifying (or frustrating) influence on social and criminal responsibility if troubles take place.

Organizational compliance can associate to several kind and levels of regulatory systems. International and domestic rules and regulations, industry-wise standards and best practices, organizational laws and procedures, and models all entail organizational units, projects and officials to abide by norms.

The subject of compliance has attracted academicians from centuries. Thomas Hobbes remarked on the delicate issue of the compliance problem in the 1600s. He stated that though compliance with contracts may prove to be better for the organization as a whole and it may be in an individual organization's or person's best interest to agree to contracts, it may very well not be in his interest to actually comply with them.

This is also true in the context of an organization, as compliance with norms may be in the best interest of the organization as a whole, but may not be providing desired optimal results from the viewpoint of the complying individuals or projects. This is not just a philosophical stance, as it has been established by numerous studies that non-compliance in organizations is extensive. This makes compliance a strategic issue in the current era, especially considering the fact that high cost organizations have to pay for their non-conformance. The use of compliance programmes to further the long-term interests of companies is compelling.

Objectives of organizational compliance

All organizations are exclusive and have their own goals and objectives. In the same way, many objectives of the compliance and ethics programme will be unique as well. However, there are some common objectives of any compliance and ethics programme which they should deliver potentially. These include an improved culture of trust, responsibility and honesty; avoidance of non-compliance, preparation for that time when non-compliance occurs, protection up to the most possible extent from negative consequences, recognition and response to non-compliance and development of the programme to better prevent, protect, prepare, detect and respond to non-compliance.

As mentioned earlier, various organizations have different objectives for their compliance programme according to their goals and objectives; however basically, a compliance and ethics programme has two purposes:

- (a) Ensuring that all officials in an organization observe relevant laws and regulations in their work; and
- (b) Articulating a wider set of ethical standards related to aspiration that are well-understood within the organization and become a practical guideline for organization members making decisions that elevates ethical concerns.

All this is why the field of business ethics and compliance exists—to help organizations:

- Understand and conform to guidelines of ethical and legal behaviour
- Prevent objectionable or illegal practices
- Reduce or eliminate potentially disastrous financial and reputational risks

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Principles of Organizational Compliance

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National Centre for Preventive Law, America, has laid down Corporate Compliance Principles in 1996. These compliance principles presented hereunder identify many good managerial practices to ensure compliance. There are twenty corporate compliance principles which have been divided in four broad categories which are as follows:

- Establishing Compliance Programmes
- Structure and Control
- Communication and Training
- Responses to Violations

By means of these principles as an idea for their own compliance programme frameworks, corporate managers should move on the way to operating effective compliance programmes that accomplish extensive corporate benefits.

I. Establishing Compliance Programmes

Principle 1: Manage Compliance: Organizations must practise compliance through the construction and continuance of an effective compliance programme.

Principle 2: Contain Risks: Effective compliance programmes are intended to avoid, identify and act in response to legal risks and to encourage compliance with the law.

Principle 3: Respond to Change: Effective compliance programmes are dynamic in nature that is planned to be flexible and modified, when suitable, to reflect changing circumstances.

Principle 4: State Compliance Policy: Effective compliance programmes declare that it is the organization's policy to conform to all applicable laws.

Principle 5: Endorse at Top Levels: The highest governing authority within an organization should endorse the organization's compliance programme.

Principle 6: Create Compliance Accountability: Effective compliance programmes ascertain responsibility for compliance throughout the organization.

Principle 7: Ensure Program Fairness: Effective compliance programmes are designed to operate honestly and equitably.

II. Structure and Control

Principle 8: Maintain High-Level Oversight: Specific high-level personnel of the organization should be responsible for the implementation and supervision of the compliance programme.

Principle 9: Assign Individual Responsibility: A compliance programme must have the support of senior officials of the organization. Each individual of the concerned organization is accountable for supporting and conform to the compliance programme's standards and measures.

Principle 10: Delegate Authority Responsibly: The organization has to practice due diligence to stop the allocation of extensive flexible authority to persons having a susceptibility to engage in illegal activities.

Principle 11: Enforce internally: The organization takes logical steps to realize compliance with its standards and the law.

Principle 12: Reward Success: Rewards and punishments are important tools in endorsing compliance.

III. Communication and Training

Principle 13: Communicate Standard: The organization's compliance programme has a communication element, the intention of which is to make employees and other agents conscious of applicable standards of conduct and to encourage compliance.

Principle 14: Match Training to Tasks: Effective compliance programmes communicates suitable compliance information and inspiration to the employees and other officials of organization.

Principle 15: Tailor Training to Audience: Effective compliance programmes are framed to reach the proposed audience.

Principle 16: Describe Communication Responsibilities: All levels of management are accountable for the function of an organization's compliance communications programme.

IV. Responses to Violations

Principle 17: Respond proactively: Effective compliance programmes must be practical in its approach to deal effectively with incidents of non-compliance.

Principle 18: Gather Compliance Information: Effective compliance programmes have access to the resources related with investigation, evaluation and reporting and use these resources to monitor compliance.

Principle 19: Consider Offense Reporting: Effective compliance programmes address the instances for external reporting of infringements of the law.

Principle 20: Evaluate Program Effectiveness: Effective compliance programmes use occurrences of non-compliance to assess its own effectiveness, to correct deficits and to consequence improvements.

Adherence to the compliance principles described here will help companies establish and operate effective compliance programmes. An effective compliance programme means organizational practices that are usually successful in ensuring compliance with legal standards and company values.

Key Components of an Organizational Compliance Programme

To have an effective compliance programme, an organization must set up and maintain an organizational culture that 'encourages ethical conduct and a commitment to compliance with the law'.

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There are eight elements of an effective ethics and compliance programme. Compliance programme standards and procedures should be developed to meet the requirements of the specific organization for possible different substantive areas governmental billings and receipts; fraud; HR; accounting; disclosures; environmental; quality assurance such as with respect to products, materials, services or care; bribes; and other areas of potential liability and risk exposure. The following are key component areas of an organizational compliance programme:

1. High level company personnel who exercise effective oversight:

- The top management in any organization should ensure that there is a stringent ethics and compliance programme in effect for the staff. A team or single employee included in this management should be given the entire responsibility for overseeing this programme.
- The 'high-level personnel of an organization' signify officials who have considerable control of the organizational management decision and play a major role in organizational policy-making.
- The governing authority of an organization should have complete information regarding the operation as well as the contents of the programme. They need to take charge of its effectiveness and implementation.
- The daily functioning responsibility for the compliance and ethics programme will be assigned to any specific individual or team and they would be asked to report regularly to the high-level personnel and managing authority regarding the programme's functioning and outcome. The people to whom the responsibility is delegated shall be provided with the adequate resources, appropriate authority and direct access to the governing bodies.

2. Written policies and procedures:

- The development and distribution of written standards of conduct, including policies and procedures that promote the organizational commitment to compliance and that address specific areas of potential fraud.

3. Lines of communication:

- Maintenance of a process for reporting exceptions.
- Delineate lines of reporting and authority that are designed to efficiently accomplish the goals and objectives of the compliance and ethics programme.

4. Training and education:

- Develop and implement education and training programmes regarding policies and procedure.
- Develop a system to respond to allegations of improper activities, accompanied by proper discipline.

5. Standards enforced through well-publicized disciplinary guidelines:

- Provide information regarding the standards and procedures along with other aspects of the compliance and ethics programme to the governing personnel, substantial authority personnel as well as the organization's employees from time-to-time.
- Design the programme in such a manner so as to detect any misconducts or non-compliance.
- Possess as well as employ an efficient disciplinary system in order to promote conformity with the objectives of the programme.
- Implementation of procedures and policies in order to smoothen the process of quick reaction from the organization to combat potential damage mitigation, unlawful conduct, control as well as remedy.
- Implementation of the different standards as well as procedures.
- Publicizing the system, with the inclusion of mechanisms that facilitate confidentiality so that the employees may seek guidance regarding possible or actual unlawful conduct with fear of repercussions.
- Motivating individuals to comply with the programme and promote a culture of compliance with the rules and regulations as well as ensuring ethical behaviour in the organization.
- Implementation of the programme's standards consistently in the organization. This would include suitable disciplinary measures for individuals if found guilty of unlawful conduct and failing to detect or prevent criminal conduct.

6. Internal compliance monitoring:

- Evaluating the efficiency of the standards and procedures from time-to-time in order to detect and combat with unlawful conduct in an organization.
- Continuous examination of the programmes to ensure its compliance for identifying and dealing with unlawful conduct.
- Constant reviewing of the policies and procedures in the organization.
- Developing an evaluation and examination system for these policies and procedures.

7. Response to detected offenses and corrective action plans:

- The investigation and remediation of identified systemic problems and the development of policies addressing the non-employment or maintenance of approved individuals.
- After potential or actual criminal conduct has been detected, take necessary steps to examine the conduct and to prevent further similar conduct, including making any necessary modifications to the organization's compliance and ethics programme.

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8. Periodic risk assessments:

- Periodically assess and reassess the risk of criminal conduct and take appropriate steps to design, implement, or modify each requirement in the programme to reduce the risk of criminal conduct identified through this process.

Essentials for Success of Organizational Compliance Programmes

To qualify as a valid compliance programme, however, it needs to be put into practice and imposed in such a way that it will usually be effective. Ineffective organizational compliance programmes can exert important influences on decisions leading to wrongful behaviour for which organizations are responsible. To be an effective programme, each ethics and compliance programme should include certain elementary aspects as follows:

1. The endeavour must have the active support of the most senior management in the organization. To inculcate a commitment towards ethics and compliance programme, without an apparent and honest commitment to such purposes by organization leaders is simply impossible.
2. An ethics and compliance programme is essentially about organizational culture about instilling a commitment to observe the law and, more generally, to do the right thing.
3. Ethics and compliance are responsibilities of operational management. Even though officials such as compliance officers are compelled to offer the essential resources for a successful programme and to design the programme, such officials cannot achieve implementation and execution. Only operating managers can do that.
4. An ethics and compliance attempt should be about the behaviour of persons, it is an attempt about persons on a daily basis knowing what is expected of them and doing it and about never compromising integrity, regardless of pressures faced.

Limitations in Success of Organizational Compliance Programmes

Compliance programmes are the means to meet the expectations effectively and efficiently. Such programmes are mechanisms for detecting and resolving compliance problems through established managerial methods. However, these programmes also have some limitations which must be kept in mind while applying the compliance principles.

- No matter how comprehensive and well-run, compliance programmes, cannot stop or correct each infringement of law or company values.
- Compliance programmes may primarily expose more infringements than were earlier detected, thus, generating a temporary effectiveness of evident poor compliance.
- Given fast movements in legal standards and corporate operations, corporate managers may fail to predict new legal issues and adopt compliance programme elements for resolving these issues.

- Even the best designed compliance programmes will have low impact if they are not supported by individuals at all levels of company hierarchies.

Organizational Compliance Usage Areas

Once an organization determines the basic structure of its ethics and compliance programme, it must determine its priorities in actually establishing the programme. It would be wise to determine the areas of risk and focus on those that are most important. Although priorities will vary from organization to organization, one should consider at least the following areas as priorities:

- Billings and receipts
- Coding
- Accounting
- Quality assurance (products, materials, services or care)
- Disclosure of confidentiality

Another area of compliance risk an organization should not overlook is compliance with requirements of accrediting and certifying agencies. The following are just some of the areas or organizations where organizational compliance can be an important issue:

- Bad Faith by Insurance Companies
- Employer Misconduct
- Food Health Law
- Premises Safety
- Nursing Home and Hospital Care
- Defrauding Customers and Employees
- Anticompetitive Business Activities

Compliance Theory

Compliance is the prime component of the relationship between the people in power and the ones on whom it is exercised. The compliance of employees can be attained with power. However, the level of involvement asserts the employees' attitude towards that power. The different kinds of power as well as involvement could result in different kinds of compliance, depending on the organizational culture and its members. The different patterns of compliance have a significant role in the organization.

Etzioni (1965) developed an innovative approach to the structure of organizations that he calls compliance theory. He classifies organizations by the type of power they use to direct the behaviour of their members and the type of involvement of the participants. Etzioni identifies three types of organizational power: coercive, utilitarian, and normative, and relates these to three types of involvement: alienative, calculative and moral.

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Types of Power

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- (a) **Coercive power:** Coercive power involves the potential use of physical force to make someone comply, such as in a master–slave relationship. It uses force and fear to control lower-level participants. Examples of organizations that rely on coercive power include prisons, custodial mental hospitals, and basic training in the military.
- (b) **Remunerative or utilitarian power:** Utilitarian power uses remuneration or extrinsic rewards to control lower-level participants. Most business firms emphasize such extrinsic rewards. These rewards include salary, merit pay, fringe benefits, working conditions and job security. Besides many business firms, utilitarian organizations include unions, farmers’ co-ops, and various government agencies.
- (c) **Normative power:** Normative power depends on a belief that authorities have a right to govern behaviour. It controls through allocation of intrinsic rewards, such as interesting work, identification with goals, and making a contribution to society. Management’s power in this case rests on its ability to manipulate symbolic rewards, allocate esteem and prestige symbols, administer ritual, and influence the distribution of acceptance and positive response in the organization.

Many professional people work in normative organizations. Public schools probably fit this category for the most part, although there are vast differences in their use of power to gain member compliance, particularly the control of pupils (Lunenburg, 1984).

Types of Involvement

All three types of power can be useful in obtaining subordinates’ cooperation in organizations. However, the relative effectiveness of each approach depends on the organizational participant’s involvement (Lunenburg & Ornstein, 2012). Involvement refers to the orientation of a person to an object, considered in terms of intensity and direction. Accordingly, people can be placed on an involvement continuum that ranges from highly negative to highly positive. Etzioni suggests that participants’ involvement can be broadly categorized as alienative, calculative, or moral.

- (a) **Alienative involvement:** Alienative involvement designates an intense, negative orientation. It means that the power subject disagrees with the power holder and submits against his will in fear of physical pain or confinement. Inmates in prisons, patients in custodial mental hospitals, and enlisted personnel in basic training all tend to be alienated from their respective organizations.
- (b) **Calculative involvement:** It refers to the subject’s deliberate choice to comply in expectation of a reward or in avoidance of sanctions. Calculative involvement designates either a negative or a positive orientation of low intensity. Calculative orientations are predominant in relationships of merchants who have permanent customers in various types of business associations.

- (c) **Moral involvement:** Moral involvement designates a positive orientation of high intensity. It is the result of agreement based on norms and values. The involvement of the parishioner in her church or synagogue, the devoted member of his political party, and the loyal follower of her leader are all moral.

Table 1.1 *Typology of Compliance Relations**

Kinds of Power	Types of Involvement		
	Alienative	Calculative	Moral
Coercive	Type 1	Type 2	Type 3
Remunerative	Type 4	Type 5	Type 6
Normative	Type 7	Type 8	Type 9

(*Adapted from Etzioni [1961, p. 12].)

Relationship of Power to Involvement

Etzioni proposes three kinds of involvement on the part of the participant: alienative, calculative, and moral (Table 1.1). When plotted in a matrix, nine types of compliance emerge. A combination of the control techniques and the compliance methods creates one set of organizations that Etzioni calls congruent types. Among the nine different combinations, only three types give a basis for consistent compliance. They are congruent in the sense that the involvement of definite participants elicits suitable kinds of power in order to optimize compliance. The so-called congruent relations (1, 5 and 9) are found more frequently than the other six types because congruence is more effective and social units are under external and internal pressure to be effective.

According to Etzioni, when an organization employs coercive power, participants usually react to the organization with hostility, which is alienative involvement. Utilitarian power usually results in calculative involvement; that is, participants desire to maximize personal gain. Finally, normative power frequently creates moral involvement; for instance, participants are committed to the socially beneficial features of their organizations.

Some organizations employ all three types of power, but most tend to emphasize only one, relying less on the other two. Power specialization occurs because when two types of power are emphasized simultaneously with the same participant group, they tend to neutralize each other. Applying force, fear, or other coercive measures, for example, usually creates such high-degree alienation that it becomes impossible to apply normative power successfully. This may be one reason why using coercive control in gaining student compliance in schools often leads to a displacement of educational goals. Similarly, it may be why teachers in progressive schools tend to oppose corporal punishment.

There may also occur contrasting compliance relations even though organizations have limited control over the involvement of members as well as the

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power exercised. Involvement of members is dependent on factors that are outside the organization's control. Listed below are a few hypotheses formulated by Etzioni based on this theoretical groundwork.

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- The commitment of an individual towards an ordinance is not similar to compliance. Commitment is possible only when legitimate ordinances synced with a subordinate's internal requirements.
- The legitimacy of power is not going to make its use effective in itself. But normative power is more likely, while coercive power is least likely, to be viewed as legitimate.
- There is a separate compliance pattern of each organization. The organizational compliance of 'lower' hierarchy is more complex than the higher one. The 'lower' hierarchy comprises workers, inmates, employees, members, and so on.
- The compliance structures of an organization vary from congruent to incongruent structures.
- The involvement of members in an organization is affected by both the degree of needs, desires and wishes as well as the legitimacy of the authority.

Etzioni concluded that there are three kinds of formal organizations based on his classification of compliance patterns:

1. **Normative organizations:** People join these organizations willingly as they regard the goals morally valuable.
2. **Coercive organizations:** These organizations are joined by people out of compulsion.
3. **Utilitarian organizations:** These organizations are joined by people in pursuance of material rewards.

Etzioni's compliance typology helps organizations to better understand why employees are willing to follow directives or not. Also, it clearly distinguishes compliance from commitment, with which it is frequently confused.

1.4.3 Organizational Development

Organizational Development (OD) is a conscious and calculative effort to increase an organization's ability. Organization development could also be defined as a readiness to meet the possible changes in future, thus, it is a systemic learning and expansion strategy intended to change the basics of beliefs, attitudes and relevance of values, and structure of the current organization to better absorb unruly technologies, changing market opportunities and ensuing challenges and chaos. In a way, it is the skeleton for a change process designed to leave a desirable positive impact on all stakeholders and the environment. Organization development, using several multidisciplinary methods and research, can design and devise interventions which are apart from traditional organization development approaches. The purpose is to implement effective organizational change through an ongoing and systematic process.

Based on their thought and experience, scholars have defined organizational development differently. Some of the popular definitions are given as follows:

Warren Bennis defines organizational development as ‘A response to change, a complex educational strategy intended to change the beliefs, attitudes, values and structure of organizations so that they can adapt to new technologies, markets and challenges and the dizzying rate of change itself.’ From this definition, one can comprehend four words which are regarded today as key components of organizational culture: beliefs, attitudes, values and structures.

Organizational development, according to Richard Beckhard, is defined as ‘a planned effort, organization-wide, managed from the top, to increase organizational effectiveness and health through planned interventions in the organization’s processes, using behavioural science knowledge’.

Udai Pareek holds that organizational development is a designed effort which is initiated by process specialists and helps an organization to develop (a) its diagnostic skills (b) coping capabilities (c) linkage strategies (in the form of temporary and semi-permanent system) and (d) a culture of mutuality.

Thomas G. Cummings and Edgar F. Huse define organizational development as a system wide application of behavioural science knowledge to the planned development and reinforcement of organizational strategies, structures and processes for improving an organization’s effectiveness.

Warner Burke accentuates that OD is not just ‘anything done to better an organization’; it is a change process meticulously and consciously designed to bring about an exacting kind of end result. OD involves organizational reflection, system improvement, planning and self-analysis.

According to Roland Sullivan (2005) defined organization development as ‘Organization Development is a transformative leap to a desired vision where strategies and systems align, in the light of local culture with an innovative and authentic leadership style using the support of high tech tools.’

Cummings and Worley (2005) proposed the following definition: ‘Organization development is a system wide application and transfer of behavioural science knowledge to the planned development, improvement, and reinforcement of strategies, structures, and processes that lead to organization effectiveness’.

Thus, in simple words organization development is the process through which an organization develops the internal capacity to most efficiently and effectively provide its mission work and to sustain itself over the long-term.

Characteristics of Organizational Development

Organizational development as a concept has the following distinguishing characteristics:

- The focus of organizational development is on the existing and desired culture and processes of the organization.
- It is a programme which is education-based and is planned to develop values, attitudes, norms, and management practices. The planning is such that all

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efforts should result in a healthy organization climate which rewards all kinds of healthy behaviour. Humanistic values inspire and drive organization development.

- The approach behind OD is a data-based one which intends to understand and diagnose organizations.
- There is an encouragement of collaboration between organizational leaders and members in managing culture and processes, on part of OD.
- OD believes that teams of all kinds are particularly important for task accomplishments.
- The focus from the angle of OD is primarily on the human and social side of the organization.
- OD advocates participation and involvement in problem-solving and decision-making by all levels of organization.
- It is a planned strategy which is long-ranging in nature for managing change. Further, it also recognizes that the dynamic environment of the organization requires the ability to respond quickly to changing circumstances.
- OD views organizations as complex social systems with a focus on systemic change.
- OD practitioners focus on communication of problem-solving skills and knowledge of continuous learning through self-analytical methods to clients to enable them to solve their problems on their own. They may take the role of facilitators or collaborators or co-learners with the client system.
- There is reliance on action research model with extensive participation by client system members.
- OD has a development view seeking betterment of both individuals and organization.
- It involves planned interventions and improvements in an organization's processes and structures and requires skills in working with individuals, groups, and whole organizations. This is because it is primarily driven by action research.

As stated earlier, OD is an interdisciplinary and primarily behavioural science approach that draws from such fields as organization behaviour, management, business, psychology, sociology, anthropology, economics, education, counselling and public administration.

Core values of organizational development

Underlying organizational development are humanistic values. The assumption behind organization development is that most individuals want to develop their potential and have to achieve personal growth and development if provided with supportive and challenging environment. In such circumstances, most people desire to make, and

are capable of making a higher level of contribution to achieving organizational goals than is normally permitted. Further, it holds that people are an organization's most important resource; they are the source of productivity and profits and should be treated with care. The humanistic values of organizational development, articulated by Margulies and Raia (1972), are as follows:

- Giving opportunities to people and influencing their way of relating to the organization, its environment and the work done by them.
- Striving to enhance the organizational effectiveness in terms of its mission and vision.
- Treating people primarily as human beings rather than organizational resources for productive means.
- Creating an environment where people find work challenging as well as exciting.
- Providing opportunities to members of the organization for development of their full potential.

Thus, organizational development believes that traditional bureaucratic organization structures to give way to newer organizational designs. OD holds that putting people first can result in organizations that are humane, developmental and empowering, as well as high performing in terms of productivity, profitability and quality of output.

Models of Organizational Development

The purpose of OD is to improve the organization's capacity to handle its internal and external functioning and relationships. To achieve the same, following things such as improved interpersonal and group processes, more effective communication, enhanced ability to cope with organizational problems of all kinds, more effective decision processes, more appropriate leadership style, improved skill in dealing with destructive conflict, and higher levels of trust and cooperation among organizational members, would need to be achieved. These objectives originate from a value system based on an optimistic view of the nature of man. The optimistic view holds that a man in an encouraging and accommodating environment is capable of achieving higher levels of development and accomplishment. A scientific method is essential to organization development and its effectiveness. The scientific method comprises inquiry, a rigorous search for causes, experimental testing of hypotheses, and review of results.

The efforts for ensuring OD are made in stages. The different models suggested to describe OD are as follows:

1. Action Research Model

This model comprises the following stages:

- Identification of the problem
- Inviting a behavioural science expert
- Gathering data
- Providing feedback

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- Joint diagnosis of the problem
- Taking action
- Gathering data after action has been taken

2. Lewin's Change Model

This model comprises the following three stages:

- Unfreezing
- Movement
- Refreezing

3. Planning Model

The various stages include the following:

- Scouting
- Entry
- Diagnosis
- Planning
- Action
- Stabilization
- Evaluation
- Termination

Lewin's Change Model

Back in 1940s, Kurt Lewin developed a model for understanding organizational change. Radical changes may have happened after that, however that model is still treated as the cornerstone model to explain organizational development. His model is known as Unfreeze – Change – Refreeze, which has been discussed in detail as follows:

- (i) **Unfreeze:** This first stage of change involves preparing the organization to accept that change is necessary. This would involve first breaking down the existing status quo before you can build up a new way of operating. For the same, the organization needs to understand that why the existing way of doing things cannot continue. This is easiest to frame when one compares the outcomes with the desired outcomes be it in terms of finances, quality, customer satisfaction or any other aspect. These show that things have to change in a way that everyone can understand. Further to prepare the organization successfully, the core needs to be challenged and reworked. The core here means beliefs, values, attitudes, and behaviours that currently define it. This first part of the change process is usually the most difficult and stressful. When the existing things or practices are challenged or changed, strong reactions in people may be evoked. When the organization is forced to re-examine its core, a (controlled) crisis is created. This crisis when managed properly can build a strong motivation to seek out a new balance. This would induce motivation and necessary participation in people to effect any meaningful change.

- (ii) Change:** The change stage follows the uncertainty created in the unfreeze stage. This is the stage where people begin to resolve their vagueness along with ambiguity and look for new ways to do things. People start to believe and act in ways that support the new direction. As is expected, this transition from unfreeze to change does not happen overnight. It obviously takes time for people to leave their existing path and clinch to the new direction and participate proactively in the change. At this stage, people need to understand how the changes will benefit them. This would help them accept the change and contribute to making the change successful. A common misassumption here is that everyone will fall in line just because the change is necessary and will benefit the company. But this is not always necessary. The two key aspects of this 'change' to occur are time and communication. Understanding and accepting the changes requires an input of time from people. During this time and in fact throughout the transition period, there is a dire need on part of people to feel highly connected to the organization. This would require a great deal of time and effort on the part of management and hands-on management is usually the best approach.
- (iii) Refreeze:** When the changes are taking shape and people have adopted the new ways of working, the organization is ready to refreeze. A stable organization chart and consistent job descriptions among others would be the outward signs of the refreeze. At this stage also, people and the organization as well need help to internalize or institutionalize the changes. It ensures the incorporation of changes into the daily business activities. This makes the members of the organization feel highly comfortable and confident with new working systems. Although change is a part of all organizations, there is a separate significance of the refreezing stage. Without this stage, employees get lost in the transition where they are unsure of what needs to be done. Thus, no work gets completed to its maximum capacity. The absence of this stage makes it quite difficult to handle the upcoming change initiative in an effective manner. Time should be given for new changes to sink in and also the success of the change should be celebrated because this helps people to find closure and helps them believe that future change will be successful.

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Planning Model

The planned change process is a dynamic process consisting of seven stages. These stages are as follows:

- (i) Scouting:** The most important objective of this stage is to find out the best points that need to be changed or from where the change should be initiated. The interrelationships among the different units of the system are quite important for choosing the proper point of entry. This is due to the fact that the acceptance and realization of change often needs the recognized power structure of the system to be used in order to bring that change into effect. This would require an in-depth analysis of the major resources, major limitations, important social, cultural norms and values, gross interrelationships within subsystems of the organization, attitude of employees towards change

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and motivation of employees. It is important to recognize these interrelationships in order to bring about a change in systems where human interrelationships and power structure are uncertain.

(ii) Entry: After the selection of entry point, a 'contract' is negotiated through the entry point. The purpose of 'contract' is to define if and interpret how the succeeding stages of the planned change process will be carried out. Contract is not a legal document in this context; the emphasis here is much more on a continuing process of change and how this has to be brought about. A very significant issue in the process of contract negotiation is power. This power brings about the influence that is necessary for working effectively in an organization. The four main sources of power are as follows:

- Coercive power
- Legitimately composed system authority
- Trust-based power
- Expert power

In several situations, all sorts of power are grouped together to initiate the change. At this point, it is important to stress upon the significance of the contracts' continuous renegotiation as the needs, problems and resources may change once the change proceeds.

(iii) Diagnosis: The primary aim of this phase is moving forward in order to enhance the functioning of the system by altering the supposed complexity into precise problems. The elements in focus during this stage include available resources, supposed problems and the goals of the system. In certain situations, various problems are identified as the diagnosis progresses. In such cases, priorities can be assigned to different problems and attention may be focused on the most important problem or the problem which must be solved before other problems can be worked on. It is possible for the change agent to use different methods for acquiring the information like questionnaires, previous performance data, interviews and observation.

(iv) Planning: Planning phase is based on the results of the diagnosis phase. These results may require a renegotiation of the entry contract. Changes can be made in the contract during the planning phase to include those members of the system who will be responsible for implementing the change and/or will be immediately affected by it. Further objectives need to be decided which are to be achieved by change. When the precise objectives have been formulated, change strategies or alternative solutions can be achieved. However, certain efforts have to be made to form the outcomes of each alternative. The final change strategy is then chosen from the different alternatives available. It also becomes important to analyse the resistances at this stage, which can help later in avoiding the failure of the plan.

(v) Action: During the action phase, the plan of action developed in the planning phase is implemented. The action plan, in most of the cases, proceeds smoothly if the work of the previous four phases has been done well. The interventions

that are implemented during the action phase are categorized into two dimensions:

- The organizational subsystem to which this intervention is directed
- The power source for implementing this intervention

The types of power have already been referred in the entry phase. Organization changes can be addressed to six organizational subsystems:

- The People Subsystem
- The Authority Subsystem
- The Information Subsystem
- The Task Subsystem
- The Legal/Culture Subsystem
- The Environmental Subsystem

An organizational intervention matrix can be prepared through the combination of the source of power and organizational subsystem dimensions. The primary implication of this matrix is that a planned execution of the action intervention with an awareness of the organizational system as a whole is quite important.

(vi) Evaluation: Based on the objectives defined during the planning phase, the evaluation of the change strategy is carried out. It becomes advisable to evaluate the change against task sub-goals because that is an indicator to whether the change is progressing as intended or not. The results of the evaluation stage would decide on the next action even if the change project goes to the final stage or back to the initial planning stage for further action and contract renegotiation. It should be appreciated that the model sees the evaluation phase as an integrated part of the change process.

(vii) Termination: It is thoughtful to discuss and tentatively agree on the conditions of termination to avoid any kind of chaos later on. Of course, as the change strategy progresses these conditions will become clearer and may change also depending on the progress. There are two types of termination situations:

- Enhancement of the organization's capacity for achievement of similar goals in the future
- Successful achievement of the goals as per the earlier plans

When it is a failure, the problem or the challenge is to understand how to use the situation as a learning experience. Thus, one can easily see that organization development in this model is seen as a dynamic process constituting seven stages. It is a continuous process with the feedback from the diagnosis going back to the entry stage and later from the evaluation stage going to the planning stage.

Action Research Model

There are many models of organization development prevalent today; however, Action Research is considered as the foundation stone. The model is based on what Lewin advised, 'no action without research, no research without action.' The theory

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provides the very heart of the purpose of the OD diagnostic phase in the OD cycle. It provides the opportunity to build the knowledge of the causes and dynamics of organizational issues, the understanding of organizational change and the basis of the need for collaboration and joint inquiry between the OD practitioner and the organizational players experiencing the change.

The action research model holds that planned change is a cyclical process. The cycle starts with initial research about the organization which provides information to guide subsequent actions. Moving further in the cycle, the results of the action are assessed to provide further information to guide further action, and so on. The model places heavy emphasis on data gathering and diagnosis prior to action planning and implementation; and at the same time, careful evaluation of results after action is taken. The main steps of the model are as follows:

- 1. Entry (Problem identification):** This stage starts with a comprehension of the problems that could be resolved with the help of organizational development. This OD may be initiated by someone holding a key position in the organization or by hiring a consultant. After this, the client as well as the consultant start exploring the possibilities of a working relationship with one another. The primary aspects assessed during this process are as follows:
 - The amount of available resources
 - The possibility of relating with the client
 - The adaptability of the client towards the change
 - The client's values and motivation
 - The probable leverage points of change
- 2. Contracting (Consultation with a behavioural science expert):** After their preliminary contact, the client and the OD practitioner have analysed each other to the maximum limit. An open and collaborative atmosphere can be developed by sharing of frame of reference, assumptions and values by the organization and consultant. The OD contract states three critical areas: (i) What each expects to get from the relationship, (ii) How much time each will invest, when, and at what cost, and (iii) The ground rules under which the parties will operate. This would help in establishing a sound relationship between the two parties involved.
- 3. Diagnosis (Data gathering and preliminary diagnosis):** At this step, the OD practitioner, often in conjunction with organization members collects preliminary data about the organization. This not only involves gathering appropriate information but goes on to analyse and establish the fundamental causes of problems in organizations. Basic methods of gathering data are interviews, process observation, questionnaires, and organizational performance data are used to collect the data.
- 4. Feedback:** The diagnostic data is sent back to the client. Members have the potential to establish the strengths and weaknesses of the organization or the department under study. Here, members have a discussion regarding the

feedback. They also discuss if they want to work on those problems with the OD practitioner. The basic data from the client members is collected and presented to them for validation and further diagnosis. This implies a close interrelationship existing among data gathering, feedback and diagnosis. A feedback session generally has three steps. Based on some preliminary analysis, the consultant provides a summary of the data collected. This step leads to a general discussion where questions regarding clarification are answered. In the end, some time is set aside for interpretation. This stage might consist of changes in the consultant's study and its interpretation. Therefore, the consultant works in collaboration with the client to reach the ultimate diagnosis that describes the current state of the system in a precise manner.

As a model, action research provides both the theoretical underpinnings and the practical application of organizational change. It empowers employees and enables the organization to sustain the change by providing data not only of how to make the changes required today but also on the change process itself.

Essentials for the Success of Organizational Development

OD can be applied any time an organization wants to make planned improvements using the OD values. OD is not a technique or a group of tools. Moreover, it is not necessary that all OD efforts would be a success; there are occasions when even well planned OD initiative hit the ground. There are certain essentials for success of OD, some of the important ones are mentioned as follows:

- A willingness to invite a consultant for the change is necessary on the part of the organization and this would stem from a belief in the applied behavioural science profession.
- All the efforts of OD would need active involvement and support of top management.
- Top management and key persons in the organization need to perceive the organizational problems without any blurred and biased vision.
- A readiness on the part of the organization to indulge in action research which would mean active involvement in conceptualization, implementation and evaluation.
- An understanding of the OD as a continuous process with patience in waiting for results. The organization especially the top management should have adequate awareness of behavioural processes.
- The management should have a genuine belief in human resources. Only if they would have that kind of belief that organization would be able to hold that kind of endurance in different OD initiatives.
- An OCTAPACE climate (Udai Pareek, 2002) which indicates Openness, Confrontation, Trust, Authenticity, Pro-action, Autonomy, Collaboration and Experimentation.
- There should be a belief in training and development.

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- An involvement of line managers and human resource managers in framing the human resource policies of the organization and also ensuring that these policies are congruent with OD philosophy and values.
 - Facilitators for OD should be identified and developed. Preferably these should be internal resource persons.
 - All the OD efforts would need a high level committee of top/senior level managers who are knowledgeable in their functions, managerially competent, optimistic, having a sense of inter-dependence and urgency, clarity and belief in the super ordinate goals of the organization and a learning attitude.
 - The members of the organization should be willing to change their thoughts and feelings as a result of efforts.
 - The organization should have a belief in searching for the better way of doing/managing and adaptability to change.
 - OD interventions are successful if they aim at change in the organizational climate/environment as well as the social processes within the organization.
 - The interventions planned should be based on scientific diagnosis and parameters for measurement of success should be clarified in advance.
16. Last but not the least, the interventions should be chosen by the client from amongst many alternatives.

1.4.4 PERT

Developing an estimate for a project is a complex task. If the project is large and has many stakeholders, things can be more complex. Complex projects involve a series of actions, some of that should be performed in sequence and others that can be performed simultaneously with other activities. This collection of succession and parallel tasks can be modelled as a network. The Program Evaluation and Review Technique (PERT) is a network model that permits for unpredictability in activity completion times. CPM and PERT are powerful project management tools, which have been created out of the need of the Western industrial and military establishments to plan, schedule and manage complex projects.

The Program Evaluation and Review Technique, commonly abbreviated as PERT, is a statistical tool used in project management. PERT was initially created in 1958 to simplify the planning and control of POLARIS submarine missile program by the Program Evaluation Branch of the Special Projects office of the U. S. Navy, and emphasis was on completing the program in the shortest possible time. After PERT methodology was employed for this project, it actually ended two years ahead of its initial schedule. PERT is based on the probability of an event occurring at a specified time. In addition, PERT had the ability to incorporate uncertain activity by making it feasible to schedule a project even when precise details and durations of all the activities are unknown. It is commonly used in combination with the CPM. Many managers, who use the PERT and CPM techniques, have claimed that these techniques drastically reduce the project completion time. While CPM is believed to be an easy technique to use and understand, it does not consider the variations in

time which may have a huge impact on the completion time of a complex project. It has the potential to reduce both the time and cost required to complete a project.

PERT is actually an ‘event-oriented technique’ rather than an activity-oriented technique, as CPM, and is mostly used in projects where time is the most important factor not the cost. It is applied to very large-scale, one-time, complex, non-routine infrastructure and research and development projects. PERT uses three different time estimates, that is, optimistic, pessimistic and most likely, that help in establishing the prospects of a project completion within specific time and in calculating the risk before beginning a project. It has the ability to reduce both the time and cost required to complete a project. Far more than the technical advantages, it was also found that PERT offers a centre around which managers could brain storm and put their ideas and suggestion together. Most importantly, it has become a functional tool to assess the performance of individuals as well as teams.

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Steps Involved in PERT

PERT is a methodology for planning the diverse activities in either large or small projects. There are several variants of PERT which have been used in planning costs, scheduling manpower and machine time. Steps of the PERT technique include the following:

1. **Identify activities and milestones:** Define the project and identify all the significant activities or the tasks required for project completion. The milestones are the events spotting the beginning and end of one or more activities. It forms a work breakdown structure. The project might consist of many assignments. However, it should only consist of one start and one finish activity.
2. **Determine activity sequence:** This stage could be amalgamated with the first one as the series of activities is very apparent for some assignments. So in this step development of the relationships among the activities takes place and also decision about which activities should come first and which should follow others.
3. **Construct the network diagram:** Using the activity sequence information from previous step, a ‘network’ connecting all the activities is being developed. A network diagram is drawn to show the sequence of the serial and parallel activities. Each activity should be given a unique event number. To avoid giving the same number to two activities, dummy arrows are used. The activities of the original activity-on-arc model of PERT are characterized by arrowed lines and milestones, by circles. It can be done manually or there are software packages available to make this step simpler as they automatically convert the information from tabular activity into a network diagram.
4. **Estimate activity times:** In this step, time is being assigned and cost may be estimated for each activity which is called Activity Time Estimation which in turns helps in Network Time Calculation and Scheduling of a complete project. The most commonly used time unit for activity completion is ‘Weeks’. However, they can also use any other constant unit of time.

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A distinguishing characteristic of PERT is its capability to deal with ambiguity in the time taken for completion of activities. Generally, this model includes three time estimates.

In PERT, these three estimate times are calculated for each activity. In this way, a range of time is being obtained for each particular activity, with the most probabilistic value.

- (a) **Optimistic Time Estimate (TOPT):** Optimistic time is represented by 'to.' Generally, the lowest time possible to complete the activity, being an optimist, the estimator assumes that all the necessary resources will be available and all previous activities will be completed in estimated time as planned. It is commonly practiced that while specifying optimistic times three standard deviations from the mean has been used so that there is more or less only one per cent chance of the activity to be completed within the optimistic time.
- (b) **Most Likely Time Estimate (TLIKELY):** It is represented by tL , and is the highest probable completion time for a particular task. This time is in between optimistic and pessimistic times. It is important to note here that this time is different from the *expected time*. Here the estimator expects that some sort of uncertainties may come across but most of the things will go right.
- (c) **Pessimistic Time Estimate (TPESS):** This is represented by tP . It is the highest possible time that an activity might require. Three standard deviations from the mean are usually used for the pessimistic time. In this case, it is being assumed that many things related to a particular activity will go wrong. While deriving this estimation a lot of rework and resource unavailability are assumed.

So while estimating the time for a PERT activity, the estimator will give the three time estimates. PERT assumes that when these three estimates are plotted on a graph a beta probability distribution curve is obtained.

For a beta distribution, the expected completion time for each activity can be calculated by using the following equation:

Expected time = $(\text{Optimistic time} + 4 \times \text{Most likely time} + \text{Pessimistic time}) / 6$; or

Expected Time or Average Time = $tE = (tO + 4tL + tP) / 6$

This expected time can be depicted in the network diagram.

If three standard deviation times are chosen for the optimistic and pessimistic times, then there are six standard deviations between them for calculation of the variance for each activity completion time. Therefore, the possible standard deviation and variance is given by:

Range = $(\text{Pessimistic time} - \text{Optimistic time})$; or $r = tP - tO$

Standard deviation = $(\text{Pessimistic time} - \text{Optimistic time}) / 6$; or $s = (tP - tO) / 6$

Variance = $[(\text{Pessimistic} - \text{Optimistic}) / 6]^2$; or $s^2 = \{(tP - tO) / 6\}^2$

These equations are very important in the calculation of PERT times.

- 5. Determine the critical path:** For every activity in the critical path, expected time and variance are calculated. By adding the expected times for the activities in each sequence computation of the longest time path in the project through the network is done. This is the overall expected completion time for the project and is called as the critical path. Activities occurring outside the critical path may speed up or slow down within certain limits; but cannot alter the total project time. The amount of time that can be delayed by a non-critical path activity without delaying the project is referred to as slack time.

The variance in the project completion time can be calculated by adding all the variances in the completion times of the activities occurring in the critical path. This is done only for the activities in the critical path as only the critical path activities can accelerate or delay the project duration.

With the help of this variance, one can calculate the probable date for the completion of the project by assuming a normal probability distribution for the critical path. This is usually referred as the probability aspect of PERT. Since the completion date of the project has been established by the activities of the critical path, the project can pick up pace by amalgamating the necessary resources for reducing the time for the activities falling on the critical path. This is often referred to as ‘project crashing’.

- 6. Update as project progresses:** This stage is being used to make adjustments in the PERT chart with the progress in project. Network plan is used to schedule, monitor and control the project. As the project unfolds, the estimated times can be replaced by actual times. In condition of delays, additional resources may be added to stay on schedule and modifications can be done in the PERT chart to reflect the new situation.

The Project Network Diagram

The PERT is a scheduling and control process that needs to recognize the achievement of programmes and the required time and resources to go from one achievement to the next. A PERT diagram illustrates the sequence and inter-relationship of activities from the commencement of a project to the end and uses probabilities for activity start and completion dates.

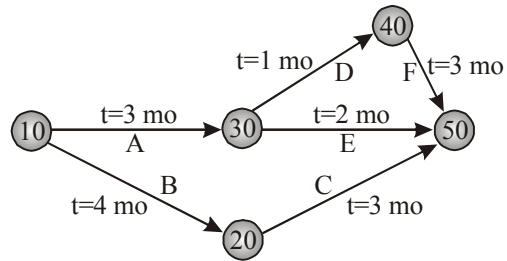
In a project, an activity is a task that has to be performed and an event is a milestone showing the completion of one or more activities. Before the beginning of new activity all the previous activities must be completed. In PERT, activities are represented by arcs or arrows and they are drawn from one event to another, based on the sequence whereas milestones are represented by nodes. Activity consumes resources like time, money and materials but event does not consume any resource, it simply represents either starting or ending of an activity. The milestones are generally numbered so that the ending node of an activity has a higher number than the beginning node. The activities are labelled with letters along with the expected time required to complete the activity.

When all activities and events in a project are interconnected logically and sequentially, they form a network, which is the basic document in network-based

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management. Initially, PERT used to be an activity on an arc network. However, managers, in due course of time, began to use PERT as an activity on node network. Here, we are showing the PERT chart in Figure 1.2 by using the original form of activity on arc.

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PERT network chart for a seven – month project with five milestones (10 through 50) and six activities (A through F)

Fig. 1.2 PERT Chart using the Original Form of Activity on Arc

Steps for Writing Network

The basic steps for writing a network are as follows:

- To enlist all the activities involved in the project.
- To arrange the activities in a sequential manner and in logical order.
- To estimate the time of each activity and write it against each activity.
- If there are activities which do not have any logical relationship, they can be started simultaneously.
- To add the activities to form the network, depending upon the logical relationship to complete the project network.

The various points to be remembered while drawing the network are as follows:

- There should be only one beginning and one ending in the whole network.
- Event number must be written inside the circle or node.
- Activity name should be in capital alphabets and should be written above the arrow.
- The estimated time for each activity should be written below the arrow.
- Various activities should not cross each other.
- Loops or cyclic structure should not be present in the network structure, it means that the network arrows should move in one direction only, that is, starting from the activity of beginning (first) should move towards the last activity or end.
- When two activities are starting from the same event and ending at the same event, they should be shown by means of a dummy activity. Dummy activity is an activity, which does not consume any resource and simply shows the logical relationship. It should be represented by a dotted line.

- The event which is written at the tail end of an arrow is known as the tail event. If event is written on the head side of the arrow it is known as head event. A tail event may have many arrows, that is, activities emerging from it. This means that an event may be a tail event for several number of activities. Similarly, a head event may be a head event for many numbers of activities, which shows that many activities may conclude at one event.

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Activity Slack

Two important times associated with each event are as follows:

- A calendar time when an event can occur when all the previous events completed at the earliest possible times is known as earliest time, represented by T_e .
- The latest time when the event can occur without delaying the subsequent events and completion of project is known as Latest time, represented by T_L .
- The slack time for that event is the difference between the latest time and the earliest time of an event.
- **Positive slack:** Slack is the amount of time an event can be delayed without delaying the project completion.

Scope of PERT

Many models exist to illustrate areas where PERT can be applied but if we specially consider areas of education, the following are most important ones:

- Experimental Research
- Survey Research
- Developmental Projects
- Curriculum Development
- Educational Service Projects
- Research Integration Projects
- Theory Development Projects

Practical considerations for implementing PERT on educational research and development projects are also included.

Advantages of PERT

PERT has several advantages and helps determine the following:

- The start date and end date of a particular activity
- The estimated project completion time
- Determine if the project is going as per schedule or not
- Type and nature of risks involved
- The probability of project completion before a particular date at minimum cost

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- The financial aspect of the project is within estimated budget or not
- Assess the activities having slack time and providing necessary resources to the critical path activities
- Determine the critical path activities having direct impact on the project completion time

The other benefits of PERT involved the following:

- It is useful at various stages of project management.
- It is mathematically very simple.
- It provides critical path and slack time.
- Project documentation becomes very easy if done on computer.
- It is also useful in monitoring costs and resources.

Limitations of PERT

The following are some of the limitations of PERT:

- The estimation of activity time is subjective to some extent and depends on judicious decision-making. In the cases when the person, who is estimating, has less knowledge and experience in executing an activity, the estimation may only be a guess. Whereas, in some other cases, if the person or group performing the activity estimates the time it may be partial in the estimate and again the estimation may be a prejudice.
- PERT takes on a beta distribution for such time estimates even though all the activity times are well-estimated. However, the actual distribution could vary.
- Even when the PERT is based on the assumption of beta distribution, it constantly underestimates the expected project completion time. It presupposes that the probability distribution of the time taken for project completion is similar to that of the critical path. However, another critical path could come up if the related activities are delayed due to some reason.
- There are over emphasis on critical paths in PERT.

Among the above stated issues the most serious one is the underestimation of the project completion time due to alternate paths becoming the critical path. To overcome this limitation, Monte Carlo simulations could be performed on the network to remove this optimistic bias in the expected project completion time.

CHECK YOUR PROGRESS

5. List the characteristics of organizational development.
6. What are the main steps of the Action Research Model?
7. State the eight Millennium Development Goals as laid down by the Millennium Summit of the United Nations (2000).
8. When was the Right to Education Act enacted in India?

1.4.5 Modern Trends in Educational Management

We are living in the era of globalization. We know that the 21st century is not to confine ourselves in the limited surrounding where we live, rather, it is to extend ourselves towards the global experience to establish a good cross cultural communication, be it in education, technology, politics, management and humanities. Management of education is at the top of the agenda of all nations. Most developing countries have fixed their objectives to attain 100 per cent literacy as early as possible. For that, the countries have taken many efforts to develop new policies, schemes and to educate their citizens. Of course managing such a challenging task is always the priority of educational managers and administrators.

The Millennium Summit of the United Nations (2000), has established eight international development goals which are called Millennium Development Goals (MDGs), following the adaptation of the United Nations Millennium Declaration. All the 193 United Nations member States and 23 International Organizations agreed to achieve the goal by the year 2015. The eight Millennium Development Goals are as follows:

1. Eradicating extreme poverty and hunger
2. Achieving universal primary education
3. Promoting gender equality and empowering women
4. Reducing child mortality rates
5. Improving maternal health
6. Combating HIV/AIDS, malaria, and other diseases
7. Ensuring environmental sustainability
8. Developing a global partnership for development

The above eight goals are important for the survival of human society. Many countries have started working to generate funds and pass the new bills in their governance. In this regard, if we analyse the Millennium Goals to achieve, we find that the second goal, that is, achieving universal primary education is a challenge for all. Recently, India has taken a very broad step to make elementary education the fundamental right of the children in the Right to Education Act, 2009. Almost all Indian states have implemented the Act, except Jammu and Kashmir. India has fixed its target to provide free elementary education for children, up to the age of six to 14 years, by 2015. In this regard, huge budgetary provisions have been made for ensuring quality elementary education. Large scale appointment of teachers is also made in a variety of states in addition to developing good infrastructure in schools. According to the 2011 census data, India has now just more than 75 per cent of average literacy across the country and it is expected that by the next census it may reach 100 per cent.

Here a question arises about management of large responsibilities of the schools. The school management needs to be alert to achieve the targeted goal in time. For implementation of the Act in its real sense, there is the need of involvement of the entire management in the system. It is not only about school education, rather,

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higher and technical education, are also on the way to achieve their goals for the 21st century. Recently, Professor Yeshpal's Committee has suggested reformation in Indian higher education. It has suggested that there should be one council for managing the entire higher education structure in the country. The concepts of National Council of Higher Education and Research (NCHER) are in the process to develop and a drastic reformation is expected in Indian higher education. Again, the National Knowledge Commission (NKC), 2005, has also suggested many reforms starting from school education to higher and technical education. It also stressed on the need of quality management of the educational institutes. According to its recommendation, many new central universities have been established in various parts of the country, another few universities are in the process of establishment. The Commission has also stressed upon the establishment of private universities. Many private institutes, self-financing colleges, medical, engineering and management institutes have been established in various parts of the country.

As a further development to the Right to Education Act, 2009, the notion of Rastriya Madhyamik Shiksha Abhiyan (RMSA) is also emerging to make secondary education free and compulsory. In this scheme, Class XI and X will be included.

All the above discussion emphasizes sound management in education. The society has changed a lot. Citizens have become more informative and have started to cope with the changing scenario of global society. People have started to think about the development of other countries and compare where they stand. In this situation, the role of educational management is crucial. It is not only to maintain quantity in education but also how to provide quality education. It is difficult for any management to manage both quantity and quality, but we cannot say that it is impossible. The role of the management is to find out ways and means to provide quality education to the large section of students at the same time. Academic exchange programme is also at the top agenda of the educational management system. In this regard, many countries are running various fellowship programmes. Full scholarship schemes organized by USA and India are an example in this regard.

Hence, for providing quality and international standard education, the institute should be well-equipped and the management system should work. Managing infrastructure and human resources is a big challenge confronting the management of education institutes in our country. A good educational management should not avoid this challenge. Rather it should make itself fit and well-equipped to the changing needs of the society and to make all facilities available to students. In this way, we may achieve the key goals of education institutes in the 21st century.

1.5 SUMMARY

- During the 1960s, researchers began to analyse organizations from a systems perspective based on the physical sciences.
- System is defined in the dictionary as 'an assemblage of objects united by some form of regular interaction or inter-dependence; an organic or organized whole as the solar system or a new telegraph system.'

- The system approach to education, thus, considers education as an input-output system, such as the processes of teaching and learning can be considered to be very complex systems.
- The systems approach focuses on the investigation, analysis and design of the entire system, rather than to pay attention on the components or the parts.
- Decision-making, in simple words, can be understood as the cognitive process of deciding on a course of action from among manifold alternatives.
- Decision-making is an important and real aspect of organizational life. Its importance in leadership is widely acknowledged.
- Decision-making is a daily activity for any human being. There is no exception about that. When it comes to educational organizations, decision-making is a habit and a process as well.
- The core of any effective organizational compliance programme is a strong and well-communicated code of ethics and conformance. This code should define the expected behaviour within an organization.
- Organizational Development (OD) is a conscious and calculative effort to increase an organization's ability.
- The Program Evaluation and Review Technique, commonly abbreviated as PERT, is a statistical tool used in project management.
- The PERT is a scheduling and control process that needs to recognize the achievement of programmes and the required time and resources to go from one achievement to the next.
- The Millennium Summit of the United Nations (2000), has established eight international development goals which are called Millennium Development Goals (MDGs), following the adaptation of the United Nations Millennium Declaration.
- Recently, India has taken a very broad step to make elementary education the fundamental right of the children in the Right to Education Act, 2009. Almost all Indian states have implemented the Act, except Jammu and Kashmir.

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1.6 KEY TERMS

- **Closed system:** An organization that does not get influenced and interacts less with its outer environment, and therefore, gets little feedback from it is called a closed system.
- **Organizational development:** It is a conscious and calculative effort to increase an organization's ability.
- **PERT:** It stands for the program evaluation and review technique. It is a statistical tool used in project management.
- **Decision-making:** It can be understood as the cognitive process of deciding on a course of action from among manifold alternatives.

1.7 ANSWERS TO ‘CHECK YOUR PROGRESS’

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1. Maslow proposed five main hierarchical levels of needs — Physiological needs, Safety needs, Love needs, Ego needs, and Self-actualization needs.
2. The hygiene factors as recognized by Herzberg are safety, working conditions, company policy, supervision, and work group.
3. The objectives of systems approach to education are as follows:
 - Identifying and stating the goals to be achieved
 - Identifying the processes, methods, techniques and strategies that may be most relevant to achieving the predetermined goals
 - Building up theoretical foundation justifying the relevance of these processes to achieving the goals
 - Determining specific interactions visualized existing among various other components of inputs
 - Specifying the various kinds of controls needed in the total system at different point
4. The elements used during process stage are as follows:
 - Deciding suitable teaching strategies and methods
 - Systems operation and implementation
 - Evaluation of learning outcomes and objectives
5. The characteristics of organizational development are as follows:
 - The focus of organizational development is on the existing and desired culture and processes of the organization.
 - It is a programme which is education-based and is planned to develop values, attitudes, norms, and management practices. The planning is such that all efforts should result in a healthy organization climate which rewards all kinds of healthy behaviour. Humanistic values inspire and drive organization development.
 - The approach behind OD is a data-based one which intends to understand and diagnose organizations.
 - There is an encouragement of collaboration between organizational leaders and members in managing culture and processes, on part of OD.
 - OD believes that teams of all kinds are particularly important for task accomplishments.
 - The focus from the angle of OD is primarily on the human and social side of the organization.
6. The main steps of the Action Research Model are as follows:
 - Entry (problem identification)
 - Contracting (consultation with a behavioural science expert)

- Diagnosis (data gathering and preliminary diagnosis)
 - Feedback
7. The eight Millennium Development Goals as laid down by the Millennium Summit of the United Nations (2000) are as follows:
- Eradicating extreme poverty and hunger
 - Achieving universal primary education
 - Promoting gender equality and empowering women
 - Reducing child mortality rates
 - Improving maternal health
 - Combating HIV/AIDS, malaria, and other diseases
 - Ensuring environmental sustainability
 - Developing a global partnership for development
8. The Right to Education Act was enacted in India in 2009.

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1.8 QUESTIONS AND EXERCISES

Short-Answer Questions

1. How does administration and management of education work towards meeting the psychological needs of employees?
2. What is a system? Mention the two types of systems.
3. Briefly discuss the importance of system approach for education.
4. List the various attributes of decision-making.
5. Write short notes on the following:
 - (a) Compliance
 - (b) Organizational development

Long-Answer Questions

1. Describe the system approach to education.
2. Analyse the importance of decision-making in organizations.
3. Discuss the decision-making process.
4. What is PERT? Discuss the advantages and shortcomings of using this technique.
5. What are the modern trends in educational management?

1.9 FURTHER READING

Bennis, Warren. 1969. *Organization Development, its Nature, Origin and Prospects*, Addison Wesley.

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UNIT 2 LEADERSHIP IN EDUCATIONAL ADMINISTRATION

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Structure

- 2.0 Introduction
- 2.1 Unit Objectives
- 2.2 Meaning and Nature of Leadership
 - 2.2.1 Nature of Leadership
 - 2.2.2 Principles of Leadership
- 2.3 Theories of Leadership
- 2.4 Styles of Leadership
 - 2.4.1 Authoritarian (Autocratic) Leadership
 - 2.4.2 Participative (Democratic) Leadership
 - 2.4.3 Laissez-Faire (Delegative) Leadership
 - 2.4.4 Some Other Leadership Styles
- 2.5 Measurements of Leadership
 - 2.5.1 Methods of Leadership Measurement
 - 2.5.2 Leadership Assessment Tools
- 2.6 Summary
- 2.7 Key Terms
- 2.8 Answers to 'Check Your Progress'
- 2.9 Questions and Exercises
- 2.10 Further Reading

2.0 INTRODUCTION

The activity of leading a group of people in an organization or the ability to do this is called leadership. Leadership is essential for any group or organization. Leadership entails establishing a vision and sharing it with the employees or group so that they are willing to follow the leader and achieve the vision and goals of the organization. One of the essential duties of the leader is to provide the information and devise methods to achieve the vision along with coordinating the conflicting interests of the employees and the shareholders of the organization. Leadership cannot be taught theoretically. It is learned practically and enhanced with experience and proper coaching. A leader without any vision and innovation would never be able to properly motivate and lead the employees to reach their maximum potential. The organization would not be able to grow and achieve greater heights.

Leadership style is the manner and approach of providing direction, implementing plans and motivating people. Leadership deals with the process of influencing the behaviour, actions, attitudes and motives of a group of people and satisfying their needs, aspirations and expectations in the process of achievement of institutional objectives. The concept of leadership covers all the interpersonal

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relationships in which influences as well as attempts are involved and are in relation to the structure of power in these relationships as well. The three main leadership styles proposed by Kurt Lewin are authoritarian leadership, participative leadership and laissez-faire leadership. Leadership styles vary according to situations and are influenced by several factors.

In this unit, you will study about the meaning and nature of leadership, theories of leadership, styles of leadership, and measurements of leadership.

2.1 UNIT OBJECTIVES

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

- Understand the meaning and nature of leadership
- Discuss the theories of leadership
- Identify and discuss the various styles of leadership
- Measure leadership

2.2 MEANING AND NATURE OF LEADERSHIP

The term 'leadership' has been defined in the dictionary as 'the act of directing the activities of those organized to achieve a given goal'. This meaning lays emphasis on the assumption that leadership is related to the responsibilities for directing and it is influencing and supporting individuals to effort passionately towards achievement of objectives. Leaders carry out this process by applying their leadership attributes, such as knowledge, skills, beliefs, character values morals and ethics. Leadership is the essential factor that helps a person or a group recognize its goals and then motivates and assists in achieving the desired goals. It is also important to keep in mind that even setting of goals and objectives is a work of leadership.

Leadership has been defined in numerous ways by different scholars who have contributed to the subject of leadership. Some of these definitions have been mentioned as follows:

Filley, Hose and Kerr (1977) while defining leadership, distinguished between power, authority and influence. These three concepts need to be clarified, to understand the concept of leadership.

Behavioural Scientist Bernard T. Bass (1985) defines leadership as 'the observed effect of one individual's ability to change other people's behaviours by altering their motivations.'

Kotter, (1990) says that 'Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles'.

2.2.1 Nature of Leadership

There are three major factors that define the leadership concept which are as follows:

- Influence/support
- Voluntary effort
- Goal achievement

Leadership can also be called the catalyst that transforms potential into reality. The concept of leadership in itself covers all interpersonal relationships that influence the working of the institution towards its goals. Leadership really matters. It is an undisputable fact, especially in today's continuous changing world of, rampant threats, and everyday scandals. What's questionable is what it takes to be a successful leader. Does leadership require the guts to act with certainty and stress control? Does leadership depend on the capability to inspire and empower others? Or, being a great leader demands something extra.

The following points clearly depict the nature of leadership:

- Leadership is an important element of the directing function of management.
- Leadership is a responsibility one presumes. Anyone does not have to be selected and appointed as leader to be the motivating force in an organization.
- A group of followers is required for the act of leadership.
- Leadership is a result of interaction not a status or position.
- Leadership cannot be prearranged.
- Leadership depends upon the insight of the leader about his own role.
- There can be more than one leader in a group.
- Leadership promotes optimistic attitude.
- Leadership secures the critical group norms.
- Leaders do not do different things; they do the things in a different way. By focusing attention on a vision, the leader functions on the emotional and spiritual resources of the organization, on its values, commitment, and aspirations.

Bartky suggests that the term leadership can be classified on the basis of:

1. Its manner of operation
2. Its functions
3. Its source of authority
4. The philosophy of the organization

The first category, manner of operation, focuses on the way in which leadership functions. It may be understood by giving examples or teaching, mediation or impulse that the leadership may influence the people.

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The second category, functions, recognizes leader as an employee of organization to serve its ends and is required to perform following functions:

- (a) The legislative function
- (b) The judicial function
- (c) The executive function
- (d) The advocate function
- (e) The expert function

The third category, source of authority, identifies leadership in terms of its source of power. This may be described as:

- (a) Natural sources
- (b) Divine sources
- (c) Contract
- (d) Usurpation

The fourth category refers to the political philosophy of the concerned state in which people are able to decide about what its social leaders are like.

The above discussion makes it obvious that leadership is change for improved results; it is challenging the status quo and looks forward at the long-term outputs. In Leadership there are two parties, one which leads, make suggestions and gives instructions etc. and the other, which is led, accepts the suggestions and follows the commands. For the proper functioning of leadership the co-operation of both the parties are essential. Leaders encourage and inspire employees by fulfilling their basic needs, keep them moving towards correct direction to realize a vision.

Educational Leadership

Zeeck was of the view that 'Leadership has a focus on effectiveness' that is, making sure the organization is doing the right things. Leaders create the vision, or the overriding strategic goals and objectives. Leaders specify the direction for the organization'. The leadership in education means directing the actions of individuals occupied in the preparation of minds in the direction of the attainment of certain desired objectives laid down by those individuals, prepared themselves for the same.

Bartky believes an educational leader is one who constantly attempts to get his decisions or objectives accepted by others. As any other leader his skill also depends on his ability to make important decisions and to persuade others to agree with the decisions taken by him.

A successful educational leader should have the following qualities:

- He must be sensitive to the feeling of others and should be thoughtful, helpful, easily approachable, responsible and friendly.
- He must be dedicated to his principles and views and respectful for the values, rights and dignity of others.
- He must be reliable, generous, liberal, humble, sincere, modest and impartial in dealing with others.

- He should have self-confidence and the capability to identify easily with colleagues.
- He should be concerned and take interest in convalescing with the group, at the same time also having the ability to get the work done efficiently, rapidly and cost-effectively.
- He must understand the need to avoid greed, envy, jealousy, and is ready to take blames for his mistakes.
- He should be firm but not arrogant or stubborn in making judgments and decisions.

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2.2.2 Principles of Leadership

The US Army, in 1973 listed the following eleven principles that help individuals realize their leadership potential. We shall discuss these principles with respect to the educational environment.

- 1. Know yourself and seek self-improvement:** In order to know oneself, one must understand oneself. Looking for self-improvement simply means constantly improving ones attributes. This can be accomplished through self-study, self evaluation, reflection, and interacting with others. A good leader is someone who is always evolving in one form or the other. In every school the leader could either be the Principal or the House in-charge or school captain, can be good leaders only if they are confident about themselves and they are aware of their weakness and the strengths of the other members of the group.
- 2. Be technically proficient:** As a leader, one must know the job and have a firm knowledge with the employees' tasks. Here familiarity means possessing the ability to delegate the responsibility to various members of the group and be able to guide them in achieving common goals.
- 3. Seek responsibility and take responsibility for your actions:** As a leader, one needs to search for ways and means to lead the organization to new altitudes, and if things go wrong, leaders, instead of blaming others, should take the responsibility, analyse the situation, take corrective action and use remedial measures and move on to the next challenge. This is one characteristic that always defines leaders. That is why, often, we have seen schools to be known by their principals. An efficient principal may also be a good leader and she would have the ability and capacity to take responsibility of every activity that happens in the school.
- 4. Make sound and timely decisions:** Use good problem solving, decision-making, and planning tools, adds to the leadership qualities of an individual. In every school environment, you would have noticed as a teacher, that there are times when decisions need to be taken - procrastination on such decision leads an imbalance in the harmony of the institution. Hence, a leader, in the form of the principal or vice-principal, must try and take the initiative to make sound and timely decisions.

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- 5. Set the example:** As an effective leader, try to be a good role model for your employees. They should get to see what they are expected to do, in spite of verbal lectures.
- 6. Know your people and look out for their well-being:** Assess human nature and the significance of genuinely concerned for your workers. When we say know, we mean knowledge in terms of their strengths, weaknesses and problems. If a leader is aware of this, he/ she would be able to help people realize institutional goals along with the personal goals of the people.
- 7. Keep your workers informed:** In any institution, communication plays a key factor in deciding the success of the institution. Communication is a two way process and it involves letting people know about institutional goals and targets, taking and accepting the suggestions that help the institution realize its goals and importantly allowing people to disseminate relevant information freely. In the school, we all have assemblies, and this is one platform that the Principal and faculty use to keep the students informed.
- 8. Develop a sense of responsibility in your workers:** A leader is successful if he is able to develop a sense of responsibility in people, wherein they realize the importance of their contribution to the realization of the institutional goals. He must help to develop good disposition qualities that will help them to carry out their professional responsibilities. As a teacher you might have noticed that there are times when classes remain quiet and busy doing either their own work or that has been prescribed to them - in the absence of a teacher; such classes show the leadership quality of the teacher. Such teachers are able to help students develop a sense of responsibility towards completing the prescribed goals and also make efforts to ensure that the tasks given to the students are meaningful and interesting.
- 9. Ensure that tasks are understood, supervised, and accomplished:** An essential characteristic of a leader is not only to delegate tasks, but also to ensure that the tasks are understood by the doer, and that constant help and support is provided in the form of supervision as and when required. Communication is believed to be the key factor of this responsibility.
- 10. Train as a team:** Although many supposed leaders describe their organization or department as a team, they cannot be classified into teams as they are just a collection of individuals doing their jobs. A team is a collection of people, often drawn from diverse but related groups, assigned to perform a well-defined function for an organization or a project; team members always share some responsibility towards the realization of the goals. Thus, leaders always need to ensure their members work as a team. This also means an equal opportunity for all.
- 11. Use the full capabilities of your organization:** With the budding of a team spirit, a leader will be able to employ his organization or department to its fullest capabilities. This also ensures that all the members of the group feel a sense of belonging to the group.

CHECK YOUR PROGRESS

1. State the three major factors that define the leadership concept.
2. List the qualities of a successful educational leader.

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2.3 THEORIES OF LEADERSHIP

During the early decades of the twentieth century, interest in leadership started to increase. Early leadership theories only focused on the traits and qualities which distinguished between leaders and followers, whereas later theories emphasized at other variables such as situational factors and skill levels. Though many different leadership theories have emerged, some of which have been mentioned as follows:

1. Great Man Theory

This theory is based on the two assumptions firstly that leaders are born and not made, i.e., the capacity for leadership is inherent and secondly, when there is a great need great leaders arise. Most of the work on this theory has been done in the 19th century and is frequently linked with the work of the historian Thomas Carlyle who while commenting on the great men or heroes of the history said that ‘the history of the world is but the biography of great men’. According to him, someone gifted with unique qualities that could capture the imagination of the masses is a leader.

The term ‘Great Man’ was used because, at that time, leadership was considered primarily as a male quality, particularly in terms of military leadership. But later with the emergence of many great women leaders as well, the theory was recognized as the great person theory. Early research on leadership was based on the study of individuals who were already great leaders. This theory frequently represents great leaders as heroic, mythic, and intended to rise to leadership when required. The theory believes that leaders in power deserve to be there because of their special endowment. This contributed to the notion that leadership had something to do with breeding.

2. Trait Theory

The trait theory of leadership is based on the study of characteristics of various successful and unsuccessful leaders and is used to forecast efficiency of leadership. The resulting lists of traits are then matched with the traits of prospective leaders to assess their probability of success or failure.

This theory is based on the assumption that some people inherit some qualities and traits that make them better suited to leadership. Good leaders have the correct and balanced combination of traits. Successful leaders certainly have interests, abilities, and personality traits that are different from traits of the other less effective leaders.

Through many researches’ conducted in the last few decades of the 20th century, Stogdill (1974) identified a set of core traits and skills as critical to successful

leaders. These traits are not responsible exclusively to recognize whether a person will become a successful leader or not, but they are essentially seen as prerequisites that provide people with potential of leadership.

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Traits	Skills
<ul style="list-style-type: none"> • Adaptable to situations • Alert to social environment • Ambitious and achievement-orientated • Assertive • Cooperative • Decisive • Dependable • Dominant (desire to influence others) • Energetic (high activity level) • Persistent • Self-confident • Tolerant of stress • Willing to assume responsibility 	<ul style="list-style-type: none"> • Clever (intelligent) • Conceptually skilled • Creative • Diplomatic and tactful • Fluent in speaking • Knowledgeable about group task • Organised (administrative ability) • Persuasive • Socially skilled

Fig. 2.1 Traits and Skills Identified by Stogdill

- **Advantages:** This theory is naturally pleasant. Trait theory is valid as lot of research has validated the foundation and basis of the theory. It gives a detailed knowledge and understanding of the leader element in the leadership process.
- **Limitations:** The list of possible traits is very long it consists of more than 100 different traits which have been identified from successful leaders in various leadership positions. There is also a disagreement about the traits to be considered as the most important for being an effective leader and if particular traits are key features of leadership, how do we explain people who possess those qualities but are not leaders? Are physical traits such as height and weight required for effective leadership?

3. Situational Leadership Theory

The situational theory of leadership assumes that the superlative action of the leader varies with situational factors. The most appropriate action that is based on situational variables is preferred by leaders. A good leader can change his style of leadership according to changes in situations.

Hersey and Blanchard’s Situational Leadership Theory

The basic assertion of this theory is that effective leadership requires flexibility in leadership since different situations require different leadership approaches and tactics. Blanchard and Hersey characterized following leadership styles in terms of the extent of direction and of support that the leader gives to his followers.

- **Directing Leaders:** These types of leaders fully use their authority and define the roles and tasks of the ‘follower’, and supervise them strongly.

Decisions are only taken by the leader and announced, thus communication is mainly one-way.

- **Coaching Leaders:** They also define roles and tasks, but at the same time invite the followers for participation and seek ideas and suggestions from them. Decisions remain the leader's prerogative, but communication to a great extent is two-way.
- **Supporting Leaders:** These leaders pass everyday decisions, such as task allocation and processes to the followers. Such leader makes the progress easy and takes part in decisions, but control remains with the follower.
- **Delegating Leaders:** These leaders are still involved in decisions and problem-solving, but control is with the follower. 'The follower decides when and how the leader will be involved.'
- At the time of decision taking, an effective leader does not prefer a single style. There are some situational factors that affect decisions. The situational theory is apt to emphasize more on the behaviours that the leader should adopt in a given situation.

4. Behavioural Theory

The Behavioural Theory of Leadership is based on the assumption that leaders can be made, rather than are born. This leadership theory is rooted in behaviourism and focuses on the actions of leaders, not on qualities or traits. This theory believes that one can learn to be a leader through teaching and observation. These believers of this theory look at what leaders actually do. If we define success in terms of portrayal activities, then it must be relatively simple for others to act in the same manner. These actions are easier to teach and learn than to adopt the more momentary 'traits' or 'abilities'.

5. Managerial Grid Theory

A big breakthrough in leadership studies was the treatment of people and task orientation as two independent facets. The researchers at the Ohio State University and the University of Michigan focussed on these facets. Jane Mouton and Robert Blake propounded a graphic representation of leadership styles. The Managerial Grid Model of 1964 is a behavioural leadership model. The 'Managerial Grid' was the original name. It later changed to the Leadership Grid. According to this theory, the leaders must have concern for their people as well as for the work to be done. The question is—how much attention do they pay to one or the other? The grid depicted two dimensions of leader behaviour as well as concern for people on y-axis and production on x-axis. Here, each dimension ranges from low (1) to high (9). This leads to the creation of 81 positions of probable leadership styles.

The five consequential leadership styles include the following:

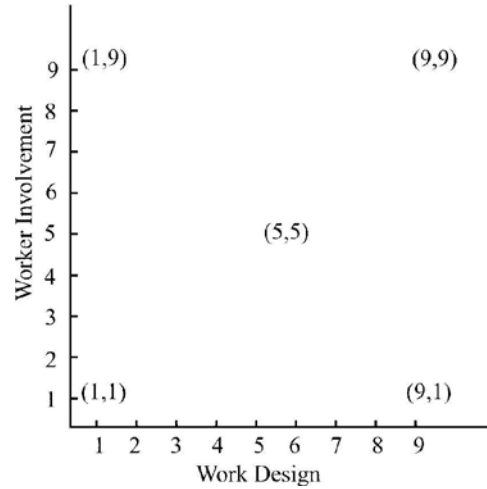
- (i) **Impoverished Management (1, 1):** Under this approach, managers are low on both dimensions. They apply the least amount of effort in order to derive work from their subordinates. The manager is not highly concerned about meeting deadlines or employee satisfaction, resulting

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in disharmony within the organization. They avoid taking sides, and stay out of conflicts. The leaders are termed ineffective wherein their action is merely aimed at preserving job and seniority.

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- (ii) **Country Club (1, 9):** Managers in this position have great concern for people and little concern for production. This is a collegial style which is characterized by low task orientation and high people orientation. Here considerable attention has been given by leaders to the needs of people thus providing the employs with a friendly and comfortable environment. The leader assumes that giving such a treatment to employees will lead them to self-motivation and will find individuals working hard on their own. However, a low attention on tasks can obstruct production and lead to problematic results. To them the task is less important than good interpersonal relations. Their goal is to keep their employees happy and cheerful.
- (iii) **Authority – Compliance or Task management (9, 1):** Also called dictatorial or perish style. In this style leaders are more concerned about production and their concern for people is low. The style is based on theory X of McGregor. The managers desire rigid control in order to get the tasks to be done efficiently. They consider creativity and human relations to be unnecessary. They do not care for the needs of employees and they are just thought to be simply a means to an end. The leader believes that to get efficiency proper organization of work systems is necessary and wherever possible removal of people can be done. Such a style certainly increases the output of organization in short run but because of the strict policies and procedures, high employ turnover is inevitable.
- (iv) **Middle-of-the-Road (5, 5):** This is basically a compromising style wherein the leader tries to maintain a balance between goals of company and the needs of people. Leaders in this position have medium concern for people and production but they are not committed. The leader does not force on the achievement of tasks resulting in average performance for organization. In this case neither the needs of employee nor the needs of production are fully met.
- (v) **Team/Earn Management (9, 9):** Characterized by high people and task focus, the style is based on the theory Y of McGregor and has been termed as the most effective style according to Blake and Mouton. Such managers have great concern for both people and production. The leader feels that empowerment, promise, faith, and respect are the key elements in fostering a team environment which in turn will automatically result in high employee satisfaction as well as production. They are flexible and responsive to change, and they understand the need to change.



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Concern for people	<i>High</i>	Country Club management		Team Management
	<i>Medium</i>		Middle of the road management	
	<i>Low</i>	Impoverished management		Authority compliance
		<i>Low</i>	<i>Medium</i>	<i>High</i>
		Concern for Production (Task)		

Fig. 2.2 Managerial Grid Model

Advantages of Blake and Mouton’s Managerial Grid

This grid helps leaders evaluate their style of leadership by means of the grid training method. This takes place by means of a questionnaire that helps them identify their position in terms of their concern towards people and production. This training helps leaders achieve the appropriate state of 9, 9.

Limitations of Blake and Mouton’s Managerial Grid

Blake and Mouton’s Managerial Grid Model does not take into consideration the significance of external and internal limits along with the scenario and the matter.

6. Participative Theory

The participative theory of leadership is based on the assumption that the taking part in decision-making improves the understanding of the issues involved by those who must carry out the decisions. This theory believes that when people are involved in

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the relevant decision-making then they become more committed to actions and less competitive. When people make decisions together, the social commitment to one another increases therefore their commitment to the decision also increases. Participative leadership theory implies that the theory which takes the input of others into account is one of the ideal leadership styles. However, in participative theories, the right to allow the input of others remains with the leader. These leaders encourage participation and contributions from group members and help them to feel more relevant and committed to the decision-making process.

Not participative		Highly participative		
Autocratic decision by leader	Leader proposes decision, listens to feedback, then decides	Team proposes decision, leader has final decision	Joint decision with team as equals	Full delegation of decision to team

Fig. 2.3 Participative Model of Leadership

7. Contingency Theory

Contingency theory of leadership is based on the assumption that the leader’s ability to lead is dependent upon various situational factors, which include the preferred style of leader, the abilities and performance of subordinates and also various other situational factors. Contingency theories are a group of behavioural theory which argues that there is not a particular best way of leading. It believes that leadership style that may be effective in one situation may not be successful in others. An effect of this is that sometimes when successful leaders who are very effective at one place and time may suddenly become unsuccessful either when their situations has been changed or when the factors around them change. This helps to explain that how some leaders who seem to have the ‘magic touch’ suddenly appear to go off the heat and take very unsuccessful decisions.

Contingency theory of leadership focuses on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. Success depends upon a number of variables, including the leadership style, qualities of the subordinate, task, and facet of the situation.

Fiedler’s Least Preferred Co-worker (LPC) Theory: The contingency theory of leadership effectiveness given by Fred E. Fiedler based on various group effectiveness studies, and focused on the relationship between leadership and organizational performance.

Situational factors: According to Fiedler, a leader’s behaviour is dependent upon the favourability of the leadership situation. Three factors are thus recognized about the leader, the member and the task which work together to determine how favourable a situation is to a leader. These are as follows:

- *Leader-member relations:* It is based on the nature of the interpersonal relationship between leader and follower. How much the followers trust and like the leader, and their willingness to follow the leader. It is obvious that the leader’s personality and the personalities of subordinates play important roles in this variable.

- *Task structure*: The extent to which the group's task has been described as structured or unstructured, has been clearly defined and the extent to which it can be carried out by detailed instructions associated with the amount of creative freedom allowed the subordinate to accomplish the task,
- *Position power*: This comprises a leader's power and the level of authority that can be exercised by him on his subordinates, who need to work in accordance with their leader and accept his leadership.

Fiedler constructed eight combinations of group-task situations with the help of these three variables. These combinations were used to identify the style of the leader.

8. Management Theory

Management theories are also known as 'Transactional theories'. The transactional style of leadership was first described by Max Weber in 1947 and then by Bernard Bass in 1981. This style is most often used by the managers. These theories emphasize on the role of supervision, organization, and group performance. When people agreed to do a job, they also deal for that they concede all authority to their manager. The power of transactional leaders comes from their formal authority and responsibility in the organization. The prime purpose of a subordinate is to do what their manager tells him to do.

This theory takes leadership as a system of reward and punishment. Employees are encouraged by the means of reward and punishment. When employees work efficiently, they get rewards; when they fail, they are punished. Here, the exchange between leader and follower takes place to achieve routine performance goals.

The transactional leader works through constructing and providing clear structures which clearly shows that what is mandatory to subordinates, and they get rewards for following orders. Punishments are not always mentioned, but are well-understood and official systems of regulation and discipline are generally followed as expected. Thus, this theory assumes that employees have to obey the orders of the superior and could be motivated by reward and punishment. They have to be monitored closely and controlled to get the work done

The transactional style of leadership may be viewed as insufficient, but not awful, in developing the maximum leadership potential. It provides a base for rather improved interactions but leaders should take care that only this should not be practiced exclusively, otherwise it will lead to the establishment of such an atmosphere saturated by position, power, perks, and politics.

9. Relationship or Transformational Theory

Relationship theories also called as 'transformational theories'. To create highly competitive and efficient workforce has become gradually more important and to do so leaders should be able to motivate group members to go beyond the requirements of task. This results in the emergence of some new concepts of leadership - transformational leadership is one of them.

This theory assumes that the people generally follow a person who inspires them. The Transformational theories emphasize upon the associations formed

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between leaders and followers. By helping group members to see the importance and better aspect of the task these leaders could easily motivate and inspire people. It could be a wonderful and uplifting experience to work for a transformational leader. They put passion and energy into everything. Such leaders are visionary, inspiring, risk-takers, and thoughtful thinkers. They care about their group members and want them to succeed. Transformational leaders focus on the performance of group members, but also want each person to fulfil his or her potential. They usually bear high ethical and moral standards. They have a charismatic appeal. But only that charisma is inadequate for improving the way an organization functions. To bring major changes, transformational leaders must show the following four qualities, which are as follows:

- *Inspirational Motivation*: These leaders lead their subordinates towards the right path by giving them a sense of challenge and meaning towards their tasks. The leaders work in a positive manner to promote the spirit of teamwork.
- *Intellectual Stimulation*: These types of leaders encourage their subordinates to be creative as well as innovative. They promote original and novel ideas from their followers and never criticize them in front of others for their mistakes.
- *Idealized Influence*: Such leaders believe in the philosophy that a leader can influence followers only when he himself practices what he preaches. The leaders act as role models or ideals and influence the followers who seek to imitate.
- *Individualized Consideration*: Leaders act as mentors and guides to their followers and reward them for creativity and innovation. They believe in individual difference and thus treat their followers differently according to their skills, abilities knowledge and experience. The followers are also empowered to take decisions and are always provided with the required support to implement and execute their decisions.

Implications of Transformational Leadership Theory

The current environment characterized by uncertainty, global turbulence, and organizational instability calls for transformational leadership to prevail at all levels of the organization. High levels of job satisfaction and organizational commitment, has been exhibited by the followers of such leaders. They are also engaged in organizational citizenship behaviours.

10. Path Goal Theory

The Path-Goal Theory of Leadership was developed by Robert House, and has its foundations in the expectancy theory of motivation. The theory is based on the premise that an employee's perception of expectancies between his effort and performance is greatly affected by a leader's behaviour. It describes the way that leaders encourage and support their followers in achieving the goals and attaining rewards by clarifying the paths to goals and removing obstacles to performance. Leaders who show the direction and assist group members along a path are effectively 'leading'.

This approach assumes that there is one right way of achieving a goal and that can only be seen by the leader but followers cannot see them. Thus, it shows that the leader is a knowing person and the followers are dependent on him. This theory also assumes that the follower is totally rational and the appropriate methods can be deterministically selected depending on the situation. Leaders can take a firm or restricted approach in these. While giving the directions for task, they may be clear or give vague hints. During removal of obstacles, they may clean the path completely or help the follower only in the elimination of the most difficult problems. In increasing rewards, they may give only occasional encouragement or pave the way with gold.

This difference approach taken by leader generally depends on the existing situation, including the follower's ability, knowledge and motivation, as well as the difficulty of the task in hand and other contextual factors.

The theory propounded by House and Mitchell in the year 1974 promotes servant leadership. This leadership theory does not look at leadership in terms of holding powerful positions. These leaders are facilitators and mentors for their subordinates. According to House's path-goal theory, the efficiency of a leader relies on various environmental and employee contingent factors. It also depends on some particular leadership styles:

- **Supportive leadership:** Considers the requirements of the members, shows concern for their wellbeing and creates a friendly and responsive working atmosphere. This includes increasing the member's self-esteem and making the job more appealing. This approach works best when the task is highly demanding, tedious or hazardous. This style is the same as people-oriented leadership.
- **Directive leadership:** To advice members on what is required to be done and giving suitable guidance along the path. This includes providing members schedules of particular work to be done at definite times; such leaders make judicious use of rewards and disciplinary action. The style is the same as task-oriented leadership. This may be used when the task is unstructured and complex and the followers are inexperienced.
- **Participative leadership:** This leadership style emphasize on the consulting with members and considering their suggestions while taking decisions and particular actions related to work, task goals, and paths to resolve goals. This approach is best when the followers are expert and their advice is needed and they expect to be able to give it.
- **Achievement-oriented leadership:** The leader sets challenging goals and encourages employees to reach their peak performance both in work and in self-improvement (often together). The leader believes in the abilities of the group members to succeed. This approach is best to use when the task is complex. This is the same as goal-setting theory.
- According to the theory, these leadership styles are not exclusive to one another and leaders are capable of selecting and using more than one kind of a style in accordance to a particular situation.

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- **Contingencies:** This theory is based on the conjecture that these leadership styles would work efficiently in some particular situations only. Furthermore, it states that there is a certain connection between leadership style and effectiveness. This relationship is dependent on the following variables:

(a) *Employee characteristics:* Employee characteristics include factors like employee experience, employee needs, employee anxiety, locus of control and organizational commitment. For instance, if the subordinates are not very capable, there would not be a requirement of directive leadership style. A supportive approach would be considered as a better option in this situation.

(b) *Characteristics of work environment:* The characteristics of work environment comprise factors like task structure and team dynamics outside the employee's control. For instance, when employees undertake routine and simple assignments, implementation of supportive style would be more appropriate. A supportive leadership style should be implemented in case of low team cohesiveness. Leaders need to implement the directive style in order to neutralize team norms that go against the formal objectives of the team.

The theory has received considerable research support when subjected to pragmatic testing in numerous studies. This theory constantly reminds the leaders that the most significant role performed by them is helping the team members formulate their goals as well as helping them accomplish those goals in an efficient manner. The path goal theory provides an outline to the leaders, helping them devise ways to enhance the performance level as well as the satisfaction of employees.

CHECK YOUR PROGRESS

3. What is the main assumption of the trait theory?
4. State the four major qualities exhibited by transformational leaders.

2.4 STYLES OF LEADERSHIP

Leadership style is the method and approach to provide direction, implement plans and inspire individuals. The traditional classification of the styles of leadership can be inferred from the phrase given by William Shakespeare that, 'Some are born great; some achieve greatness; and others have greatness thrust upon them.'

Management experts have undergone a revolution, in the past several decades, about how they define leadership and the way they approach it. They have gone from a very classical autocratic approach to a very creative, participative approach. During this period, it was realized that everything old is not bad and everything new may not be good. Rather, diverse styles were needed as per the call of situations and each leader needed to know when to show a particular approach.

Same attitude or same perspective has not been possessed by all leaders. They do not plan or implement the things in the similar manner. Their style varies according to the nature of individuals the leader is interacting and dealing with. An ideal leadership style is that which supports a leader in attaining the optimum result from the followers.

According to the research, a manager's leadership style accounted for at least 30 per cent of the company's bottom line profitability. The percentage influenced by a manager's leadership style is impossible to be ignored. Just imagine how much capital and effort a company invests on developing new processes, enhancing efficiencies, and implementing various cost-cutting methods in an effort to add just one percent to bottom line profitability, and compare that to simply inspiring leaders to be more dynamic with their leadership styles.

In 1939, Kurt Lewin, a psychologist with some other researchers did a research to identify various styles of leadership. Although, further research has recognized some more precise types of leadership styles, the study done by Lewin was very significant and three major styles of leadership were established. In his study, Lewin allotted school-children to either of three groups with an authoritarian, democratic or laissez-faire leader. The children were then led in an arts and crafts project while researchers observed the behaviour of children in response to the different styles of leadership. On the basis of his study, Kurt Lewin proposed three main types of leadership, which are as follows:

2.4.1 Authoritarian (Autocratic) Leadership

This is often considered as the classical approach. In this style, manager holds power and decision-making authority up to the maximum possible extent. There is an apparent division between the leader and the subordinates. In this leadership style, a leader has absolute command and grip on his subordinates. The leader does not feel the need of consulting with his employees, nor does the leader allow any employ to give input. Employees are expected to abide by instructions without having any right to ask questions or receive justification. Autocratic leaders give a clear-cut picture about their expectations for what have to be done, when and how it should be done. The employees cannot give their views even if their ideas are best suited for the team. They cannot disapprove or question about the leader's approach of getting tasks done.

This style of leadership allows immediate decision-making as only the leader has the right to take decisions for the entire group and keeps all decision to him till he feels that it is the time to share it with the group. Studies establish that decisions are less creative when taken under an authoritarian leadership. The motivational environment is created by generating a structured set of rewards and punishments. Authoritative leaders do not permit his followers to argue with him, they cannot even ask to be treated with respect. Such leaders consider punishment and force as the most important tool and use them if the subordinates disagree, argue or even query about what they have been told to do.

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Autocratic leadership is best suited in circumstances where there is very less time for group decisions or in the case when the leader is the most knowledgeable and experienced member of the group. When the leader is the best among the group members in executing a particular task or when the given work is monotonous, unskilled and regular in nature and where the task is of short tenure and dangerous this leadership style could work.

The benefit of autocratic style is that it leads to quick decision-making and better output under the supervision of leader. Disadvantage of this leadership style are that it leads to higher employee absenteeism and turnover. At the same time the team's output does not get benefitted from the ingenuity and experience of all team mates, thus various benefits of teamwork are being missed.

Lewin also found that it is more difficult to move from an autocratic style to a democratic style in comparison to move from democratic to autocratic style. Authoritarian leadership has the following characteristics:

- Leader takes decisions without taking suggestion from anyone else
- Followers have very high degree of dependency on the leader
- Authoritative leaders create de-motivation and alienation of staff
- Leaders rely on threats and punishment to influence employees
- Leaders usually do not trust their employees
- They do not allow employees to give any input

However, authoritarian leadership is not all bad. In some situations, it is the most valuable and effective style that needs to be implemented. This includes the following conditions:

- Decisions need to be made quickly and decisively
- New and untrained employees who do not know which tasks to perform or which procedures to follow
- The area was poorly managed
- Effective supervision can be provided only through detailed orders and instructions
- There are high-volume production needs on a daily basis
- Any employee has challenged the manager's power
- Work needs to be coordinated with another department or organization

The authoritative leader mobilizes the team toward a common vision and pay attention on final goals or ends, leaving the resources up to each individual. This style works best when the team requires a fresh idea and novel vision because situations have changed but it is not the suits well when the leader is working with a team of experts who know more than him.

2.4.2 Participative (Democratic) Leadership

As this style encourages employees to take part in the decision-making process, thus this leadership style is named as participative style. Although, the ultimate decision-making power is retained with the leader, the participative leaders ask and encourage the group members to play a significant role in decision-making process. The democratic leader keeps his subordinates well-versed about the each thing that has an effect on their work and share decision-making and problem solving responsibilities. The leader directs the individuals about what to do and how to do, while the employees are allowed to give their inputs and suggestions if any. This style requires the leader to be a coach who gives the final verdict, but gathers views from employees before taking a decision. This style increases job satisfaction by including employees in all the affairs; and also helps to develop their skills. Employees and team members feel that they are master of their own destiny, and thus are motivated to work hard by more than just a financial reward.

This style generally leads to things happening with a slow speed than an autocratic approach, as participation takes time, but often gives better results. It can be most suitable where team working is important and quality is more important than precise time.

This style portrays on employees knowledge and skills, and forms a group commitment to the resulting outcomes. It's difficult to instruct and insist an individual to be creative, perform as a group, solve complex problems and enhance quality. This style of leadership promotes decision-making from various perspectives.

In his study, Lewin found that participative leadership style is generally the most effective leadership style. Such leaders support and motivate group members to be involved, but the ultimate right of decision-making is with him. Team members feel occupied in the progression and are more encouraged and creative. The advantages of this leadership style are that it leads to satisfied, motivated and more skilled employees. It is best suited when the leader requires tapping of the combined knowledge of the group. This leadership style has the only disadvantage that it consumes a lot of time and could be disastrous in times of crisis, when an urgent task require quick decision-making.

Participative leadership can generate superior quality and high quantity work for much extended periods of time. Many employees respond with cooperation, team spirit, and high morale as they like the trust and confidence they receive from their leader. Some qualities of (participative) democratic leadership are as follows:

- Consultative as process of consultation from teammates before taking decisions
- Persuasive as leader takes decision and seeks to convince others that the decision is correct and to be followed
- It may help in creation, innovation, motivation and involvement
- Workers has the feeling of belongingness for the organization and its vision
- It helps in developing plans for employ to evaluate their own performance

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- It encourages employees to develop on the job and be promoted thus increasing job satisfaction.
- It recognizes and encourages achievement.

The democratic leadership style is most effective to use when:

- The leader needs to inform subordinates about issues that may affect them.
- The leader wants employees to get involved in the task of decision-making and problem-solving.
- The leader wish to provide employees with the opportunities to develop a great sense of personal growth and job satisfaction.
- There is a large or complex problem which calls for lots of input to solve.
- The leader wants to encourage team spirit, group cohesiveness and participation.

Like the other styles, the democratic style is not always appropriate. This leadership style should not be used when:

- There is not sufficient time to get everyone's input as it can delay decision-making.
- It is easier and more cost-effective for the leader to make the decision.
- The business cannot afford mistakes.

The democratic leader builds consensus through participation. The democratic leadership style is most successful when the employees are highly skilled and experienced; when there is a need to implement operational changes or resolve individual or group problems. It is not the best choice in an case of emergencies, when time is of the essence for another reason or when group members are not informed enough to provide adequate guidance to the leader.

2.4.3 Laissez-Faire (Delegative) Leadership

The French phrase Laissez-faire means 'let them do' and is used to describe a leader who leaves his or her colleagues to get on with their work. The laissez-faire leadership style is also known as the 'hands-off' style. It is one in which the leader gives less or no guidance and gives subordinates as much liberty as possible. The leadership shows an inert attitude towards the problems of the group. It is more like a person in a leadership position without providing leadership, leaving the group to go for it. Subordinates are provided with a full liberty to decide and create their own policies and methods. They are encouraged to be creative and innovative. Complete control or power is in the hands of the group members and they are required to determine goals, make decisions and do problem solving themselves. It can prove to be effective if the leader regularly examines the achievements and communicates it back to the team members.

Despite the fact that delegative style can be effective in circumstances where team members are extremely qualified and skilled in an area of expertise and skilled self-starters on the other hand, it may also refer to situations where leaders do not

exert enough control which often results in inadequately defined roles and lack of encouragement. During his research Lewin found that children who worked under delegative leadership were the least productive. The children of this group were also more demanding towards the leader, had low cooperation, and were unable to work on their own. Some of the qualities in delegative leadership are as follows:

- ‘Let it be’—the leadership responsibilities are shared by all
- This leadership style can be more effective in situations where creative ideas are more important
- This leadership style can be extremely motivational, as individuals have their own control over professional life
- This style relies on good team work and good interpersonal relations

This is an effective style to use when:

- Employees are highly skilled, trustworthy, experienced, and educated.
- Employees feel proud in doing their work and motivated on their own to do it successfully.
- Experts from outside the team, such as staff specialists or consultants are being used.

This style should not be used when:

- In emergency as it can make coordination and decision-making time consuming
- It makes employees feel insecure at the unavailability of a manager and lacking in overall direction
- The leader is unable to provide regular feedback to the group members to let them recognize how well they are doing.
- The leader doesn’t realize his responsibilities and hopes that the group members can cover up for him.

The leaders of this style totally trust their employees that they themselves will perform the task. He only focusses on the intellectual and logical aspects of his work and does not emphasize on the managerial aspect of his work. The employees are encouraged and invited to share their views and give inputs which are best for organizational interests.

2.4.4 Some Other Leadership Styles

Other than the above mentioned types of leadership, there are a few more types of leadership. Some of the numerous leadership strategies that describe every leader’s individual leadership style are discussed. One may take up any of these to achieve his organization’s goals and objectives.

- 1. Bureaucratic leadership:** Bureaucratic leadership is used by the leader who works ‘by the book’ ensuring that everything must be done according to

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compliance and policy or policies are being followed. Rewards are given on the basis of employees' ability to follow the organizational rules. This leadership style is more suitable when safe work conditions and serious safety risks are involved (such as working with machinery, with toxic substances) or where large sums of money are involved (such as handling of cash) and quality is required. But this leadership style discourages creativity and does not provide group members a feeling of self-satisfaction. In other situations, the rigidity and high levels of control exerted can dishearten and discourage staff members, and can reduce the organizations ability to respond to constantly changing outer circumstances.

- 2. Transformational leadership:** The leader who follows transformational leadership style is a real leader who encourages his teammates with a collective vision of the future. Such leaders are greatly and easily noticeable, and spend a lot of time in communicating with others. They don't inevitably lead from the front, as they have a tendency to entrust responsibility among their teammates. This kind of leadership generates and sustains an environment that enhances human efforts as well as organizational abilities to assist in various levels of transformation and support them with core values and an integrated purpose to react to a dynamic environment.
- 3. Charismatic Leadership:** This style may seem to be similar to a transformational leadership style, but the difference lies in that the transformational leader creates passion into his team, and is very active in motivating others to come forward whereas a charismatic leader may have a tendency to believe more in himself than in his teammates. This may generate a risk that a project, or even an entire organization, might fail to achieve success if the leader has to leave because according to the views of the teammates, success is attached up with the existence of the leader. As such, charismatic leadership carries immense responsibility and needs long-term commitment from the leader.
- 4. Task-Oriented Leadership:** Task-oriented leadership is a style in which the leader is focused on such tasks that have to be completed in order to achieve a definite production goal and can be quite autocratic. Such leaders are usually more concerned with generating a gradual solution for a particular problem or goal, strictly making it certain that deadline are met, results and reaching target outcomes. They actively describe the task and the requisite roles, place structures in position, plan, organize, implement and monitor. However, since task-oriented leaders pay little attention towards the welfare and benefits of their teammates, this approach can experience many of the defects of authoritarian style of leadership, with problems of motivating and retaining staff.
- 5. People-Oriented Leadership or Relations-Oriented Leadership:** Relationship-oriented leadership is a contrasting style of task-oriented leadership. The leaders in this style are totally focused on to manage, facilitate and develop the individuals of his team. Such leaders focus on the interaction

within the group, believe that their group members are trustworthy and show confidence in them, and show appreciation for their performance. Relationship-oriented leaders emphasize on developing the team and interrelationships in it. As a participative style, it is apt to lead an improved and creative collaboration. On the other hand, if it is used to extremes, resultant would be failure of team in achieving the goals. Usually most of the effective leaders practice both task-oriented and relations-oriented styles of leadership in varied combination.

6. **Corrective leadership:** It gives power to staff to assist in collaborations and synergism and focuses working with and through other people instead of accepting the dominance of authoritarianism. Appreciative inquisition facilitates optimistic change in human beings.
7. **Pedagogical leadership:** This style involves a paradigm shift from leader or teacher centred 'orientation' to an interactive, dynamic, connective system using a democratic style for the process of learning and communication. It suggests an option to instructional leadership by facilitating the learning and intellectual development of group members or followers or those being led.

Factors Influencing Leadership Style

The suitable leadership style varies with the situation and influenced by numerous factors. Factors that influence the style to be used included:

1. The leader's personal background: the personality, knowledge, values, ethics, and experiences of the leader. His ability to think and make decisions to get optimum results in a particular condition.
2. The employees who are being supervised. Employees possess individual differences as having different personalities, knowledge, skill levels, experience and backgrounds. The leadership style of manager will differ according to the individual differences of employee after considering about what he will respond best to.
3. The work involved is routine or new and creative decides which the leadership style to be followed by leader.
4. The environment of the organization, i.e., stable or radically changing, conservative or adventurous also influence leadership style
5. The company its traditions, values, philosophy, and concerns of the company also influences the act of a manager.
6. How much time is available for completing a particular task?
7. Whether relationships of leader and teammates based on admiration and faith or on disrespect?
8. Who is having the information regarding the work to be done- leader, subordinates, or both?
9. How well-trained are the employees and how well leader knows the task.
10. Internal conflicts and stress levels also influence style of leadership.

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Determining the Best Leadership Style

During the mid-twentieth century, management theorists from Ohio State University and the University of Michigan published a series of studies to establish that which leadership style should a leader use whether tasks oriented or relationship oriented. The significance of these studies cannot be overvalued since every leader has a tendency to encompass a particular dominant leadership style; a leadership style which they use in a wide variety of circumstances. Interestingly, the research revealed that there is not a single best style; leaders must adopt a leadership style according to the circumstances and according to the individuals being led. One aspect of it is related with control and one's point of view that how much control should be given to employees. The delegative style involves low control; the autocratic style implies high control and the participative style lies somewhere in between these two.

Although the transformation leadership style is often found to be highly effective, there is not a single accurate way of leadership that fits all situations. A good leader generally finds that he is instinctively switched in between various styles according to the individuals and projects they are dealing with. It is usually referred as 'situational leadership.'

Research finds that style varies also with the gender, i.e., men and women use different leadership styles. Women have a propensity to assume a more democratic and participative style whereas men are intended more towards the use of directive, autocratic style.

Positive and Negative Approaches

Different leaders use different ways in which they approach their employee. Positive leaders use rewards, to motivate and encourage employees whereas negative leaders stress on punishments. Although the negative approaches have an important place in a leader's collection of tools, it must be used cautiously due to its high effect on the human beings.

Leaders with negative approach act authoritative as a dictator or superior with people. They believe that the only method to get things done is by applying punishment or penalties on the employees, such as loss of job, deduction in salary, humiliating employees in front of others, etc. They believe their authority will be increased by terrifying everyone and get higher levels of output but what usually happens if this approach is being used imperfectly, is that self-esteem gets hurt, morale decreases; which in turn leads to decrease in productivity.

It is also important to note that most leaders do not strictly use one approach or another, but are somewhere on a continuum ranging from extremely positive to extremely negative. Leaders who constantly work with the negative approach are bosses while those who mainly work with the positive approach are considered as real leaders.

CHECK YOUR PROGRESS

5. Name the three main leadership styles as proposed by Kurt Lewin.
6. What do you understand by the term 'bureaucratic leadership'?

2.5 MEASUREMENTS OF LEADERSHIP

The practice of leadership assessment has conventionally been associated with the corporate world, while the educationist has realized of late, the value of these assessment methods. School officials may also require many of the similar administrative and interpersonal skills as that of required in corporations and are often appreciated to effort within critically limited budgets which may influence positive outcomes. Leadership assessment can help to recognize such candidates who would be able to grow in administrative roles, as well as encourage others to do the same.

The leadership assessment is based on the concept that by recognizing an educator's strengths and flaws to be a leader, an appropriate educational leadership development program to deal with any of such issues could be developed.

2.5.1 Methods of Leadership Measurement

Various tools have been incorporated to assess leadership. Numerous methods are used for leadership measurement, some of which have been mentioned as follows:

- 1. Self-Evaluation:** It is one of the most easily accessible, and probably the least comprehensive. An assessment by a self-evaluation tool is being scored and interpreted by the person completing the questionnaire. It can provide instant feedback about leadership traits of the individual, how to develop valuable skills, and preferred learning behaviours and styles by using job assignments as opportunities. It is an informal type of assessment and casual in nature. However, such self evaluations offer the investigator with a source to start considering his capability to provide an effective and promising leadership. The self-assessment tools are mainly composed of checklists or a questionnaire to which the individual has to respond. Self assessment gives school officials a foreword to think about skills of leadership, but it is lacking in prospective revealing contribution of colleagues.
- 2. 360-Degree Feedback Method:** It is a method of collecting views and outlook about a leader's performance systematically from a wide variety of colleagues. In case of educational leadership this could include peers, direct reports, and the superiors, along with persons outside the institute, such as society. This leadership evaluation method needs involvement of the society at large, it mostly includes surveys or written qualitative evaluation reports. The 360-degree feedback leadership evaluation method is found to be more effective when completed anonymously because of its highly personal nature. It is believed that it gives the candidate of leadership with a much detailed picture of his leadership strengths and weaknesses. The advantage of collecting this kind of data is that it offers the leader a more comprehensive picture he gets a chance to view a panorama of perceptions instead of only self-perception.
- 3. School Leadership Series:** It is the most standardized method of assessment for school leadership. This evaluation series is made up of two distinctive

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assessments which are the School Leaders Assessment and the School Superintendent Assessment.

- 4. Team and Organizational Assessments:** It provides perception into aspect of leadership and the working atmosphere that affect performance of the workgroup. Such assessments can help team members and organizations to assess the working environment and its influence on the creativity and innovation of the team and identify strengths and weaknesses.

2.5.2 Leadership Assessment Tools

Various leadership tools are used to assess leadership. Some of these tools are as follows:

- 1. Leader Behaviour Description Questionnaire (LBDQ):** The Leader Behaviour Description Questionnaire (LBDQ) is a testing instrument that evaluates leadership behaviour. It is among the most famous questionnaires that look for capturing the various dimensions of leadership. Hemphill and Coons developed the original LBDQ in the 1950s. The LBDQ was later modified into numerous versions that added more complexity and items to it. Leader Behaviour Description Questionnaire was created for research purposes and was tested in numerous leadership situations after World War II. The copyright and acquisition rights are held by Ohio State University, College of Commerce and Administration and it provides the LBDQ questionnaire free of charge for leadership research. During the post World War II years there was an increased amount of attention towards leadership but there was neither any satisfactory theory nor definition of the factors that constituted leadership. The LBDQ is well-known for introducing two new dimensions of leadership, i.e., consideration and initiation of structure (task orientation) that have almost remained as a constant in leadership studies.

The Leader Behaviour Description Questionnaire is based on subgroups related to leadership styles. To show, the LBDQ measures observed behaviours using nine categories. The categories range from representation, tolerance of uncertainty to being persuasive and superior orientation.

Schriesheim and Bird (1979) also gave emphasis to the significance of the LBDQ by saying that leadership studies shifted from traits analysis to behavioural analysis. Secondly, the LBDQ also emphasized the significance of leadership in a particular situation, where leaders may arise from within a group when provided with a specific situation. The LBDQ has been used to illustrate the qualities of a leader by the followers, only in the case where the followers had previous experience with the leader. The LBDQ has been used in different industries and for a variety of research purposes, including the military, training and educational institutions and service organizations. It can be used for research purposes, and also to provide feedbacks to leaders regarding their contemplation and tasks initiations.

- 2. Leader Values Self-Assessment:** This tool is composed of a five-minute anonymous test which is based on the 4 E's - Envision, Enable, Empower and Energize with some directional action steps for self-improvement.

3. **Leadership Skills Questionnaire:** This is a ten minute questionnaire to assess leadership skills with concise analysis.
4. **Assessment of Leadership Qualities and Skills:** It is a ten-minute assessment tool that may be implemented alone or with participation from coworkers, prompting a contemplative view about leadership qualities and skills.
5. **Leadership Development Methods Quiz:** It comprises of a five-minute quiz about the most effective leadership development methods with feedback on proven effective methods.
6. **Innovative Leadership Assessment:** It is a tool for self-assessment or companywide assessment for leaders or their peers on leadership competencies.
7. **Leadership Self-Assessment:** This tool comprise of thought-provoking questions to evaluate many aspects of leadership.

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CHECK YOUR PROGRESS

7. Name the methods used for leadership measurement.
8. Mention two tools used for leadership assessment.

2.6 SUMMARY

- The term ‘leadership’ has been defined in the dictionary as ‘the act of directing the activities of those organized to achieve a given goal.’ This meaning lays emphasis on the assumption that leadership is related to the responsibilities for directing and it is influencing and supporting individuals to effort passionately towards achievement of objectives.
- Leadership can also be called the catalyst that transforms potential into reality. The concept of leadership in itself covers all interpersonal relationships that influence the working of the institution towards its goals. Leadership really matters.
- Zeck was of the view that ‘Leadership has a focus on effectiveness that is, making sure the organization is doing the right things. Leaders create the vision, or the overriding strategic goals and objectives. Leaders specify the direction for the organization’.
- During the early decades of the twentieth century, interest in leadership started to increase. Early leadership theories only focused on the traits and qualities which distinguished between leaders and followers, whereas later theories emphasized at other variables such as situational factors and skill levels.
- The behavioural theory of leadership is based on the assumption that leaders can be made, rather than are born. This leadership theory is rooted in behaviourism and focuses on the actions of leaders, not on qualities or traits.

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- The contingency theory of leadership is based on the assumption that the leader's ability to lead is dependent upon various situational factors, which include the preferred style of leader, the abilities and performance of subordinates and also various other situational factors.
- In 1939, Kurt Lewin, a psychologist with some other researchers did a research to identify various styles of leadership. Although, further research has recognized some more precise types of leadership styles, the study done by Lewin was very significant and three major styles of leadership were established. In his study, Lewin allotted school-children to either of three groups with an authoritarian, democratic or laissez-faire leader.
- Authoritarian leadership is often considered as the classical approach. In this style, manager holds power and decision-making authority up to the maximum possible extent. There is an apparent division between the leader and the subordinates.
- Participative leadership style encourages employees to take part in the decision-making process, thus this leadership style is named as participative style. Although, the ultimate decision-making power is retained with the leader, the participative leaders ask and encourage the group members to play a significant role in decision-making process.
- The French phrase Laissez-faire means 'let them do' and is used to describe a leader who leaves his or her colleagues to get on with their work. The laissez-faire leadership style is also known as the 'hands-off' style.
- The practice of leadership assessment has conventionally been associated with the corporate world, while the educationist has realized of late, the value of these assessment methods.
- Various leadership tools are used to assess leadership. Some of these tools are Leader Behaviour Description Questionnaire (LBDQ), Leader Values Self-Assessment, Leadership Skills Questionnaire, Assessment of Leadership Qualities and Skills, Leadership Development Methods Quiz, Innovative Leadership Assessment and Leadership Self-Assessment.

2.7 KEY TERMS

- **Leadership:** It is the action of leading a group of people or an organization.
- **Contingencies:** It refers to events that may or may not occur.
- **Proficient:** It implies competency or skill in doing or using something.
- **Laissez-faire:** It refers to the policy of leaving things to take their own course, without interfering.
- **Transformational leadership:** The leader following this style is one who encourages his teammates with a collective vision of the future.

2.8 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The three major factors that define the leadership concept are as follows:
 - Influence/support
 - Voluntary effort
 - Goal achievement
2. The qualities of a successful educational leader are as follows:
 - He must be sensitive to the feeling of others and should be thoughtful, helpful, easily approachable, responsible and friendly.
 - He must be dedicated to his principles and views and respectful for the values, rights and dignity of others.
 - He must be reliable, generous, liberal, humble, sincere, modest and impartial in dealing with others.
 - He should have self-confidence and the capability to identify easily with colleagues.
 - He should be concerned and take interest in convalescing with the group, at the same time also having the ability to get the work done efficiently, rapidly and cost-effectively.
3. The trait theory is based on the assumption that some people inherit some qualities and traits that make them better suited to leadership. Good leaders have the correct and balanced combination of traits.
4. The four major qualities exhibited by transformational leaders are as follows:
 - Inspirational motivation
 - Intellectual stimulation
 - Idealized influence
 - Individualized consideration
5. The three main leadership styles as proposed by Kurt Lewin are authoritarian leadership, participative leadership and laissez-faire leadership.
6. Bureaucratic leadership is used by the leader who works ‘by the book’ ensuring that everything must be done according to compliance and policy or policies are being followed. Rewards are given on the basis of employees’ ability to follow the organizational rules.
7. The methods used for leadership measurement are as follows:
 - Self-evaluation
 - 360-Degree feedback method
 - School leadership series
 - Team and organizational assessments

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8. Two tools used for leadership assessment are as follows:
- Leader Behaviour Description Questionnaire (LBDQ)
 - Leader Values Self-Assessment

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2.9 QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write short notes on the following:
 - (a) Great Man Theory
 - (b) Situational Theory of Leadership
2. What are the advantages and limitations of Blake and Mouton's Managerial Grid Model?
3. What do you understand by the term 'leadership style'?
4. Mention the various leadership assessment tools.

Long-Answer Questions

1. Discuss the principles of leadership.
2. Describe the various styles of leadership.
3. What are the methods of leadership measurement? Discuss.

2.10 FURTHER READING

- Bennis, Warren. 1969. *Organization Development, its Nature, Origin and Prospects*. New York: Addison Wesley.
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- Sarathi, Parth. 2002. *Planning, Auditing and Developing Human Resources*. New Delhi: Manak Publications.
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UNIT 3 EDUCATIONAL PLANNING

Structure

- 3.0 Introduction
- 3.1 Unit Objectives
- 3.2 Meaning and Nature of Educational Planning
 - 3.2.1 Nature and Scope of Educational Planning
 - 3.2.2 Characteristics of Educational Planning
 - 3.2.3 Working Principles of Educational Planning
 - 3.2.4 Elements of Educational Planning
- 3.3 Approaches to Educational Planning
 - 3.3.1 The Social Demand Approach
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 - 3.4.1 Meaning
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 - 3.5.4 Procedure and Techniques of Institutional Planning
 - 3.5.5 Essentials of Institutional Planning
 - 3.5.6 Role of Teachers in Institutional Planning
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- 3.6 Summary
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- 3.8 Answers to 'Check Your Progress'
- 3.9 Questions and Exercises
- 3.10 Further Reading

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3.0 INTRODUCTION

Education is a major concern in today's world. Since the 1950s, there has emerged an era of intense global economic activity. The new nations were faced with the challenges of nation building and economic reconstruction. All major world powers held that national reconstruction was only possible by achieving high levels of economic growth. As the investment in education seemed to be in transit, it formulated the concept of 'educational planning.' Educational planning involves the balancing of resources (both physical and human) available to the education sector with the educational needs in such ways that they facilitate the realization of educational goals set by the society or nation. Educational planning is necessary primarily due to scarcity of resources, both physical and human. Before 1950, the term was scarcely

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known in most parts of the world. However, its popularity has soared greatly since then. Many pertinent questions about educational planning are being raised at different platforms and across all the sections of society. Educational planning is related to the future of education as it learns from past experiences. It is the springboard for future decisions and actions, but is far more than a mere blueprint. In this unit, you will study about the meaning and nature of educational planning, approaches to educational planning, perspective planning and institutional planning.

3.1 UNIT OBJECTIVES

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

- Interpret the meaning and nature of educational planning
- Discuss the approaches to educational planning
- Explain the characteristics perspective planning
- Describe various aspects of institutional planning

3.2 MEANING AND NATURE OF EDUCATIONAL PLANNING

According to Marx and Musaaazi, planning is ‘a rational process of preparing a set of decisions for future actions directed at achieving goals and objectives by optional means.’ We can decipher planning as a futuristic, goal-oriented activity from this definition. Planning requires there to be specific goals and objectives as it cannot take place in a vacuum. The process of planning is not only concerned with objectives; it is concerned with the means of achieving these objectives as well. Thus, we can say that planning is concerned with the implementation of these objectives. According to Ovwigho (1991), ‘planning is a process that involves the selection of facts and assumptions that are related to the future with the aim of visualizing and formulating the desired outcomes to be attained.’ Planning may seem to be simple to understand, however educational planning is still a mystery to many. Further, the modern conception of educational planning has attracted specialists from many disciplines. Each of them tends to see planning rather differently.

The following are some of the most popular and accepted definitions of educational planning.

Anderson and Bowman (1967) defined educational planning as ‘the process of preparing a set of decisions for future action pertaining to education’.

Williams (1971) defined educational planning simply as ‘Planning in education, as in anything else consist essentially of deciding, in advance, what you want, to do and how you are going to do it’.

According to Bernardo M. Reyes (1974)—Educational planning is an instrument for providing the needed coordination and direction of the different components of an educational system and ensures that widely accepted long-term

goals, such as universal primary education, are approached more objectively. It provides realistic appraisals of the country's resources (material, human, and institutional) which is an important factor in the successful implementation of the plan.

Coombs in a UNESCO Publication titled 'What is Educational Planning?', says that 'Educational Planning, in its broadest generic sense, is the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society.'

UNESCO – 'Educational Planning is the application to education itself of a rational, scientific approach to examining one's alternatives, choosing wisely among them, then proceeding systematically to implement the choices thus made.'

Seen from the UNESCO point of view, the concept of educational planning involves a succession of interdependent actions, namely:

- (i) Clarification of educational objectives
- (ii) Diagnosis of present conditions and recent trends
- (iii) Assessment of alternatives
- (iv) Translation of plans into action
- (v) Evaluation and adjustment

Webster International Dictionary (1981) defines planning as an act or process or making or carrying out of plans. The process of planning witnesses the visualization of future needs and sorting out the specific equipment to achieve desired goals. In simple terms, educational planning can be defined as applying systematic analysis with logical reasoning to educational development in order to make education more effective and efficient in terms of the needs and goals of students in tandem with society. Educational planning involves a consideration of unforeseen obstacles simultaneously making provision for possible ways of overcoming them. This implies that educational planning calls for a constant evaluation and modification until the anticipated goals are achieved. Generally, educational planning focuses on the needs, aspirations and prospects of the students and the society. Specifically, educational planning focuses the mind of educational planner or administrator on major issues pertaining to human, material and financial resources of the educational system.

Overall, the educational planning is a set of related activities, which sets specific goals of educational development for a certain period of time that is limited. These activities take place during the planning process for the overall development within the framework of the possibilities identified, by financial resources, and economic, human, and through a set of constraints.

3.2.1 Nature and Scope of Educational Planning

Educational planning is determined to deal with the future of educational system of a country in relation to the past and present trends. Thus, it either provides or becomes the basis for future decisions and actions on issues related to education. Educational planning is an unremitting process, which does not conclude on reaching a particular

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milestone. Therefore, it does not end when the plan is completed on paper and approved by the relevant authorities. Educational Planning has been defined as the process of determined events along with conditions and needs of the educational system that will be required in future. It is also known as a process of setting out beforehand a plan of action designed to bring about complete change according to the national policies by the closest possible articulation of means and ends. According to Hagman and Schwartz, 'Planning selects from among alternatives, explores routes before travel begins and identifies possible or probable outcomes of action before the executive and his organization is committed to any.'

Educational planning draws the plot for the future of educational system of a nation. It lays major emphasis on matters pertaining to administration, board of education, students, teachers and members of society in order to assist the next plan of action in terms of education. All this will enable us to identify the pitfalls in a short period of time. It may appear that educational planning is needed at government level however, this is not the case. It is very much required at the institutional level also. For example, without planning, the operational and functional performance of the schools will be less than optimal and the overall objectives and goals of the schools will be difficult, at best to achieve. Educational planning is the process of identifying and categorizing educational needs as well as the direction to be taken by education and implementation of the decisions taken during this stage. It involves the application of a systematic analysis to the educational development process with the aim of making education more effective by responding to the goals and objectives of the students as well as the society. As an organized thought process, educational planning is done by the education board, teachers, administration, students as well as the community members. The end result of educational planning is the formulation of long-term goals along with short-term implementation of specific goals by means of focussed strategies and techniques that allow the agency to meet long-term objectives. It is a basic management task. Educational planning in this sense becomes a means of achieving higher levels of effectiveness. The uniqueness of educational planning lies in its future-orientation or anticipation mode.

Educational planning as an instrument provides the needed coordination and direction of the different components of an educational system. It also ensures that widely accepted long-term goals, such as universal primary education, are approached more objectively. It provides a realistic appraisal of the country's resources (human, on-human and institutional) which is an important factor in the successful implementation of the plan. Further, education planning has been one of the early instruments of independent governments. Resources have to be used as effectively and systematically as possible. Educational planning is a process utilized by an administrator while performing the role of a leader, decision-maker, and change agent and so on. In the present scenario, educational planning is an absolute requirement. The complexities of modern technology in society have given rise to the need for planning in education. Increasing populations, manpower needs, ecology, decreasing natural resources and haphazard application of scientific developments require educational planning. To meet these problems, educational planning becomes a necessity and planning competence becomes mandatory. It is unavoidable for

bringing about a desirable change in the educational organization for promoting the organizational health- its effectiveness and functional efficiency. UNESCO and the World Bank become early promoters of a functional educational planning mechanism as a condition of external assistance. Educational Planning is of two types:

- **Short-Term:** In this kind of educational planning, the plans prepared are for a short duration, i.e., three to five years.
- **Long-Term:** Planning is done for a longer duration, i.e., for more than five years.

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3.2.2 Characteristics of Educational Planning

The concept of educational planning has been evolving since the first usage of the term in early 1950s. The modern concept of educational planning endures the following main characteristics:

1. **Cooperation:** Modern educational planning emphasises involvement, contribution and participation of different concerned segments of the society in the process of planning. Only when people from all the walks of life would be involved in the educational planning would it be an accepted and fruitful affair.
2. **Remedial Measure:** The main objective of educational planning is the identifying cause of the educational problems and suggesting relevant solutions. Thus, educational planning should be remedial and guidance-oriented.
3. **Choice of Best Alternative:** The elementary kinds of procedure were not as logical, systematic and scientific based as is the modern concept of educational planning.
4. **Team Work:** Modern educational planning emphasizes that not only the top administrator or the government but a team comprising of individuals from different sections of society should be involved in planning. Therefore, a group of responsible people or experts in their own fields should set goals and plan an efficient and effective way to achieve them. Planning is not the responsibility of one person but the each and every person should be concerned with the process of change.
5. **Social and Economic Goals:** The focus of educational planning should be the social and economic goals, which should be aimed at betterment of all citizens without any discrimination. The goals set by society along with the needs of students should be the main point of reference.
6. **Scientific Changes:** Modern educational planning believes in objective collection, interpretation and analysis of data. The analysis is intended to present the interrelationships between present and future needs. Further, an attempt is made to interpret and analyse the data so as to establish inter-relatedness of the various components of the social and educational system.
7. **Anticipation:** The modern concept of educational planning is expected to be sensitive to developments and needs in future much ahead of time, so as proper facilities, supporting media and required resources for implementing the planned change may be secured.

3.2.3 Working Principles of Educational Planning

Educational planning is of extreme importance as it forms the basis of all projects related to the development of education, i.e., the quantitative and qualitative improvement in education. The working principles of educational planning are as follows:

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- 1. Proper formulation:** Educational planning needs to have a perfect formulation. The procedure and processes should be carefully formulated, unified and systematically carried out. Its objective must be clear. Coordination and integration needs to be developed among various components, activities, teams of people involved in the planning. All the activities of planning finally should be carried out methodically.
- 2. Element of national planning:** Educational planning should be recognized and carried out as an integral element and aspect of national planning. It is widely known that social and national development can be achieved through a well-developed system of education. Thus, the activities and programmes of education must take into account the overall national development. Hence, educational planning has to be accepted as a primary and essential part of total national planning. Therefore objectives, activities, programmes, procedure of educational planning should be determined in the larger context of national planning.
- 3. Ongoing and unremitting process:** Educational planning has to be a continuous process requiring constant modification and adaptation of plans to meet the regular and emergency needs. There can be no plan which can be considered final, rigid and perfect. The plans may need changes any time in future depending upon new situations, conditions and circumstances and other exigencies. The plan when prepared should have in-built flexibility and adaptability to meet emergency needs.
- 4. Functional, pragmatic and practical:** The plans developed should be workable and must be such as it can be implemented. The plans should be realistic and feasible. It should conform to the situational realities and at the same time adaptable to future requirements. The plan should aim to achieve the objectives in the circumstances and conditions which are obtained there.
- 5. Based on research:** Any kind of planning works best if it is based on sound research. Similarly, educational planning should be based on systematic research and the decisions involved in the plan should not be arbitrary or intuitional. The final choice of the alternatives should be warranted by factual information and results of objective research. Plans based on objective and systematically carried out research have better chances of meeting the objectives.
- 6. Active continuing participation of interest groups and organizations:** Implementation of the plans at different stages would command involvement of many people and several groups in any kind of organization. Involvement of these people may contribute significantly to more functional and practical

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decision-making. If the people are involved in planning, they are expected to have a greater sense of identification with the plan and at the same time would be better motivated to implement the decisions contained in the plan. A cautionary note here is that this participation of interested groups and person should not be limited to early stages but should be continuous at all stages.

7. **Result in specific recommendations which are understood and accepted by participants:** The plan should not offer guidelines but specific and descriptive recommendations of what is to be done, why is it to be done, how is it to be done. They should be self explanatory so that people who are involved in its implementation may understand what they are required to do. They should be comprehensive enough to be understood and implemented.
8. **Continuing evaluation of the planning process:** The plans should not be considered as things which are fixed, they should be ready for evaluation. Frequent assessment of different components enables future adaptation of the plan according to changing conditions.
9. **Meeting the needs of the people:** Educational planning is done with the intention of meeting the needs of the country or people. Hence the social, manpower and economic needs of the nation among others have to the centre of all considerations.
10. **Needs-based and situation oriented:** There cannot be a single best plan for all purposes and all times. Each plan would have a unique character which would be determined by the needs of the situations. Specific and unitary plan can be prepared to solve immediate problems. Similarly, short-term and long-term plans may be prepared.

3.2.4 Elements of Educational Planning

Educational planning takes into account the past and present realities of the country's education and training programmes. It is commonly preceded by a survey of the educational situation and needs. Well-organized statistical services are necessary to provide essential and reliable data. According to Reyes, the essential elements of educational planning are as follows:

1. **Quantitative Planning:** This covers all questions involved in the expansion of educational facilities based on pedagogical, demographical, geographical, economic, and social factors. Quantitative planning makes references to school population (enrolment, dropout and promotion), the recruitment of teachers and supervisors, and the provision of classrooms and equipment (furniture, laboratories, and so on).
2. **Qualitative Planning:** This covers aims, content, and methods of education, in particular the structure of educational systems, curricula planning (by levels and branches), curricular planning (the levels and branches), teacher training, educational guidance, research, and textbooks and other teaching aids.
3. **Administrative Planning:** This is concerned with the needs and assets, costs, sources or finance, distribution of expenditures (recurrent expenditures

and capital investments), grants, and loans. It dwells in detail with the administration of education, covering national, provincial and local administration as well as school administration and supervision. It is concerned with problems of personnel, and administrative structure and procedures.

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Thus, all matters relating to the aims, content and means of education, all of which are closely interrelated and largely conditional on each other, are assembled and classified, allowing of more systematic and efficient distribution and coordination of the work.

CHECK YOUR PROGRESS

1. List the characteristics of educational planning.
2. State the essential elements of educational planning.

3.3 APPROACHES TO EDUCATIONAL PLANNING

Resources in the best of environments can be adequate but rarely surplus. Similarly, when it comes to a nation like India, resources are limited when compared to the demographic needs. Educational planning comes handy in such settings as it is concerned with the issue of making the best use possible with limited educational resources. The distribution of resources depends on the different priorities of education at different stages combined with the economic needs of the country. As per Adesina (1982), three rival approaches are present in terms of educational planning, which are as follows:

- (i) Social Demand Approach
- (ii) Manpower Requirement Approach
- (iii) Cost Benefit Analysis

However, there are other approaches which have been proposed later by eminent people in this field, which have been discussed in brief later in this section. At the outset, it is made clear here that none of this approach is suitable for all situations. Depending on the circumstances and needs, the approach would find its applicability.

3.3.1 The Social Demand Approach

According to the social demand approach, education is considered to be a consumer good that should be available to all as soon as possible. Hence, this approach depends upon the number of students getting in to the particular stream of education or the aspiration of the parents for the type of education for their children. This involves a calculation to determine what the situation is in respect of costs, supply of teachers, plant and resources, and output of the school leaver at the end of a specified planning period if existing school provision remains more or less as it is. Further, it also includes a calculation of what the situation would be and what would be required if various kinds of social demand were acceded to (Thompson 1981). The calculations provide

a baseline for projecting desirable changes in the system, notably the scale. In other words, when the planners at the time of educational planning take in to account the social demands for short or long-term goals, it is considered as social demand approach of educational planning. This approach is usually favoured by politicians and educationists. When following this approach, the educational planners cannot afford to give due respect to the aggregate popular demand for education while drawing up educational plans because the popular demand must receive the top priority in the allocation of scarce sources. However, there can be situations when the social demands are unrealistic. In this case, if the planners satisfy the social demands, that may lead to poor quality and wastage of public resources.

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Advantages of the Social Demand Approach

- (i) It is a suitable supporting political tool to meet the need to satisfy the demands of the general public.
- (ii) The approach provides the planners with most appropriate number of places where educational facilities have to be provided.
- (iii) This kind of planning techniques are most suitable where resources are acutely limited, and such kinds and quantities of education are planned which will offer the greatest good to the greatest number.

Limitations of the Social Demand Approach

- (i) The approach in no way has a command over factors like price of education.
- (ii) The approach has no power to manage the absorption of trained personnel in the economy.
- (iii) The approach is poor in the sense that it does not in any way lay claim to whether the resources expended are economically prearranged.
- (iv) The approach does not provide any kind of guidance as to how best to meet the identified needs.

3.3.2 The Manpower Approach or Human Resource Development Approach

The manpower approach deals with human resource development; thus the focus is to forecast the manpower needs of the economy of the particular country or at global level depending on the context. This approach states that manpower is changeable and can be customized according to the social, technical and economic development of the society. Manpower is the most forceful, significant and active function of the educational system of any nation. In other words, this approach is based on the conception that the education system is primarily called upon to supply the economic system with the qualified personnel required at all levels. Thereby, this approach focusses on the vocationalization of education, and other ideas such as skill-based education and multiple educational courses, leading to the fulfillment of manpower requirements of the nation. Based on manpower needs of the country, this approach calculates the kinds and levels of education necessary to meet these requirements.

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Advantages of Manpower Approach

- (i) According to this approach, education holds a significant position in the country's economy and majorly contributes to the nation's growth, emphasizing the necessity of education.
- (ii) Manpower approach does not need sophisticated statistical studies and can easily point out the extreme gaps and disparities in the education output pattern that need necessary antidotes.
- (iii) Since the approach focuses on manpower needs of a country, it effectively guides educators and policy makers on how roughly educational qualifications of the labour force ought to be developed in the future.

Limitations of the Manpower Approach

- (i) Manpower approach may overemphasize the notion of unemployment and underemployment, which may become a challenge to move towards the right kind of education which may be development-oriented, and thereby creating its own job.
- (ii) Educational planners in this approach get a limited guidance in the sense that it does not tell what can be actually achieved in every level of education, i.e., primary education, secondary education, etc.
- (iii) Since primary education, the first step of education is not considered to be work connected; manpower approach suggests the curbing of the expansion of primary education until the nation is rich enough to expand it. This is not a healthy sign for any country because it is primary education which lays the foundation of a developing nation.
- (iv) The approach gives a biased view of manpower needs, which are mostly focussed on the urban setting. Thus, the planner may not give due attention to education requirements of semi-skilled and unskilled workers in the cities and vast majority of workers that live in rural areas.
- (v) It is nearly impossible to make a fairly reliable forecast of manpower requirements far enough ahead of time because of many economic, technological and other uncertainties which are involved, especially in a rapidly changing world.

3.3.3 Rate of Return Approach

Different terminology is used to define the rate of return approach, which is as follows:

- (i) Cost Benefit Analysis
- (ii) Cost Effectiveness Approach
- (iii) Rate of Return Approach
- (iv) Cost Benefit Approach

The rate of return approach stresses on the investment in education should be based on the returns that are expected from that investment. In words of Adesina (1981)

cost benefits approach looks at each level of education as investment in human beings with the purpose that the returns will help to improve the whole economy. The rate of return approach is supported by many economists. An economist, Maureen Macdhall, defines cost-benefit analysis as ‘a systematic comparison of the magnitude of the costs and benefits of some form of investment (in case of education it is investment in human capital).’ This approach provides a method to appraise future benefits in accordance to the costs that need to be made in the present. In terms of education, the proponent of this approach is of the belief that expenditure on education should be seen as an investment on the national level which would give returns in the form of higher productivity and greater earnings of the educated people. Therefore, education is inter-related with economic development. The approach takes a middle path according to which educational changes should benefit the nation as well as the individual.

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Advantages of Rate of Return Approach

- (i) It is possible to measure or quantify the increase in productivity of an educated person, using this approach, by looking at the age earnings structure of the educated person.
- (ii) It shows the connection between the cost of gaining more education and the increase in imbursement which results from additional education.
- (iii) The analysis can show or propose the directions in which education system of a society should expand so as to maximize the earning competence of its citizens.

Limitations of Rate of Return Approach

- (i) At times ‘salaries reflect productivity’ may be a wrong assumption.
- (ii) It is not easy to quantify the advantages that are obtained from investing in any type of education.
- (iii) Differentials in the workers’ income cannot be accredited to additional education acquired in developing countries. It can be attributed to other aspects like family background, habits, primordial factor and customers.
- (iv) Some studies are of the view that primary education provides the highest return to the society on the basis of calculation of social return rates for all education levels. However, this approach does not agree to the same.
- (v) Certain complexities are present in this type of planning as it needs to clarify and work out the educational investment that needs to be made and its corresponding returns—returns in the form of benefits that are gained by the individual and the society as a whole. The method to measure the benefits of individuals and society is rather difficult.

3.3.4 Intra-educational Extrapolation Approach

This approach consists of estimating the quantitative implications for the system as a whole. It means setting targets for one particular characteristic or feature or aspect of the educational system. Thus, if the target was to achieve universal primary

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education up to certain grade level by a certain year the education planners would 'extrapolate' from the datum the ways in which the supply of teachers, the construction of new buildings, the production of new textbooks, and like would need to be scheduled to ensure that the target will be reached. This kind of analysis requires flow statistics of various kinds as an important tool. For example, the Indian Constitution through 86th gave free and compulsory Education to the Children of 6-14 years of age group. To realize this amendment in a time bound manner, i.e., for achievement of Universalization of Elementary Education (UEE), Sarv Shiksha Abhiyan (SSA) was launched. With the help of such programmes, the government aims to start new schools in places which are bereft of schooling facilities and strengthen existing educational structures. The government seeks to make certain provisions through maintenance grants and school improving grants. Educational planning seeks to extend educational infrastructure and therefore facilities need to be provided to achieve that target.

3.3.5 Demographic Projection Model

Even the most limited intra-educational projection is dependent on, some rough indication of the size and the age composition of a given population at future point in time. However, the estimation of demographic developments has become a source of planning criteria in its own right. Development of population in terms of events has been illustrated through demographic projection models. The process of projection is inclusive of development, production and distribution. Planning at every step cannot be done without demographic projection as it provides important information about the population for which the planning needs to be done.

They provide the most basic parameters for estimating the population that a future educational system is to serve. Estimation of the size of the age cohort to be served by a certain level of the educational system as a specific future point in time serves as a criteria for some kind of educational planning. In most societies the size of age cohort is rather reliably known at least five or six years before it enters the first year of formal schooling and many more years before secondary and tertiary institutions are attended. The major sources of errors in this approach to educational planning have to do with points in the educational system where members of an age group can and do make choices between different educational options (e.g., between more vocational or more academic form of schooling).

3.3.6 Social Justice Approach

This approach is also known as social planning or planning for social development. The approach holds that an education system of a country can be shaped according to the social or national goals of a country. The national policies and the constitution of a nation broadly describe these goals and the social development. Many of the goals, thus set, are largely dependent on education. Hence, it becomes essential that educational system should contribute to the achievement of these goals. Hence, educational planning inevitably takes these expected goals of social development into consideration to be achieved through education. To achieve the goal of social

development, social justice has to be achieved first. Making provision for achieving this goal would amount to social justice approach to educational planning. Social justice means providing facilities and equal opportunities for development to all the people of a country. For instance, Article 45 of the Indian Constitution urges the state to provide for free and compulsory education for all children up to the age of fourteen. In the same purview, special provisions for the education of children from economically and socially backward communities would be an attempt to provide justice to this section of the society. The adoption of social justice approach is evidenced by making such considerations at the time of educational planning.

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CHECK YOUR PROGRESS

3. What are the advantages of Social Demand Approach to educational planning?
4. What is the main premise of the Social Justice Approach to educational planning?

3.4 PERSPECTIVE PLANNING

As Confucius remarks, ‘A man who does not think and plan long ahead will find trouble right at his door.’ Planning is of vital importance in every sphere of life. It is required in the process of teaching and learning, in organization, in administration and in business industries. Whether at home or in society, we need planning—there may be educational planning, economical planning, industrial planning, planning for community, and also family planning. Planning forms the chief instrument of every social system. The goals of planning and education are almost alike. Planning is the determinant as well as the determiner of education as improved education leads to improved planning at the same time improved planning leads the improvement in education both in content and quantity.

Planning may be distinguished according to the period, for which plans are prepared, i.e., planning horizon may be adopted as the criterion of defining planning temporarily. The planning may be done for a short period of time or for an extended period of ten or more years, i.e., the long-term. Distinction between short and long period is quite vague. Economic analysts distinguish between short and long-term on the basis of the method of raising output that is possible to be adopted within the given frame.

Long-term planning is done for a time period of ten to twenty years. However, according to Candoli (1978), the tendency to treat related plans as strict parameters in terms of the organization’s functions is one of the primary problems related to long-term planning. If educational activities are based on long-term plans, they might not generate the sought results. This is due to the fact that our society is dynamic in nature and educational programmes are designed to reflect these changes. However, long-term plans are not entirely strict and inflexible as provisions are made over time

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to ensure flexibility that facilitates favourable changes. Thus, long-term plans are further segregated into medium-range and short-term plans. Ovwigho (1991) is of the view that ‘With long-range planning, the management of an institution tries to decide on what is to be done, when it should be done, how it is to be done, and who should be responsible for the execution of the various aspects of the plan.’

Thus, we can conclude that short-term planning may cover from one to three years, whereas five to seven years plans may be defined as medium term plans and long-term plans may range for ten to fifteen years. The planning done for longer period generally includes perspective planning. Its duration may cover as long as a period of 20 to 30 years. During such long period current resource constraints may be expected to be removed, socio-economic transformations may be completed, current methods of teaching, managerial techniques, organizational and institutional structures may be completely changed. Consequently, the precise shape and structure of society and economy will be quite indistinct. Only broad directions of movements may be indicated and ultimate objectives of development and growth may be spelled out. But at the same time the perspective plans furnish the overall framework within which short and medium term plans must be viewed.

3.4.1 Meaning

A perspective plan entails a manuscript that is supported by illustration which contains general programmes, developmental policies as well as strategies formulated by the authority. Since this perspective plan is for a long period, its primary function is offering a policy framework for further instructions. It facilitates the authority to formulate a future developmental plan. This plan is prepared keeping in mind the idea of best possible allocation of potential and reachable resources in order to enhance the individual standard of living, which further enhances the country’s development. Optimum allocation along with effective and efficient utilization of resources can be met only by the adequate and appropriate provision of infrastructural facilities. Hence, the whole exercise for the preparation of a perspective plan mainly concentrates on formulating long-term strategies which helps to allocate the resources in the best possible way and provide ample and appropriate infrastructure essential for this envisaged development. These long-term strategies make an effort to systematically include all the physical, social, economic and institutional dimensions. The objective of any perspective plan is to guide in the direction of success to lead a human life of improved quality. This planning initiative will endeavour to offer a sustainable and effective framework for appropriate policies formulation, decision-making, strategies and priorities for proper planning of resources to achieve the desired objective.

The preparation of the perspective plan in many ways reflects the increasing confidence of the country in its future. The plan is more than just a projection into the remote future; it is, in fact, a realistic promotable statement of the goals to be achieved. It gives a sense of direction to the current socio-economic policies. A perspective plan establishes targets of substantial improvement to be brought about in living standards of the human beings of nation by mobilizing the resources and energies. But it is also important to note that from time to time, there should be

reevaluation and reassessment of the priorities attached with the various objectives of the perspective plan; preferences may change as social changes are brought about over a long period of time. Even when the long-term objectives remain unchanged, it may become necessary to change some of the basic assumptions of the long-term model as more experience is accumulated in the process of growth.

Moreover, since all future projections are uncertain and conditions can change quite rapidly, it is clear that a perspective plan can never be a document which retains its value for longer than five years at most. It will be necessary, therefore, to present a revised perspective plan with each five year plan.

3.4.2 Objectives

As the national objectives forms the basis of educational objectives or goals. The perspective planning in education involves a planning for which the first step is to frame the educational objectives. On the basis of different futuristic scenarios long-term perspective plans should be prepared for educational development at various levels such as district, state and national levels. These plans form a background and facilitate a foundation for short-term and mid-term plans. The educational objectives of the Perspective Plan have actually not only the view that improvement in education system is a benefit to the whole society, but are also preferred for their economic impact.

The resource materials whether human and financial are available and could be availed for an extended period of time for the achievement of the desired objectives throughout perspective planning. During the tenure of perspective plan the efforts should be made to raise the resources. If, due to various constraints the efforts fall short to move up the desirable resources, the objectives should be reformulated.

The objectives of educational plans, which were incorporated in national development plans, of developing countries mainly focused on managing the growth and development of educational systems.

The prime objective of educational planning is that it served as a foundation for setting objectives, goals and priorities, implementing educational policies, and maximizing the use of limited resources.

The significant impacts of educational planning in developing countries as enumerated by Singh (1990) are as follows:

- (a) The growth and development of educational systems;
- (b) Development of educational administration and the setting up of planning organizations within the educational system; and
- (c) Enhanced perception on the problem of efficiency in the educational system.

3.4.3 Advantages

The perspective planning is of utmost importance to accomplish long-term educational goals. The advantages of perspective planning are as follows:

- The perspective planning believes that the development and progress of education cannot be attained in a shorter period of few years, because the

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process of education itself is being considered as a continuous process. During perspective planning in accordance to the needs of the society the needs of education for the future are calculated. Perspective planning also enables the programmes of development to be continued without any obstacle for a quite longer period of time.

- Perspective plan is 'Futuristic' as it emphasizes on educational development as per the needs of future. It views towards the child not only as a young one but considers him as a future citizen and human resource of the country. Perspective plans derive and formulate policies for these future citizens in such a way that when he grows up he will be an efficient, honest, useful and law-abiding citizen.
- This kind of planning makes optimal utilization of resources. In case of a short-term plan, all financial provisions should be consumed within that period. The funds provided for that duration need to be utilized by the end of that financial year, otherwise it will lapse. There is no hindrance to exploit the resources within a short period of time. Throughout perspective planning main concern is to replenish the scarcity of resources whether financial, materials or personal.
- Perspective planning assist in periodic appraisal because the perspective planning is for longer duration thus monitoring and evaluation at different intervals is possible. The periodic appraisal helps in identification of obstacles and according to the results of evaluation the plan is reformulated and reorganized for the remaining tenure and for the future thus ensures the accomplishment of the goals and objectives.
- It is also important to mention that during perspective planning the broader aims are formulated to bring desirable social and economical changes. In the perspective planning, the objective of educational planning is not constricted, like to enhance the efficiency and ability of the individuals but a wider aspect has been kept in mind.

CHECK YOUR PROGRESS

5. Mention the prime objective of educational planning.
6. How is perspective planning considered to be 'futuristic'?

3.5 INSTITUTIONAL PLANNING

To improve the quality of education from its very base the Ministry of Education in its Fifth Five Year Plan gave special attention to institutional planning. Dr. V. K. Rao had also emphasized the importance of institutional planning for qualitative improvement of school. He remarked, 'Each institution will have to learn to plan its development on its own individual lines within the broad framework of national

policy on education'. At the national seminar on institutional planning held at Bhopal in November 1968 Prof. M.B. Buch, while defining institutional planning, remarked that 'A programme of development and improvement prepared by an educational institution on the basis of its felt needs and the resources available or likely to be available with a view to improving the school programmes and school practices, constitutes a plan for an institution. It is based on the principle of optimum utilization of the resources available in the school and the community. The plan may be for a longer duration or a shorter duration'.

The planning undertaken by an institution with regards to its aims, objectives, ideals, values and existing or possible resources for executing its day to day functions effectively and moving towards the pathway of success, improvement and development is known as Institutional Planning. Institutional Planning deals with preparation of plan or programme of action at the institutional level and to enable the institution to accomplish their goals by mobilizing, channelizing and utilising resources to the optimum level and in the desired direction. It aims at improving an institution's standards and practices so that the institution can achieve its goals and the best results that it is capable of attaining. A comprehensive wide spread and long-term outlook of the education which is based on an apparent assessment and understanding of existing activities has been allowed by institutional planning. This point of view is helpful for leadership, both at the level of institutions and at each individual level of units, who make decisions to allocate resources in such a way by which the desired goals could be met at their best.

3.5.1 Need and Importance of Institutional Planning

The importance of institutional planning is emphasized by the Education Commission in the following words; 'No comprehensive programme of educational development can ever be put across unless it involves every educational institution and all the factors connected with it, its teachers, students and the local community and unless it provides the necessary inducements to make their best efforts.' The importance of institutional planning is as follows:

1. **For Improvement of Institution:** All institutions have some plans of their own. All teachers make plan and each heads of institutions also make plans. In fact each headmaster and teacher does plan but this planning may not be systematic enough and clear in terms of attainment of objectives. Planning may mostly be a routine planning of the lesson or content to be taught, curriculum, time table examination and process of evaluation etc. but it may be repeated from session to session without much thinking and may not exist in a definite or standard form.
2. **To Give Direction to Educational Objectives:** Institutional planning gives right direction to the educational planning of the country, i.e., the upward direction from bottom to top. But the normal trend followed today for the direction of planning is from top authorities to bottom employs. Institutional planning helps in the identification of the roles of various concerned personals such as, administrators, teachers, parents, students, educationists and social reformers in the process of planning of education of the country.

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- 3. For Maximum Utilization of Resources:** As a nation we face a great shortage of resources with increasing needs and demands from every quarter. Institutional planning leads to optimum use of the existing resources. Thus, we must plan for maximum utilization of scarce resource.
- 4. For National Development:** Educational planning must fit into the overall national planning for developmental purposes. So it gets importance from the need for collective efforts of the people. B.D. Nag Chaudhari states, 'Since the implementation of plans and programmes is as important and vital as plan formulation. Institutional planning has a special contribution to make in national development.'
- 5. To Encourage Initiative of Individual Teacher:** Institutional plan encourages teacher to take initiative with freedom and this innovation and creativity of the teacher makes the individual teacher effective. It motivates the teachers to make every effort at their best for achievement of excellence. It draws out the best of the teachers.
- 6. Democratic Approach to Planning:** Institutional planning democratizes the process of planning because it takes into confidence all the members of educational fraternity, i.e., the Principals, the head of the institution, the teachers, the students, the parents and the administrators. Sh. J. P. Naik says, 'A major reform, I propose, therefore is that the planning that resembles an inverted pyramid should be broad-based and decentralized by introducing the system of institutional plans.' A fine blend of the centralized and decentralized systems of educational planning in our country has been strongly recommended by him.

3.5.2 Objectives of Institutional Planning

The institutional planning should be based on certain predetermined objectives. All activities planned should help directly or indirectly to achieve these ends. The general objectives of institutional planning are to provide periodic analysis and obtained information to support the process of decision-making, planning, formulation of policies and other administrative and educational processes of the concerned institution. Depending upon the situations and conditions and needs of the school, the objectives formulated may be for short-term and/or long-term. Sh. J.P. Naik, Education Advisor, Government of India, has listed the following four objectives of institutional planning:

1. Giving freedom to the teacher.
2. Making the good teacher effective.
3. Involving every teacher in the formulation and implementation of plans.
4. Emphasizing what can be done here and now by mobilizing our existing resources.

3.5.3 Nature and Characteristics of an Institutional Plan

Institution planning is the process of thinking, deciding and willing so that an institution becomes a model institution according to its purpose.

Thinking requires an intelligence of superior kind. Its scope is that environment which influences the performance of institution, either better or worst. The process of thinking should be continued to take hold of the whole environment, its temperament and its movements. Once these are determined, one will know just where in that environment one's institution may be built and developed.

Deciding requires judicious conclusion its scope is the whole process of the analysis and synthesis. It is the result of judicious and sensible judgment over problem and existing alternatives. In institutional planning, it is the decision that sets the direction for future action. Hence, if the right judgment is to be taken, it is important that problems and alternatives be placed first in their right perspective. It assures the probabilities of happening things as expected.

Willing requires force, a determined force that propels the action chosen towards specific selected directions. Its scope is the entire range of existing resources under one's control. Willing is the force that puts into action both the processes of thinking and deciding. Willing occurs as a result of thinking and deciding, therefore, it is guided action with force.

Institutional planning has the following characteristics:

- It is need-based.
- It is specific.
- It helps in optimum utilization of resources.
- It augments human efforts.
- It is goal-oriented.
- It is co-operative in nature.
- It may either be a long-term or a short-term plan.
- It should reflect the state and the national educational policy.
- It has flexibility.
- Child-centred.
- Scientific.
- Task oriented.

3.5.4 Procedure and Techniques of Institutional Planning

To achieve all the desired goals and objectives an effective planning is required. The procedure and techniques to be followed for it consist of five steps as shown in Figure 3.1 and are as follows:

- Analysis of the present situation according to the needs of the institution
- Survey of the existing resources
- Preparation for the improvement of school programme
- Implementation
- Evaluation

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1. Analysis

Analysis of the Institution's present situation in terms of current and future needs is carried out. This analysis involves the following:

- School building in terms of space
- Basic infrastructure and furniture whether adequate or not
- Laboratory and library equipment
- Programmes which require change
- Requirement of teachers and office staff
- Additional infrastructure like hostel, staff quarters, school bus, cafeteria and play-grounds.
- Examination system and process of evaluation
- Admission procedures
- Recognition of such areas which needs to be improvised, but can be done without supplementary resources is also analysed

2. Survey

Based on the results of carried analysis, a survey of the existing resources as well those expected to be available in the future is to be carried out. The survey must include statistical data, facts and figures specifically regarding to the following points:

- Process of enrolment of students
- Appointment of teachers and other staff
- Equipment available and required in laboratories
- Books present in libraries and needed in future
- Process of evaluation and assessment of students

The resources to be surveyed fall under the following categories:

- (a) Resources available in the school, like building, library and laboratory
- (b) Resources available in the community like public library, parks and play grounds, hospitals, banks, factories and workshops
- (c) Resources that could be easily available through the School Education Board and Government bodies

3. Improvement

A list of improvement programmes should be prepared by each and every institution, along with particulars of each programme. The programmes can be short-term or long-term in nature. Each programme of improvement must be specific in terms of the following:

- Objectives of the programme must be formulated and stated in clear terms
- Usefulness of the programme for the institution
- Economical implications of the programme

- Each programme should be clearly outlined in terms of tasks
- Each task must be specified in terms of:
 - (a) Resources required in completing the task
 - (b) Stipulated time period for each task
 - (c) Expected outcome from the task



Figure 3.1 Techniques of Institutional Planning

4. Implementation

Improvement programmes should be implemented according to the given guidelines:

- Available material and human resources should be utilized
- There should be cooperation among all staff members
- The Principal should be the overall in-charge of the improvement programme and different staff members should be given charge for specific projects
- The tasks should be properly divided among all members who are involved in a particular project
- Committees may be appointed in order to ensure smooth execution of the programmes
- A time schedule should be prepared for every project, specifying amount of work to be finished in stipulated time

5. Evaluation

An improvement programme must be assessed qualitatively and quantitatively at the end of implementation, to evaluate the success of planning.

- The evaluation must check whether the pre-planned objectives have been fulfilled or not and to what extent
- From all stakeholders and beneficiaries of the programme necessary feedback must be obtained
- Financial status and cost should be measured in terms of the output achieved

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3.5.5 Essentials of Institutional Planning

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A seminar on institutional planning organized jointly by the National Council of Educational Research and Training and the Ministry of Education, Government of India in November 1968 at Regional College of Education, Bhopal, recommended the following four essentials of institutional planning, which are as follows:

- (i) There are different levels of improvement programmes. It should be realized by the principals that all improvement programmers could not move at the same rate. Depending upon the ability of concerned teachers and also upon the degree of simplicity or complexity of programmes some programmes may develop at a faster rate than others. Whereas in implementing improvement programmes, some teachers lead at a faster rate and several other teachers lag behind. An individualize approach where each teacher could proceed with his own speed should be followed. The principal should neither insist nor accept the same level of development for different involvement approaches.
- (ii) Each school has its own individuality. No two schools are alike. Some schools may be big while others small or some schools may be full-day schools and some part-time shift schools. The principal should realize that each school is different from the other in its objectives, resources and problems. It is natural that planning for each school will be different from the other. Institutional planning respects the individuality of each institution.
- (iii) In the process of preparation of the school plan for improvement and development the principal or headmaster should take care to involve all the teachers of his school. He should also make meticulous efforts to involve the community groups, social reformers as well as the students. In fact, every member of the school fraternity should be involved in the task of preparation, implementation and evaluation of the school plan.
- (iv) It should be a plan for looking forward, while planning for the institution the experience of the past year should be taken into consideration and the plan should be a futuristic and forward-looking plan aiming at high ideals, viz., to be the pursuit of excellence. The Principal/Headmaster should not take up institutional planning in isolation of the national plan, state plan and district plan. Main target of the national plan should be squarely put before the staff member to give them direction for planning.

3.5.6 Role of Teachers in Institutional Planning

The role of teachers in institutional planning is discussed as follows:

- An institutional plan is generally based on the vision, objectives and needs of the school. Teachers can play a significant role in identifying these needs which in turn help in achieving the objectives of institution. They may help to find out the problems by doing a thorough survey of the school. They can discuss pros and cons of the problems in staff meetings. Teachers can analyse the current position of various needs of the school like adequacy of infrastructure, human resources, admission procedure, system of examination, etc.

- Teachers may play a vital role in making a survey of the existing resources available in the school and those which could be easily accessible through the Government as well as School Education Board and resources which are available in the community and may make the best use of these resources for the benefits of the students.
- Teachers should help the head of the institution in preparing a list of improvement programmes for the school with details about each project. They can play a significant role in starting improvement programmes, projects and action research investigations.
- Teacher can make a selection of the projects that are to be undertaken by them and could prepare the strategies. The projects should be implemented with the help of the material and human resources under the project in charge. The implementation will be done through the co-operation of teacher and other concerned persons like principal, students, school management and community members.
- Success of institutional planning could be determined by the process of evaluation. Teacher plays an active role in assessing the end products the outcomes or the results of the plan. They could help in evaluating the plan when it is being executed and also when it has been finished. If the plan is successful, they could help in institutionalizing the principles and projects. If the plan is not successful then they could help in identifying the possible causes of failure and remove defects in the plan to make the project successful.
- Competent and dedicated teachers can certainly show remarkable achievement within the given framework and available resources.

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3.5.7 Advantages of Institutional Planning

The advantages of institutional planning are as follows:

- Institutional planning is democratic in nature as it involves all the teachers and staff members in the process of planning thereby making planning in the reach of more related persons. The preparation of the plan adopts the bottom up approach where immediate knowledge about the strengths, weakness and the problems arise during the teaching-learning processes and classroom situations could be made available from teachers.
- Institutional planning is more realistic because it is based on the data available from the concerned stakeholders such as students, teachers, parents and social reformers.
- As it is based on the knowledge about actual needs of the students and the community it helps in avoiding wastage.

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- It is more scientific, logical, effective and efficient in comparison to the trial and error methods and other traditional approaches of improvement.
- Each institution has a unique individuality and climate of its own kind and the plans that have been prepared in the light of this climate would be more practical and successful.
- Institutional planning is goal based and thus, it is more competent in motivating teachers and involving them in the process of planning, hence channelizing their energies towards achievement of the goals, it could be helpful in arousing enthusiasm in teachers, and therefore making the implementation of plan a lot easier.
- It helps in reducing emphasis on the direction of expenditures and enhances goal orientation.
- Institutional planning provides ample opportunities to those who are involved in preparing and implementing the plans, for showing their creativity, innovations, initiative, freedom and experimentation.

CHECK YOUR PROGRESS

7. Identify any three characteristics of institutional planning.
8. State any two advantages of institutional planning.

3.6 SUMMARY

- According to Marx and Musaaazi, planning is ‘a rational process of preparing a set of decisions for future actions directed at achieving goals and objectives by optional means.’ We can decipher planning as a futuristic, goal-oriented activity from this definition.
- Overall, the educational planning is a set of related activities, which sets specific goals of educational development for a certain period of time that is limited.
- Educational planning is determined to deal with the future of educational system of a country in relation to the past and present trends. Thus, it either provides or becomes the basis for future decisions and actions on issues related to education.
- Educational planning is of extreme importance as it forms the basis of all projects related to the development of education, i.e., the quantitative and qualitative improvement in education.
- Educational planning takes into account the past and present realities of the country’s education and training programmes. It is commonly preceded by a survey of the educational situation and needs.

- Resources in the best of environments can be adequate but rarely surplus. Similarly, when it comes to a nation like India, resources are limited when compared to the demographic needs. Educational planning comes handy in such settings as it is concerned with the issue of making the best use possible with limited educational resources.
- According to the social demand approach, education is considered to be a consumer good that should be available to all as soon as possible. Hence, this approach depends upon the number of students getting in to the particular stream of education or the aspiration of the parents for the type of education for their children.
- The manpower approach deals with human resource development; thus the focus is to forecast the manpower needs of the economy of the particular country or at global level depending on the context. This approach states that manpower is changeable and can be customized according to the social, technical and economic development of the society.
- The rate of return approach stresses on the investment in education should be based on the returns that are expected from that investment.
- The goals of planning and education are almost alike. Planning is the determinant as well as the determiner of education as improved education leads to improved planning at the same time improved planning leads the improvement in education both in content and quantity.
- A perspective plan entails a manuscript that is supported by illustration which contains general programmes, developmental policies as well as strategies formulated by the authority.
- The educational objectives of the Perspective Plan have actually not only the view that improvement in education system is a benefit to the whole society, but are also preferred for their economic impact.
- The planning undertaken by an institution with regards to its aims, objectives, ideals, values and existing or possible resources for executing its day to day functions effectively and moving towards the pathway of success, improvement and development is known as Institutional Planning.
- The institutional planning should be based on certain predetermined objectives. All activities planned should help directly or indirectly to achieve these ends.
- An institutional plan is generally based on the vision, objectives and needs of the school. Teachers can play a significant role in identifying these needs which in turn help in achieving the objectives of institution. They may help to find out the problems by doing a thorough survey of the school.

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3.7 KEY TERMS

- **Vocationalization:** It is relating to a vocation or vocations; in other words, vocational counselling.

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- **Extrapolation:** It means to infer or estimate by extending or projecting known information.
- **Planning:** It is the process of thinking about and organizing the activities required to achieve a desired goal.
- **Cohort:** It refers to a group of individuals having a common statistical factor in a demographic study.

3.8 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The characteristics of educational planning are as follows:
 - Cooperation
 - Remedial Measure
 - Choice of Best Alternative
 - Team Work
 - Social and Economic Goals
2. The essential elements of educational planning are as follows:
 - Quantitative planning
 - Qualitative Planning
 - Administrative Planning
3. The advantages of Social Demand Approach to educational planning are as follows:
 - It is a suitable supporting political tool to meet the need to satisfy the demands of the general public.
 - The approach provides the planners with most appropriate number of places where educational facilities have to be provided.
 - This kind of planning techniques are most suitable where resources are acutely limited, and such kinds and quantities of education are planned which will offer the greatest good to the greatest number.
4. The Social Justice Approach to educational planning is also known as social planning or planning for social development. The approach holds that an education system of a country can be shaped according to the social or national goals of a country. The national policies and the Constitution of a nation broadly describe these goals and the social development. Many of the goals, thus set, are largely dependent on education. Hence, it becomes essential that educational system should contribute to the achievement of these goals.
5. The prime objective of educational planning is that it serve as a foundation for setting objectives, goals and priorities, implementing educational policies, and maximizing the use of limited resources.
6. Perspective plan is ‘futuristic’ as it emphasizes on educational development as per the needs of future. It views towards the child not only as a young one but considers him as a future citizen and human resource of the country.

Perspective plans derive and formulate policies for these future citizens in such a way that when he grows up he will be an efficient, honest, useful and law-abiding citizen.

7. Three characteristics of institutional planning are as follows:
 - It is need-based.
 - It is specific.
 - It helps in optimum utilization of resources.
8. Two advantages of institutional planning are as follows:
 - Institutional planning is more realistic because it is based on the data available from the concerned stakeholders such as students, teachers, parents and social reformers.
 - As it is based on the knowledge about actual needs of the students and the community it helps in avoiding wastage.

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3.9 QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write the various definitions of educational planning.
2. Briefly discuss the nature and scope of educational planning.
3. What do you understand by the term 'perspective planning'?
4. Mention the advantages of perspective planning.

Long-Answer Questions

1. What are the working principles of educational planning? Discuss.
2. Discuss the advantages and shortcomings of the manpower approach to educational planning.
3. Describe the rate of return approach to educational planning.
4. Analyse the importance of institutional planning.
5. Discuss the techniques of institutional planning.

3.10 FURTHER READING

- Bennis, Warren. 1969. *Organization Development, its Nature, Origin and Prospects*. New York: Addison Wesley.
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UNIT 4 EDUCATIONAL SUPERVISION

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Structure

- 4.0 Introduction
- 4.1 Unit Objectives
- 4.2 Meaning and Nature of Educational Supervision
 - 4.2.1 Concept and Definition of Educational Supervision
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 - 4.2.3 Objectives of Educational Supervision
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 - 4.2.7 Traditional vs Modern Supervision
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- 4.3 Supervision as a Process
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 - 4.3.2 Different Aspects of Planning a Supervisory Programme
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4.0 INTRODUCTION

The prime motive of setting up an educational institute is to offer a connection to the teacher and the learner so that a process of teaching and learning can be established. However, in order to initiate an effective and efficient procedure involving the transfer of knowledge between a teacher and learner, it becomes necessary to firmly establish an adequate supervision system of the teaching-learning process. In modern educational thought, supervision is a phase of administration with a particular focus on the outcomes of the activities involving imparting and acquiring information. From the time of its conception, the term 'supervision' has perhaps been defined in many ways. The educational system has been affected by varied factors at different point of time and this has in turn influenced the understanding and implementation of the concept of supervision. Educational administration and supervision are regarded as complete processes which include all responsibilities and functions which are essential for running a school smoothly and efficiently. Keeping in mind that the ultimate purpose of supervision is to generate the required improvements in both the learner and the overall learning environment, it is essential to have an understanding of the important characteristics and functions of supervision for adequate implementation.

In this unit, you will study about the meaning and nature of educational supervision; supervision as service activity, as a process and as educational leadership.

4.1 UNIT OBJECTIVES

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

- Interpret the meaning and nature of educational supervision
- Explain supervision as a service activity
- Describe supervision as a process
- Discuss supervision as educational leadership

4.2 MEANING AND NATURE OF EDUCATIONAL SUPERVISION

Educational supervision is defined as the process of providing facilities for students and to train teachers in order to make children better learners. Supervision can be defined as a superior vision, that is, a 'vision with a mission'. Looking beyond what is already established and nurturing a comprehensive perspective for the growth of education, forms the crux of supervision. Supervision of activities originated with Woods agreeing to deal to supply grant-in-aid. The negative aspect of supervision, that was earlier associated with fault finding, was altered by Zakir Hussain who promoted the positive aspect of supervision. Supervision now tries at the enhancement of the entire process of tutoring and acquiring of knowledge.

4.2.1 Concept and Definition of Educational Supervision

The availability, accessibility and secure use of technology and knowledge, increase of population, globalization and increase in demand for social and educational reforms, are a few important factors which have influenced the evolution of supervision, modifying the meaning and understanding of the term in various situations.

Walls defines supervision as 'the assistance provided for the advancement of a better teaching and learning circumstances.'

According to Harold Spears, 'supervision has moved gradually from enhancement of instruction to making improvement in learning.'

According to Briggs and Justman, 'In general, supervision means to coordinate, stimulate and direct the growth of the teachers in the power to stimulate and direct the growth of every individual pupil through the exercise of his talents towards the richest and the most intelligent participation in the civilization in which he lives.'

William A. Yeager is of the opinion that supervision is now conceived as 'a process which has for its purpose the general improvement of the total teaching learning situations.'

The understanding of supervision finds its basis in the conviction that the moving forward of instructions and advice, is a professional, continuous and cooperative enterprise. This advancement covers all aspects of the life of a school and includes a planned course to encourage, organize, collaborate and counsel the

teachers to assist them in becoming self-directive. The aim of supervising a situation is to improve the entire experience of teaching as well as learning. The concept of supervision is based on a social, philosophical, psychological and educational process. It is constructive, creative, democratic, scientific, professional and psychological in nature. Supervision can be understood as a form of technical support and service that is being offered to assist teachers to perform their work in an improved manner. In modern supervision, stress is being laid on the need of creating such social situations which help the teachers to develop-skills which could guide them to improve the teaching-learning process. The significance of the notion of supervision may vary from person to person. While a teacher, whose performance is being managed, might consider supervision to be a challenge to his abilities, another teacher may regard it as an opportunity for gaining special recognition, and to a principal, supervision may mean an official inquiry or investigation of his management abilities.

Supervision needs to advance the teaching-learning process by working with teachers. It should assist teachers to develop proficiently and help them to adopt innovative instructional material for imparting knowledge in order to improve the curriculum and enhance learning.

To conclude, it can be stated that supervision means ‘to see’ or to ‘oversee’ the working of various activities being performed in schools. It features the combined efforts of a group, which works towards a common goal of attaining improved performances. Supervision is a specific service, with the sole purpose of helping individuals in accordance to their need for improvement. Primarily dealing with scientific services, supervision implies the studying and developing of conditions that create an environment of learning and growth of individuals involved. It pertains to teachers and learners, along with the curriculum, the instruction materials, and the socio-physical surroundings of the educational institutions. The supervision of activities assists in evaluating the aims, objectives, and methodology to bring about an overall improvement in performance.

Supervision, however, does not imply inquiring or finding fault in a performance. It is a method of providing guidance, support, and exchanging of ideas with all the people involved in the process of teaching and learning. It also means to provide facilities, motivate creativity and encourage constant improvement of a conducive teaching-learning environment. Supervision is about assisting the teachers and also the learners to recognize and implement their capabilities in their respective field of work.

4.2.2 Nature of Educational Supervision

The nature of educational supervision may be understood under the following broad headings:

- **Supervision is based on philosophy:** Supervision is increasingly oriented towards the fundamental objectives of education, and education related to the society where it exists. The basis for good supervision is philosophy and it is sensitive to the final aims and values, policies and so on.

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- **Supervision is democratic:** Supervision implies democratic leadership, wherein it tends to be a cooperative endeavour for the common wellness of all those involved. It is a social force intended to bring about improvement in the personality of a human being and stability in the democratic social order. Supervision recognizes the dignity and worth of each individual and encourages freedom while providing guidance and suggestions.
- **Supervision is creative and constructive:** Supervision is imaginative and productive as it aims towards improvement and encourages the discovery of various types of innovative methods and means in the areas of education which are directly or indirectly concerned with the process of teaching and learning. The democratic nature of supervision provides plenty of opportunities for participatory discussions, decision-making and forming of group policies and plans, which finally leads to creative expression from everyone involved in the process. In the present scenario, creative supervision is a crucial necessity for the growth and success of the rapidly changing educational sector.
- **Supervision is scientific:** The method adopted by supervision is scientific in nature and it is influenced by the science and technological aspect of education. A supervisory plan has to be adequately formulated and methodically implemented. It has evolved from being the traditional, subjective activity to a systematic, objective and scientific process. In order to be scientific, supervision involves visualizing a complete and precise image, with maximum possibility, of the prevalent school practices and gathering of all the scientific knowledge about methods and components of learning that can be availed to improve the performances.
- **Supervision is professional:** Supervision means moving gradually towards professional status. A specialized form of knowledge is required for effective results and the demand of supervisors with such kind of specialized knowledge, along with a body of scientific and democratic techniques, is growing rapidly.
- **Supervision is progressive:** Progressive supervision inspires and guides teachers by utilizing their full potential. It is directed towards the promotion and growth of pupils and teachers by nurturing qualities like initiative, originality, creativeness, honesty and sincerity and through them the improvement of society.

4.2.3 Objectives of Educational Supervision

The objectives of supervision can be listed as follows:

- **To unify and integrate educational effort:** Supervision must be prepared with the aim of coordinating different available resources and materials that are available simultaneously combining and integrating the efforts put in by the entire staff.
- **To improve knowledge and skills of teachers:** The planning for supervision revolves around the work, the philosophy and the approach of the

teachers. In order to accomplish the majority of the school's work efficiently, the teachers must learn to work together in groups and one of the major objectives of supervision is the enhancement of teacher's skills in working in a cooperative manner.

- **Incorporation of new trends:** In order to accomplish an improvement in the delivery and understanding of instructions, the school practices which are followed need to be updated with the changes in contemporary educational thinking and practice. It is the responsibility of the supervisor to help the educational workers to keep abreast of the new educational movements, to study and learn new methods of teaching and to apply these new techniques in the classroom situations.
- **Improvement of teaching-learning situation:** The main objective of supervision is the evaluation and development of the teaching-learning situation. The objective of democratic supervision is to help teachers to evaluate themselves with the help of the inputs given by the supervisor. The prime constituents of the teaching-learning process are the students, teachers, curriculum materials and information, classroom management, and the socio-physical environment. Supervision undertakes positive steps towards the improvement of teaching-learning situations, with the assistance of all those involved. For supervision to be effective, it is necessary to evaluate and upgrade all the activities.
- **Promotion of good relationship:** For achieving complete effectiveness, supervision depends upon the relation that exists between teachers and the supervisors. In order to accomplish most of the school's work, the teachers must learn to work with cooperation and that can only be possible if they share a good relation with the supervisor. One of the objectives of supervision is the enhancement of good interpersonal relations. For effective and efficient supervisions, healthy relationships must be developed and maintained between supervisor-administrator, teacher-supervisor, and administrator-teacher.

4.2.4 Types of Educational Supervision

Supervision or supervisory programmes could be conducted in various ways. The various types of educational supervision are as follows:

- (i) **Corrective type:** This is also referred to as 'fault-finding' supervision. The purpose of employing this type of supervision does not have any beneficial function. In the corrective supervision, the supervisor always tries to find loopholes and shortcomings in everything. He takes into account only the drawbacks of the teacher, the classroom situation, the institution, and so on. He rarely provides any recommendations for improvement. In fact, he is always ready with a prepared list of drawbacks and shortcomings, and even more eager to bring them to the notice of the concerned authorities.

This supervisory programme neither initiates any improvement in the teacher nor in the process of teaching-learning and the programme of study, which is

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the actual objective of supervision. A supervisor must remember that the progress depends on a judicious combination of encouragement of good work and removal of defects.

Advantages

- Teachers and students pay more emphasis on regularity and punctuality as they are aware that they are under supervision that they will be checked and evaluated by the supervisor.
- Everyone in the institution becomes conscious of their shortcomings and tries to overcome them by coming well prepared. They also try to cover up their deficiencies.
- The entire atmosphere of the institution continues to be toned up. The probability of the growth and occurrence of serious types of problems becomes very remote because every problem will be nipped in the bud.

Disadvantages

- It discourages the teachers as they are under supervision all the time. Therefore, it is not a healthy type of supervision.
- Teachers are unable to give their best due to the atmosphere of fear created by such kind of supervision.
- Teachers attain a negative attitude which is detrimental for the teaching-learning process.
- Teachers and learners fail to do their duties with enthusiasm and vitality which results in lack of growth this is a consequence of lack of academic climate in the school.

(ii) **Preventive type:** In this category of supervision, the teachers and the principals are themselves able to prevent from falling into any trouble. Preventive supervision paves the path for the teachers to expect recent and innovative teaching situations and find suitable methods and means to eliminate any kind of deficiencies. Being an experienced person, the supervisor can foresee all types of problems that can arise during the functioning of schools. Having the prior knowledge of the complications and difficulties can be very helpful to the teachers and the principal of the institution, who can bypass them for an effective functioning. However, the shortcomings of such supervisors who can impart leadership for this type of supervision is the main setback. Preventive supervision is more effective than the corrective type of supervision.

Advantages

- Jobs of teachers and of the head become easy as the solutions of the problems are thought beforehand.
- It helps in the development of outstanding qualities in teachers like imagination and forecasting, appropriate planning and being solution oriented and so on.

- The teaching/learning procedure becomes more beneficial.
- As there are preventive methods being applied in the institutions, the chances of committing mistakes become very less.

Disadvantages

- The teachers have to lookout for all kinds of problems that may arise and be ready with their possible solutions before and during the process of teaching. Hence, their workload increases and they are under more pressure. Being under constant supervision, they worry about their future and in the process, spoil their present.
- Teachers may fail to become creative as it makes them more problem oriented.

(iii) Creative Type: In this type of supervision, the supervisor brings himself down to the level of working of the teachers. He acknowledges the good work of the teachers who take initiatives and try to be innovative and experiment in the area of education. The impact of creative supervision on the teachers is very healthy and durable. It motivates them to feel free to initiate and innovate; they can themselves think and decide about the matters related to objectives, curriculum, organization and planning of content, and discover the optimum ways of learning and presenting content, teaching methods and methods of evaluation.

Advantages

- It makes teachers creative and research-minded.
- Teachers become independent and feel motivated to work without any pressures.
- It provides a healthy social climate in the institution and reduces the prevailing problems.

Disadvantages

- There is a great possibility of the misuse of freedom being provided for efficient functioning.

4.2.5 Aspects of Educational Supervision

Supervision is a broad term and its nature and scope varies with the kind of work and the persons to be supervised, the extent of the level of responsibility and the level of supervision. For example, the nature or supervision of work and the people working in the office is quite different from the kind of supervision of the work involving the teachers and staff of educational sector. The nature of supervision of skilled and professional employees is quite different from that of unskilled employees as their work, working conditions and problems are quite different. Thus, supervision has a wide meaning and the supervisor is expected to perform different kinds of functions. These functions specify the various activities which the supervising person engages in during the process of supervision, as well as the functions of the supervisor in the given process such as development of objectives, regulation and organization,

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motivation, problem solving, professional enhancement of teachers and evaluation of educational outcomes.

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According to F.M. Marx, 'The supervisor is the person who knows both the work to be done and the policies and the procedures set down by the management; and who can motivate the work group to perform within the framework of these policies and procedures. His job may thus be described as (a) substantive or technical relating to the work to be done, (b) institutional or objective relating to the policies and procedures according to which the work must be done; and (c) personal relating to the handling of workers.'

Thus, there are three principal aspects of supervision:

- Substantive or technical aspect
- Institutional aspect
- Personal aspect

(a) Substantive aspect: This aspect of supervision is related to the working of a supervisor. A supervisor must know the techniques and the know-how of his work to plan his work and assign duties to others and also set standards of performance. The primary duty of the supervisor is to make sure that the teachers are doing their job by following the given guidelines, corresponding to the specified techniques and within the circumstances recommended by the supervisor. The teachers were expected to perform with maximum efficiency and to make it certain that the supervisors were required to tell, show, enforce, rate and reward them. Due to the major concern of the supervisor was to make sure that teachers are doing their duties appropriately, he was least concerned about the opinions, perspective, sentiments and confidence of the teachers. A modern supervisor has to engage himself frequently in the processes of renewal or reconstruction of the curriculum, teaching processes, evaluation and assessment, organizing human relations and disputes, and valid communication. As psychological processes are involved in all these tasks, supervision these days specifically emphasizes on the importance of workshops, seminars, group discussions, independent studies, school visits and so forth for the improvement of teachers.

(b) Institutional aspect: A supervisor has to run the activity or unit under his charge according to established rules and procedures, and within the framework of the approved policy. Supervision involves the devising of some standards by the top management for the operating agencies. Supervisor should ensure that the work is done accurately and finished within the stipulated time. He is responsible for the assignment of duties, attendance of the staff, and personality and personal conduct of the personnel working under his charge. Being an individual with a specific function to increase communication, a supervisor in fact, actually attaches a different facet to the communication model. He is not only a sender or a receiver he also functions as a facilitator, enabling a smooth flow of communication. As a supervisor, he should always inspire people to get acquainted with and respect each other. A favourable atmosphere is required to fully attain the human potential. The supervisor

could provide opportunities for social interaction. He helps the personnel to know about the backgrounds and achievements of others. He is also responsible for providing the physical and infrastructural arrangements and for the adequate maintenance of equipment and supplies in order to ensure a better working environment. Standards of service that are laid down before hand, serve as the bench marks for determining how efficiently the operating units perform the tasks assigned to them. It serves as a measuring rod for the supervisor to determine the extent of the output of his subordinates and provides him with an opportunity to take disciplinary actions against those who do not reach the expected standards.

- (c) Personal supervision:** This is the most important aspect of supervision. It is clear that the supervisors have the authority to get work done effectively and efficiently from the employees. But, in reality, authority alone is not sufficient to get the work done by others. In order to do so, the supervisor has to create an interest and a certain amount of enthusiasm among the workers in the workplace and create a conducive, healthy and democratic environment.

In the traditional form of supervision, the supervisors had very little regard for the opinions, perspective, sentiments and confidence of the teachers, and focussed on pointing out only the shortcomings. During the second half of twentieth century, the need to acknowledge the viewpoint, desires and feelings of the workers was recognized and there was a resultant establishment of great concern on this matter. The realization that the needs and expectations of workers with regard to their work environment may be influenced by their personal goals and needs, paved the way for the development of the process of supervision. However, when the personal goals of the workers differ from the goals of the organization, it gives rise to conflicts. To prevent the occurrence of conflicts, to deal with them when they occur, and to ensure that the conflict is satisfactorily handled without hurting the sentiments and interests of the concerned employees, is the work of the supervisor.

As the caretakers of the education of the society, teachers should also make an attempt to transform and display the changes that are taking place in the field of technology as well as formulate goals and objectives, learning activities and the overall learning environment of the educational institute. In order to make it possible, teachers should be introduced to a constant, complete and efficient programme of in-service training that will equip them to manage these changes. The institutional aspect of supervision is concerned with the start, support, organize and speed up the understanding of the programme generated for the professional development for teachers as well as institutions. The performance of the teachers is greatly influenced by the relationships that they have with their supervisors. The unofficial social system which workers are able to build in their workplaces has an immense influence while determining performance, as democratic and human relations opinions are brought into the method of supervision.

4.2.6 Functions of Educational Supervision

There are numerous functions which have been performed by supervision. Offering leadership, formulation of policies, study of teaching-learning situation and recognizing

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the areas which need improvement and improving the same, are some of the important functions of supervision. It also assists in improving the interrelation of educational personnel, group interaction and outcome of education.

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Supervision programmes must be planned properly and should be based on democratic principles. They are essential to be planned to integrate educational efforts and should be in accordance with the situation. The functions of supervision are as follows:

- **Improving the teaching-learning situation:** With proper planning and the cooperation among all workers, supervision undertakes constructive step for the development of the teaching-learning situation. Instructions should be modulated according to the individual needs of the learners. The course of teaching should be revised regularly. It should be life-centred, i.e., related to the character and requirements of the learners and factors related to their current family and community life. Teachers must be kept updated of the latest researches and developments in education. Supervision should deal with the development of equipment, amenities and services and also of the socio-physical environment of the school. These have to be made conducive to the growth and progress of students which is the real scope of supervision.
- **Provides leadership:** Leadership may be defined as the process of conception and attainment of the goals and objectives of the group. Without leadership both the actions and cohesiveness of the group are in danger. For the group to be successful, it is crucial to maintain harmony within the group. Thus, one of the most significant functions of supervision is to provide leadership that will maintain the unity of the group by the promotion of group feeling and group efforts. In educational supervision, it is emphasized that leadership is not a restricted quality of any official who has been appointed as a leader, rather it is an aspect of a group activity where every group member can and should participate and contribute. Democracy is an important factor which influences supervision thus, any member of the group can exercise leadership.
- **Improving the personnel:** According to E.C. Elliott, 'supervisory control is concerned with what should be taught, when it should be taught, to whom, by whom how and to what purposes.' When the teachers themselves realize the need of improvement, only then is it possible to improve them. It has been appropriately stated that the development of teachers is not so much a supervisory function in which teachers participate, as it is the teachers function in which the supervisor participates'. Presently teachers, despite their knowledge and skill, require able guidance and leadership to foster their growth as teachers.
- **Goal development:** Perhaps the most important function of supervision is to make sure that teachers and supervisors work together in coordination to develop the objectives of the school organization. It is important to note that the objectives of a school originate from the objectives of the society. As a continuous process, goal development requires constant examination,

assessment and amendments, if required, of the goals of the teaching-learning process. It is noteworthy that the development of goals for the teaching-learning process needs collective efforts from both the teachers and the supervisors.

- **Policy formulation:** Without having a definite policy, neither good planning nor effective implementation could be possible. Education is a purposeful activity which aims at the development of capabilities, powers and competence of an individual to fulfill the needs and demands of the society so as to evolve a better personality and an advanced and rich democratic social system. To achieve this aim, it is of vital importance to formulate definite policies, to lay down aims and objectives and to do proper planning. Society establishes schools and educational institutions, the state puts in resources and the teachers and administrators work hard towards the realization of these policies and goals. Supervision is believed to be responsible for the task of the betterment of education in all respects, so it must be accountable for conceptualizing educational policies.
- **Improving human relations:** One of the major functions of supervision is to conceive and maintain a cordial inter personal relation with and among all the educational workers. A congenial relationship cannot be achieved by merely bringing people together to form a group; it can be created by living and working with the staff members in such a manner so that they can implement good human relations. A supervisor must take care of his co-workers as his colleagues. He should realize the importance of honesty and should have faith in others. The credit for the group's success must be shared with others. He should try to create an environment of cooperation and live up to the expectations of others.
- **Improving group interaction:** Education is a cooperative group enterprise. An important function of supervision is to develop and maintain cooperation with the staff, as group work encourages individual development, strengthens democratic practices and fosters moral and ethical values. It also enables each group member to contribute their best to collective efforts towards the achievement of desired goals. It is important that group members know each other's duties and responsibilities in order to have a better group interaction. Decisions must be taken only after group discussion.
- **Surveying teaching-learning situation:** Modern supervision is very much involved with the entire teaching-learning condition. Its ultimate goal is to bring about an overall betterment in the learning programmes and activities. With this in mind, it is essential that supervision should first inspect and study the status of the current situation which covers all the aspects of the school from the students, teachers, classrooms, curriculum to the administration and socio-environment of the institute.
- **Improving the outcome of education:** The education process is initiated and implemented in order to attain certain general as well as specific goals and objectives. Educational practices should continuously improve the

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educational outcomes. An institute endorses supervision in order to achieve the goals of education and to improve the results of education, if required. Supervision should constantly assess and evaluate the level to which the aims are being attained. Supervision has to recognize the strengths and weaknesses of the educational programmes and identify the areas of improvement, if necessary. It should also adopt methods to rectify the shortcomings as and when needed. In order to be effective, supervision must rely on the modern methods of evaluation such as rating scales, check lists, interview, objective testing and so on.

- **Improving supervision:** It may sound strange that supervision could function for its own improvement but if we consider that supervision defines its own intentions and methods, it is therefore, capable to assess frequently whether or not and to what extent it fulfills the allotted functions. This involves self-appraisal of its results or outcomes, amendments in its methodology and procedures as well as development of the supervisory personnel. Modern supervision thus, emphasizes that teachers and supervisors should make efforts towards self-direction, self-evaluation, self-guidance and self-supervision.
- **Improving morale of teachers:** It is very essential for a supervisor to understand the importance of confidence and morale in teaching-learning situation and the methods to improve it. Morale is an attitude towards the achievement of a goal. Morale is considered as a psychological state of mind which develops as a consequence of the way an individual perceives his present achievement and progress. A teacher with a low morale does great harm to his students, as this attitude results in constant criticizing of authorities, policies and programmes, throwing temper tantrums and warding-off responsibility. This leads to the development of a negative attitude in students. Since it is the responsibility of the supervisor to improve teaching-learning situation, it is also his responsibility to do whatever is necessary to keep the teachers' morale high. The supervisor must understand the factors and conditions that affect their morale adversely and how they can be curbed.
- **Generating favourable learning climate:** Learning climate refers to psycho-social features of the atmosphere. It has been shown by researches that the quality of classroom learning climate has high positive correlation with the teaching-learning process. It is the duty of an educational supervisor to study, analyse and improve the teaching-learning process and requirements of the climate. It is possible to generate a congenial climate which is an important function of educational supervision by providing essential facilities, talking to teachers, listing teachers' contribution and involvement in decision-making, supporting and rewarding them, providing effective counselling, reducing the incidences of conflict among teachers, stressing upon goal achievement and improving human relations.

4.2.7 Traditional vs Modern Supervision

The traditional form of supervision assumes that with a sufficient level of improvement in the performance of teachers, the school will also improve automatically. Modern

supervision, on the other hand, suggests that in order to improve the methods of schooling, there should be a focus on the performance of the entire school system.

In the traditional form of supervision, there is centralization of power with one individual or head. This person works according to his wishes and aspirations. He manages the institution, formulating the policies, techniques and instructions, according to his own desires and expects everyone else to take his word as final. In modern supervision, power is delegated based on supremacy of knowledge, accomplishments, and capability. Instead of being centralized, authority is shared by all. There is complete access to the means of communication for all and all the personnel participate in the process of determining policies, procedures and final assessment.

In the traditional form of supervision, all the functions are performed by one person who holds total responsibility for the work. In case of his absence, there seems to be 'no work' and 'no one's responsibility. Hierarchy of positions does not exist in modern supervision and equality is practiced in all areas and matters. This form of supervision is essentially leadership-oriented and is capable to achieve superior results, greater sense of fulfillment and higher morale of the workers.

The modern concept of supervision is distinct from the traditional approach in relation to its nature, purpose and scope. Previously, supervision was limited to visiting the teachers, classes and rating them, whereas the scope of modern supervision extends to the improvement of the whole teaching-learning situation and it is concerned with the pupils, teachers, curriculum and socio-physical environment and their improvement.

The core method used in traditional supervision was the classroom observation for clinical supervision and performance assessments. In modern supervision, the methods employed evaluate and improve constantly all of the following for the betterment of the institution:

- (i) The relationship between the school system and its environment
- (ii) The work processes, linear and knowledge work
- (iii) The social architecture, including incentives, job fulfilment, competence and quality of work life.

The methods of improving individual performance in traditional supervision were formative/summative evaluation and in-service training whereas in modern supervision, the methods of improving individual performance are formative evaluation, self-directed in-service training, coaching, clinical supervision (on individual basis) and Competency Modelling Performance Technology.

Modern supervision is a cooperative enterprise with an experimental approach. Instead of authority and control, the relationship between the supervisor and the teachers is of the peer type. While of paying attention to the teachers on one hand, it concerns itself to the whole teaching-learning process on the other and tries to improve it. It also ensures a democratic professional form of leadership to help teachers to do their job better.

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4.2.8 Supervision as a Service Activity

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Supervision is also considered as a service activity. It is a service which is being provided to enable teachers and learners to do their assignments in a better manner.

For the development of the teachers, the presence of an effective means of communication needs to be established between the teacher and the supervisor. The supervisor is expected to encourage, cultivate and assess the growth of teachers on a professional level. It is of vital importance to develop desirable knowledge, skills and attitudes in the teachers. Earlier, supervision was considered synonymous to the process of inspection which had a fault finding attitude, but there is now a change in the outlook towards its functions. Now, supervision aims to enhance the teaching-learning situation and to achieve the objectives of effective education. The scope of the action of supervision is very widespread and includes everything that contributes to the effectiveness of teaching-learning. In the service aspect of supervision, the supervisor is meant to assist and counsel the teachers to impart improved teaching by recognizing superior ways of teaching, in solving personal as well as professional problems, in recognizing and using significant teaching methodology, in staying updated with the recent developments in the field of education, and also expected to increase the self-esteem of teachers and the students. The modern approach towards supervision is democratic, innovative and targeted towards improvement of human relations. Its effectiveness is dependent on cooperation and team cohesiveness.

The idea of ‘service activity’ lays emphasis on doing something and in the process helping others, in contrast to just sitting, thinking, telling, directing controlling and pointing out faults of subordinates. Modern supervision is an extremely liable perspective which is related to the responsibility for doing all that is essential for effective and efficient teaching-learning. Supervision can also be considered to be a form of support in the progress of teachers and learners. But the supervisor cannot do anything alone and a combined effort and cooperation from all those involved in the process of teaching-learning is important for this progress and development.

CHECK YOUR PROGRESS

1. State the objectives of educational supervision.
2. Name the three principal aspects of supervision.

4.3 SUPERVISION AS A PROCESS

A competent supervisor has to perform many administrative functions. In an educational institution the principal performs a supervisory role. Some of the major functions of educational supervision are as follows:

1. Ensuring effective communication

As a learner, you can easily understand the importance of communication in an educational organization. Since any educational institution is a complex system therefore, greater degree of communication problems may arise. **Communication** may get distorted inspite of faculty members and teachers enjoying a good rapport with each other. Difficulties however, can be resolved if the concerned individuals involved make an effort. Some of the most common methods through customary channels used in school for communications are as follows:

Curriculum bulletins: Bulletins pertaining to the curriculum are prepared by administrative staff and distributed to all concerned across the institution. Not many staff members show interest in reading these bulletins unless they have contributed to it. Curriculum bulletins are mostly used for internal communication among supervisors who wish to exchange information. It also familiarizes the new teachers with the institution by providing information updates.

Policy bulletins and other bulletins: Policy bulletins are not considered an effective medium of communication. Policy bulletins are not shared with the entire staff. The distribution list is usually restricted to the administrators and supervisors. Spread of information is confined to members of a particular group; however, some policy bulletins are made available to the entire staff.

Administrative and supervisory staff meetings: Internal staff meetings are also used as a means of communication however, different studies have shown them to be an ineffective way of communication. When these meetings are chaired by members of management or its representatives the communication is usually one-way and the employees do not share their concerns and reactions to discussed issues or proposals. Therefore, staff meetings especially in large educational systems are not considered to be effective means of communication.

Further, communication may not be effective due to resistance in the minds of staff pertaining to the speaker as the topic of discussion may not be of their choice, relevance and there may be lack of opportunity to interact and reflect. Meetings of this type can be effective if the concerned teachers are involved in the process of planning and policymaking.

Teachers meeting and reports: Meeting between the teachers is also an effective medium of communication but supervisory staff may not be able to attend them. In that case, the validity of such meeting may be questioned as medium of communication. Occasionally, reports may be circulated among the academic staff; this is considered the least suitable form of communication in an education system. Even if a report is well drafted, printed and circulated, it is rarely read unless one has contributed in its compilation.

2. Organizing and Operating Meetings

A supervisor is empowered to organize and hold important meetings. These meeting may be an effective medium of communication. It is therefore, important for a supervisor to learn how to conduct a meeting using effective communication and obtain consensus for the desired solution.

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Some significant contributions of an effective supervisor are as follows:

- Creating a conducive environment
- Supplying information
- Encouraging analysis
- Preventing hurt feelings
- Summarizing

A supervisor's role in organizing meetings can be discussed in the following ways:

- (i) Supervisor creates an environment that is conducive and comfortable for expression of opinions and views. A good supervisor is like a friend, pleasant towards the participants, possesses listening skills and at the same time is open to receiving feedback. This is an ideal situation but sometimes the actual meeting may be of different kind.
- (ii) Leading the discussion to ensure that comments or questions are acknowledged and referred to the appropriate person in the group for a response.
- (iii) Facilitate effective interaction during a discussion by categorizing questions, ensuring the questions are relevant, framed well and of a particular length. Frequently, the supervisor will lead the conversation by asking the inquirer to explain some words used in a question or to re-phrase the question altogether.

3. Organization and Operation of Workshops

The objective of a workshop is to provide the participating individuals an opportunity to improve on their problem areas with the guidance of a subject expert. The participants are treated as equals in the interactions with adequate time to reflect on their learning. Workshops and meetings are different concepts. In a school system, workshops may vary from a two to five-week workshop to weekly meetings held throughout the school year.

There are various approaches in organizing a workshop within the educational system. Sometimes, many other schools or higher education institutions organizes educational workshop and a supervisor has to assign teacher or faculty member to attend the workshop. An alternate method is to discuss the idea of conducting a workshop with a small group of staff members. Once the decision to hold the workshop is final, it will be wise to select a few members from the leaders on the local system, such a decision will assure the teachers that a practical approach will be used in the workshop and these leaders will assist them. Members who are not convinced with the method and show no interest in the idea of having a workshop should not be selected to attend it. Though an ideal situation will be where the entire school staff is able to attend the workshop with the official leaders trying to motivate them in their respective roles. Consultants from outside the school should be included in the workshop to have a wider range of ideas which would help making the workshop different from an ordinary teacher's meeting. A fixed schedule, date and time is marked and decided for the workshop by the staff together, which gives them a feeling of being united.

4. Applying Managerial Principles to the Institution

One of the major supervisory functions is applying managerial principles to the schools and institutions of higher education. It is observed that most of the schools are following the principle of scientific management. We cannot generalize this notion but however, it has been observed because of the paradigm shift in the educational philosophy of the schools and other higher education institutions. In the present era of globalization, privatization and liberalization, the schools no longer have service as a motive; they are now profit-making businesses.

The scientific management philosophy is based on the premise that workers (teachers) are a passive tool which can be swayed to attain organizational objectives. Therefore, both the administrative supervision and the scientific management methods of supervision function under the same principle. There are some basic differences between these two concepts. The principle of scientific management is used to maximize the efficiency of workers (teachers in the case of educational institutions). The scientific management ideology recommends using time and method study to conclude the most appropriate technique of doing a task, giving workers an incentive to do the task and using the subject matter experts (supervisors) to establish the terms of the task to be completed.

One of the crucial functions of the educational supervisor is to ensure that the teachers perform their duties in agreement with the methods and under the stipulations recommended by the supervisor. In general, supervisors carry out their assignment by informing, displaying, imposing, assessing and rewarding, and so on the teachers who are supposed to function with utmost proficiency. Since the foremost concern of the supervisor is to make sure that teachers do their jobs, he has no interest in the thoughts, outlook, sentiments and self-esteem of the teachers. It can be concluded that principles of scientific management are oriented towards achievement of goals rather than fostering human relationships. We will now explore the most suitable approach for the supervisor by discussing the merits of following principles of scientific management vs. development of human relations.

As discussed earlier, the educational supervisor sometimes has no concern to the feelings, attitudes, emotions and morale of the teachers. Various studies have shown that human relations are also important in effective organizational management. Many management theories support this view therefore, a supervisor must realize that teachers have individual aims and desires and these impact their expectations as teachers work towards achieving these goals. Conflicts often occur when personal goals of the teachers are different from the objectives of the organization. This is a common occurrence in educational organizations particularly in planning a teaching schedule or a time table. In this matter, the supervisor must try to avert any confrontation and if it does, make certain that the differences are amicably resolved without hurting the sentiments and interests of the teachers involved. In other words, a common path has to be discovered so as both the teacher and the organization are content with the solution. A supervisor must possess knowledge pertaining to leadership behaviour, various leadership styles, interactions with social groups, group processes, and so on, which will assist in resolving conflicts with quick thinking and practice instructional supervision.

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The most widely recognized and influential experiment to support the importance of human relations in management was conducted in 1933 by Elton Mayo and his colleagues. This experiment is famous as Hawthorne studies. This study revealed that relationship of worker with supervisor greatly influences the job performance of the workers as well as the productivity. Another significant finding of this study is establishing the relationship between informal organization within the formal organization and productivity. In other words, we can state that positive and good relation between the employee and supervisor has positive influence on the job performance and productivity similarly formation of in-formal groups within the organization has an adverse effect on the productivity. When we are concerned with people centric organizations like schools and colleges, the human relations become more important.

The principles of human relationship management were subsequently included in the system of supervision and the term ‘Supervisor’ was substituted with the terms Resource Person, Coordinator, Helping Teacher, or Consultant. The supervisors were deployed to assist the teachers in solving their problems. However, the reinvigorated supervisors were deemed to be ineffective as they focused more on democratic rights and creating a friendly environment than providing solutions to the teachers.

Many principals shied away from the responsibility of academic leadership, due to lack of experience and absence of structured roles and responsibilities for academic leadership. Lack of clarity in the roles of the supervisor and the principal created confusion and conflict between them. Over a period of time, the services provided by the supervisor were not demanded by the teachers. It became evident that even by providing democratic rights and factoring in the human relations, the concept of supervision did not have all the answers to the problems pertaining to supervision in schools.

In conclusion, we can say that instructional supervision is an administrative method which aims to impact the teacher-student behaviour system. Therefore, the quality of teaching and learning will have significant effects on the nature of supervision. Schools and educational institutions bridge the gap between the teacher and the learner so that teaching and learning can happen. Efficient and effective supervision of the teaching and learning process is required for it to be successful.

As the key objective of supervision is to bring enhancements in the learning situations with the learner, it is therefore, crucial to have a precise understanding of the major features and functions of supervision.

This knowledge will help you to develop an understanding and appreciation of the professional roles played by different individuals pertaining to school supervision.

5. Administrative Function

We have already discussed the similarities between supervision and inspection.

It was referred to as a managerial responsibility intended to ensure that teachers do their duties well. On the other hand, supervisors observe the teachers, evaluate their performance and take appropriate remedial action. Their activities involve inspecting, verifying, informing, assessing and monitoring. Supervision is generally considered to be the domain of untrained staff that is not from the profession. It is assumed that non-professionals as supervisors are acceptable because there is general belief that educational supervision do not need any specialized professional expertise. Some of the other assumptions are appended as follows:

- Supervisors are not obligated to contribute in the development of teachers.
- Supervisors are not required to improve the level of instruction.
- Teachers are supposed to solve their problems on their own.
- Teaching is not a subject with its own essence of wisdom and practices, which could be studied or tutored.
- Supervisors should be focused on getting the job done and not on the thoughts, sentiments, viewpoint and ethics of teachers.
- Only teachers are responsible for the performance of their students.

Every school must appoint an administrative head who would be responsible for overall school building and administration management. Due to increased numbers in student population in schools, layout supervisors are replaced with superintendents who have a greater responsibility for providing quality teaching and instructions.

6. Instructional Supervision

Every educational institute has its own identity, requirements, importance and human competencies. Instructional supervision plays a very important role in the management of a school and is a part of the organizational structure. The entire school staff, administrators, consultants, children, and so on, are vital and hence, their needs and requirements like affection, stability, recognition, sense of achievement, and so on, should be satisfied and provided with a healthy and a comfortable working environment. Every individual associated with the school has an important role to play and contributes towards the betterment and progress of the school by providing their services. Schools provide a wide base for human competence for its improvement which has to be coordinated, controlled and utilized effectively to get maximum output. The member's advice and evaluations of the system are given importance in order to improve the system. Instructional supervision and teaching behaviour which are organizationally sponsored together improve the quality of education imparted to the students (Figure 4.1).

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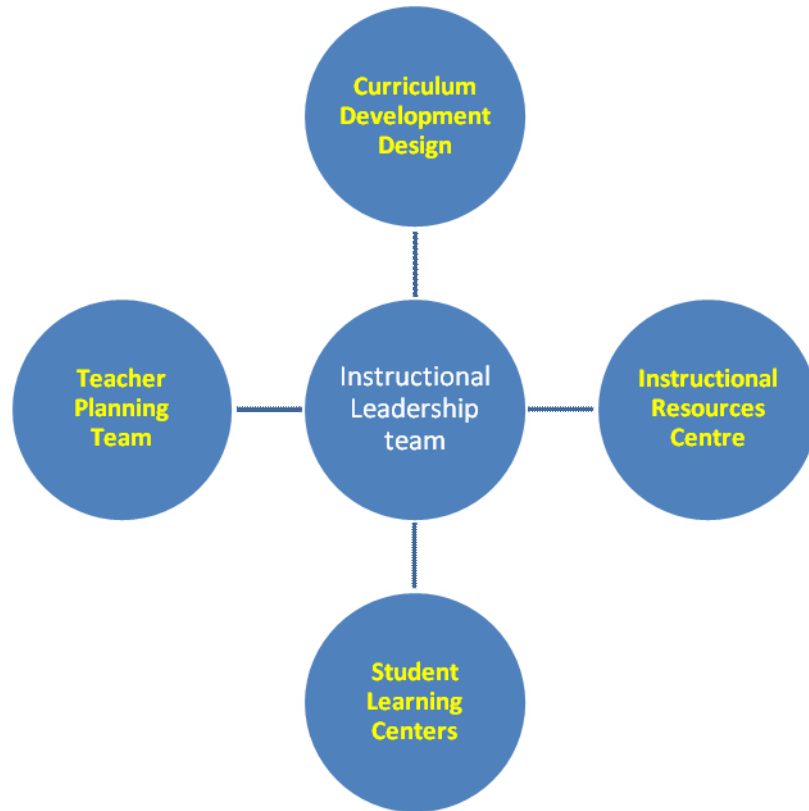


Fig. 4.1 A Theoretical Structure for Visualizing Instructional Supervision

Figure 4.1 represents a theoretical structure for visualizing instructional supervision in the school. It shows various important factors which influence the instructional supervisory behaviour system. They are the following:

- **Student Learning Centres:** They are where the action is. Here commitment of the students towards learning is utilized and they are given many opportunities to learn.
- **Teacher Planning Team:** Each learning centre has a team leader who is responsible for planning, teaching and evaluation of the centre and ensures full team involvement and contribution.

Learning objectives, and programme structure are designed, executed and assessed on a cooperative basis.

- **Instructional Leadership Team:** This team includes the principal, student learning centre, team leaders, coordinators, and special consultants. Instructional leadership duties of the principal are already defined which he implements through the instructional leadership team. School objectives can be decided.
- **Curriculum Development Design:** In this centre, the programme opportunities for students are tested and are clubbed with the different school activities.

- **Instructional Resources Centre:** It is a primary central service centre where the study material and equipment is collected and made available to the various learning centres according to the requirements. The purpose of this centre is not only to make materials and equipment available, but also involve students and teachers in the method of development and discuss the feasible structures for instructional guidance.

Content, methodology and materials and resource development for teaching should constantly change with the changing requirements of students and new advancements in education and technology. A wide technological and psychological support system is offered for the teaching behaviour system and coordinators and consultants with unique skills and knowledge are provided at the regional school level. Other experts are employed from the school district instructional group, higher educational institutions, regional community, and various other regional schools. A school is planned in a way where instructions are administered.

7. Staff Development and Professional Growth of Teachers

To meet the needs of an educational organization it must be ensured that adequate and competent staff is available. For smooth running of a school or college, a supervisor ensures that skilled and competent teachers are recruited. In addition to this, the continuous professional growth of the teachers should also be ensured. Staff improvement is an incessant and a complete process of utilizing human learning, selection of additional competent staff, reassigning tasks to staff members and substituting staff members. Career growth depends on the organization type and their extent of leadership, problem-solving skills, decision-making ability and accepting responsibility for providing results. Teacher progression is endorsed when they share ideas and are reassured to test the assumptions they created. Supervisor should try and participate in all activities that lead to the development of a teacher's potentials incorporated in staff-development trainings which are not offered by the approved leader of other staff members.

Most principals have made the mistake of presuming that staff progress training for teachers and other staff is their responsibility which reflects on that they consider themselves as superior than being one of them. Staff-development training must be carefully handled and not expose the teacher's weaknesses directly but help to improve by reflecting community dynamism. The staff improvement training programmes are more profitable if they are focused on refining the overall school than be confined to the capabilities that motivate only academic progression. There is a requirement of more advancement in speculative learning along with other abilities to make the school programme a success. Growth can be defined as the ability to work with and help others and improve social skills in independent processes. Different programmes may include reading, attending meetings, participating in seminars/workshops and going on knowledge building tours. The objectives of a good staff development programme in an educational organization may be as follows:

- To enhance quality of teaching-learning process
- To create interest in the teaching job and positive attitude towards teaching profession

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- To promote the new teaching skills
- To improve academic qualifications of teachers
- To enhance and conform to experiences and do not aggravate academic growth

Staff development programmes should be based on evaluation of teaching. Teachers give their complete participation in the assessment of teaching practices if they are directly related to the school's goals, administrative procedures, and supervisory techniques. Group activities and processes should be subjected to continuous evaluation for greater individual development with increased support from the principal. Work of both the individual and the group is appraised. Each individual must elucidate on his professional goals and discuss the methods of accomplishing them with his coordinator. Each individual should also assess himself, peers and coordinator as the work progresses to see that they are progressing in the direction of accomplishing goals which further helps to maintain professional and personal integrity. Staff development programmes help teachers in the following ways:

- It leads to personality and professional development.
- It helps in assessing achievement of aims and objectives.
- It functions as a method of positioning things correctly.
- It helps in determining the abilities of the teacher and other staff members.

Evaluation of the educational programme acts as a bridge between goal setting and achievement and helps the supervisor to develop a need based in-service training programme. The in-service programme helps both administrators and teachers in improving the learning process. It includes all individual activities related to school that contribute to their continuous professional development. Following are the basic principles:

- It arises from familiar requirements of the school and community.
- Every member of the school staff requires in-service education.
- Suitable direction leads to an increase in the in-service professional growth. It improves the instruction quality which is an immediate and a long-term aim of in-service education.
- It includes a continuous method of re-examination and reconsideration of educational process and encourages members to achieve self-realization through proficiency, success and safety.
- It is very important for state agencies, colleges, universities, school boards, school supervisors and teachers.
- Administrators should develop an environment that stimulates a desire and motivates the teachers and other staff to perform better.
- Though it is rational to expect a teacher develop his own future but at the same time, it is also the schools responsibility to inspire them by providing prospects for in-service growth. Staff development processes not only focuses on common experiences but also includes reading, attending meetings, and

other types of individual understandings as growth experiences. A few administrators are of the opinion that one method of contributing to the teachers development is to take his class sessions while he is attending meetings or is on other school visits, and also making teachers professional material available that contains suggestions and ideas at the time of need.

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8. Selection of New Personnel

An educational supervisor or principal has the responsibility of strengthening the teaching staff. The additional staff is employed to toughen the group and it also provides the skills and abilities and secures leadership styles that are deficient and required. A new person is selected by the school district and staff after clearing the screening test. Generally, a supervisor follow certain procedures for selecting new staff like advertising the post, inviting applications, short listing of eligible candidates, taking interviews, observing demonstration classes, short listing of selected candidates, preparing merit list and issuance of appointment letter to them.

In an ideal situation, the selection and employment of a new member should be done not only by the head office and the principal alone but it should also involve school staff members to determine what additions have to be made as they have to work together. Most schools want the new teacher to believe in a collaborative approach to solving problems and have the willingness to reflect on all viewpoints before arriving at a final solution. If the new teacher does not follow this viewpoint he will be unhappy and an unacceptable member of the staff.

9. Developing the Curriculum

The curriculum is a significant function of instructional administrative behaviour which includes a brief outline of the curriculum, company who will develop the curriculum and society influence. The school curriculum is based on the experiences that an individual receives under the school's assistance and the community needs that these understandings are structured and offered proficiently. For teachers to execute the curriculum to the best of their capabilities the instructions should be administered in a democratic manner. Curriculum is perceived as learner's commitment with varied features of the environment, which has been designed under the objectives of the school with the belief that the engagements can be witnessed and to some level organized. The curriculum is a set of objectives about prospects for employment of students to be educated along with other students in a particular manner, time and space. It is also the instructional considered as a resource that is accepted and provided by the school system.

A supervisor has to organize the efforts for developing a good curriculum. The curriculum board should create the background within which regional schools operate. The board of education should be informed about the changes in strategy that affects the system-wide curriculum and direction including the improvement and evaluation of organization goals. It should be responsible for suggesting improvements that the board considers should be attempted in the schools. The curriculum board functions as the basis for the creation of curriculum policy, which will be practically useless without having an establishment for introducing and

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executing curriculum resolutions at the building level. There must be a curriculum board in every building responsible for understanding the system formation of goals and curriculum strategies and evolving and evaluating the regional school structure of education for deliberation by the school. The administrative officer of the curriculum board should be the assistant superintendent for curriculum and direction.

All suggestions for system improvement come to him directly from outside the system through the panel of education from the superintendent. The managerial staff works with him and keeps him well-versed with the new curriculum improvements within and outside the system. The supervisory staff is primarily responsible for the improvements and executions of the curriculum policy. If supervisors become aware of any expressions that are present in other school systems, they should try them in the regional system in order to improve it. A staff member may locate teachers or educational institutes that wish to experiment with a new theory. The administrative officer helps by being a consultant to the teachers and supervisors who are experimenting, supporting in assessing an innovation, managing in-service project related to education, and developing a report of commendations emerging out of a specific demonstration.

We cannot develop an effective and quality curriculum without taking the community under consideration because the school methods are a sub-system of a bigger community system. The society power constitutes and influences limited beliefs and decisions about the changes in the school programme as school receives financial support, objectives description and some restriction over activities. A power structure can be categorized into the following:

Monopolistic: It is categorized by a unitary system of governance over community decision-making.

Competitive or fragmented: It exists within a society power structure and having less knowledge about its being or shape may arise unexpected and unnecessary problems for educational leaders trying to improve the curriculum. The community power structure survives and functions with the knowledge which requires informing and involving the rest of the society. The power structure is subjected to the methods by which the community encourages the school as it cannot progress without the support of the communities. It is important for the school to include a public relations activity in the programme that keeps every member of the community informed about the school's progress by writing and publishing columns in the regional newspapers, radio programmes, yearly reports to parents, conferences of the education board, open-house classes, fathers' clubs and so on. Along with community planning, the school staff has to also formulate policies and administer major curriculum changes for the school. This is another challenge with the power structure, though it does not oppose curriculum change but members may support it to encourage the educational leadership to start functioning.

After our deep analysis of different supervisory functions we will try to understand the perspective of some other eminent scholars on this topic. One of the most appreciated works was done by Wiles and Loveel (1975). They categorized the functions of supervisor into seven major categories as follows:

- Goal development
- Process development
- Direct and organize
- Motivation and problem-solving
- Occupational development
- Appraisal of educational results

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1. **Goal development:** Most importantly, supervision ensures that educators and administrators work together in coordination to develop the organizational goals which highly depend on the goals of society. Supervisors are responsible for developing the objectives which is an on-going process and needs regular examination, evaluation, modification and changing goals of the teaching/learning programme through the cooperative attempts of both educators and administrators. The concern for continuous goal improvement is an extent of understanding and receptiveness of the administrative process to the vitality of the community goals as well as a clear display of the extent of efficiency of the administrative system.
2. **Process development:** The teachers are primarily responsible for the development of curriculum and co-curricular activities. The role of a supervisor is to provide suitable, corresponding, technical and occupational facilities and support. The types of programmes and numbers established for teaching/learning process either individual or educational sub-system are decided by the programmes developed earlier so that the changes in these objectives are made appropriately.
3. **Direct and organize:** Education is an arrangement consisting of many inter-related, mutually dependent and networking units. Each unit has its individual objective to achieve and contribute to the overall recognition of the goals of the structure or sub-structure. Supervisor is responsible for facilitating proper management of different units. Successful management needs the establishment of a complete system of communication with the units in order to support the system of administration and enhance the quality of education for the learner.
4. **Motivation and problem-solving:** Teachers and learners face various problems which could be related to the efforts put into the educational establishment, estimated learning results, curriculum and co-curricular programmes and tangible learning. The teachers may be able to solve a few of these problems immediately and many other problems may take longer and need the supervisor's intervention. In any case, the administrative system should be able to promptly assist for resolving the emerging problems.
5. **Occupational development:** Educators are professionals and are trained about the changing needs, difficulties and objectives of the community who own the education system. Educators are the guardians of community learning and must instil changes which should reflect in technology, establishing objectives, learning activities and the learning atmosphere of educational

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organization. Teachers should be subjected to a constant, complete and methodical in-house training to be able to handle these changes. Supervisor is responsible for initiating, assisting, organizing and facilitating the programme of occupational improvement for educators. There was an increase in the number of staff designated as general supervisors below the superintendent as the educational institute continue to grow. The method of supervision in earlier days was a highly centralized system and the teachers were submissive and did whatever they were told to do.

- 6. Appraisal of educational results:** It is an important function of the supervisor to evaluate educational outcome. Schools or other educational organizations are set up by the society to meet its needs. It can be easily understood that both the society and school should constantly evaluate the achievement of educational objectives with the help of a methodical process of evaluation of educational results. This assessment is conducted by supervisors selected from within or from outside the educational establishment and is an important part of the supervisor's responsibilities.

It is evident that different functions of supervision are not an easy task. It is a challenge to ensure effective supervision in the schools and colleges. Supervisor may be considered as a catalyst for quality development of the learning atmosphere and student instructions. Absence of an administration system can create a serious matter of concern for the educational system to exist.

4.3.1 Supervisory Programme for a School

The structural administration plan must have the functions and relationships of the occupational staff clearly defined. General principles of an establishment for supervisory school administration in recent organizations is focused towards the development of the complete teaching-learning process which includes the complete surroundings rather than aiming towards limited tasks for teachers development in service. Current educational system focuses on the fundamentals and development of education. Supervision focuses on teaching-learning process of groups and individuals working towards complete development of the system. The educator in this supervision type helps the group which is devoted to instructional improvement which further bears positive results after considerate planning.

Planning the Supervisory Programme

Supervision of educational institutions should include planning, organizing, motivation and development of teachers. The learners should be motivated to increase his skills towards a richer and more knowledgeable participation in the community and the world. Curriculum and method of instruction should be improved. Organization of supervisory programme should be organized with the following objectives:

- To help the teachers and other occupational staff understand the objectives of education clearly.
- To help educators recognize and identify the problems and requirements of the learners.

- To offer an efficient democratic governance in the school development and its activities in encouraging pleasant and supportive staff relations.
- To establish strong group confidence and create unity among the teachers to encourage them to work towards common goals.
- To help new teachers and staff members understand and resolve learning difficulties.

The supervisory programme for the school should be organized in a way that it should foster creativity with a constructive approach. A good supervisory programme should be preventive and corrective.

The Supervisory Team

The school provides an environment and a base for the growth and development of educational opportunities for students and the educators play the role of primary agents in the method. The instructional administrative team of the school also has an important part to play in the process. The functions of the establishment's instructional administrative team are relatively similar to those of the external administrative team. The similarities are evident in the following ways:

- Involvement and organizing the continuous improvement and assessing of educational objectives at the regional level
- Providing emotional and practical support system for teachers
- Research, improvement and directing of new processes
- Exchanging educational ideas with different schools in the region
- On-going knowledge development for the skilled staff
- Curriculum layout and organization of different specific sub-system in the school to sustain equilibrium and mutual process directions
- Selection, distribution and positioning of instructional material
- Planning of educational programme
- Planning of manpower resources
- Selection, introduction and application are the responsibilities of the regional educational instruction administrative team

Principal as the Leader of Supervisory Programme

The principal is responsible for the overall objectives of the school. The school is a group of vibrant co-dependent units that provide understanding of all the goals. In order to recognize these objectives the principal has to deliberate upon the aspects that enhance the success of the objectives. For example, if the school mostly wins in quizzes and debates then the principal can make some of the competent students to miss some of their classes during school hours or after school hours and get them specialized training from experts in that field. The students have to sacrifice some of their classes in order to excel in various other fields than only studies and sports. The principal is a chief factor in this network and must inform the school requirements to the administrative headquarters and encourage good inter-personal interaction

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between the teachers and the administrator. The principal also provides guidance in detecting and deploying suitable personnel to offer an acceptable system of emotional and practical support for teachers. The principals have to make facilities, curriculum, new processes, and so on, available to enable support and skills of the teacher in order to achieve the ever changing objectives.

The Supporting Instructional Staff

The teachers have to bring together definable interrelated parts of process to achieve specific objectives. The following are a few of the clear functions of the programme instructional staff.

- To include the consistent objective development for students that is within the schools expectations.
- To include the team in building a goal achievement assessment plan for the students.
- To enable the facility of providing emotional and practical support programme for the team.
- To enable the exchange and realize expectations of the team from the system and vice versa.
- To contribute in the method of the team members assisting each other.
- To include the team in devising and building plans for realizing students commitment towards achieving operational goals.

The curriculum and instruction staff functions should avoid managing content development, sports, supervision support, teaching source hubs, laboratories, and so on, but they should design, execute and assess programmes and teamwork with other experts.

4.3.2 Different Aspects of Planning a Supervisory Programme

Before planning a procedure an efficient supervisor tries to assess the future. In other words, foresight is also important for planning. Foresight and planning are important parts of management. Foresight means to evaluate the future and design and activate necessary provisions for it. Therefore, general attributes of planning are as follows:

- Interpretation of facts.
- Defining an action outline considering all available dates and objectives.
- Describing the steps to be performed to define the action.
- Creating conditions to carry out the plans successfully.
- Developing and sustaining an assessment process to understand the level of achievement of plans.

Planning needs extensive administrative foresight and productive evaluation. It is important for supervisory leadership to be able to plan, if an administrator is unable to plan effectively to enable better education he is unable to gain the trust of the educators with whom he works.

1. Organizing and Implementing a Supervisory Programme

After the planning phase, a principal or educational supervisor should concentrate on organizing and implementing the administrative programme. The principal must be acquainted with the following four basic principles of supervision in an organization.

- The involvement of a proper supervisory establishment can improve the educational learning conditions for students.
- A supervisory establishment must be created on a basic philosophy of education accepted by the school system.
- The head office has complete authority on the supervisory programme and can allocate responsibility and administrative powers of the process to the supervisor.
- The school's administration should be evaluated continuously and reviewed accordingly.

The external organization is based on the following assumptions:

- The legally appointed head has an authority which is centralized.
- The teacher should report directly to the principal for the educational programme within the classroom.
- The lines and means through which assigned power and obligation flow must be definite and explicit.
- Staff members are teaching experts and advisors. Therefore, they are different from the line officer but have no managerial powers.

2. Improving Supervisory Practices

The administration should give substantial thought to classroom visits for administrative improvements. Every supervisory practice should be based on the functions and objectives of supervisory inspections. A classroom inspection when performed by an authority that is aware of the requirements effectively identifies various needs to be fulfilled which are lacking. Basically, teaching should not be made a daily function, but should be made interesting and ever improving. For example, an innovative teacher always looks for new and improved skills to make his classes interesting and can be assessed in an objective way. A capable instruction leader appraises the performance of the teacher positively and not just inspect the classroom which is a supervisory function. Teachers expect administration to be well-planned, productive, and fairly applied and realize that to fulfil these expectations following standards should be met:

- The main function of administrative visits should be focused on improving learning.
- It should be motivational and informative rather than competitive and oppressive.
- Supervisory inspections must offer a positive and definite basis for development. The principal should be accountable for evaluating teachers as they are responsible for what takes place by way of teaching in the classroom.

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- The principal is accountable for the instructional development in all capacities at all levels.
- The principal's primary concern should be based on the safety, welfare and progress of the staff. He should assist the teachers in utilizing different methods of self-evaluation.
- Teachers should be allowed to discuss their concerns and make suggestions and the principal should pay heed to them.

Some of the most important functions of the administrative inspections are as follows:

- It should be planned.
- It should be focused.
- It must have a fixed objective.
- The teachers should be evaluated objectively.

3. Planning for Classroom Visits

The main function of a supervisor is the instruction improvement. To perform this duty effectively he must be proficient in using modern techniques for administrative inspections and meetings. Careful planning should be done by the supervisor before a classroom inspection. The supervisor could select events applicable to a particular inspection from the following list:

- The administrator should know the reason of inspection and ensure that the teacher clearly supports the purpose.
- The supervisor will try and update himself about the teaching-learning situation prior to the visit.
- The administrator should deliberate on the area of the educational programme with the teacher which he has requested to help prior to the inspection.
- The supervisor should evaluate all available applicable material including archives of previous inspections and follow-up meetings that might relate to the suggested visit.
- The methods of administrative visits are also important. The principal during inspection should conduct himself in a way that the teacher and the class are not disturbed.

While organizing the inspection, the supervising principal should:

- Arrange the time of the inspection with the teacher in advance.
- Enter the classroom peacefully without disturbing the class.
- Should be cheerful to spread positive vibration among the teacher and the students to reflect his happiness to be there.

4. Observation During the Supervisory Visit in the School

Every supervisor should have prior preparation before beginning the supervisory programme. The principal must be prepared in advance about the observations to be made by making a list of points to be noted. The following points may help in the process:

- Do the students follow the classroom standards of conduct? Is self-discipline encouraged?
- Do students know the reasons for correcting them? Is corrective actions considered a form of positive criticism?
- Is the instructor friendly and patient?
- Is the instructors voice well-modulated and of adequate volume?
- Do the teachers have leadership qualities and are they confident, encouraging and consistent?
- Is the teacher clear about her/his goals?
- Does the teacher know his/her subject well?
- Does the teacher prepare her/his lessons well before teaching?
- Does she/he make lesson plans?
- Is the teacher well organized?
- Does she/he have a fixed place to write the assignments?
- Are the assignments clear, rational, appropriate and assorted?

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5. Mechanism of Observation

The duration of the administrative inspection is assessed by the condition observed of teaching-learning and by the kind of inspection (standard, survey or scheduled). Determining the inspections aim in advance allows the principal to estimate the length of the inspection. The principal may decide to attend the entire classroom session to assess the teaching-learning process. If the teacher has invited the principal to her class or if the principal intentionally visited the class then she/he is expected to remain till the end of the lesson and should not disturb the class by leaving midway. Undoubtedly, the principal will be able to deliberate on the lesson judiciously in the follow-up meeting if the complete class session has been observed.

The frequency of administrative inspections depends upon the following:

- The reason of the visit and
- Who originates the visit?

If the administrator observing an instructor who asked for assistance with a specific part of the educational programme, the administrator may wish to plan on her/his return visit within a short duration following the early observations to collect more data to determine an improved teaching method.

The occurrence of administrative inspections should be with a purpose of an efficient programme. The requirement for a basic inspection programme occurs because the fear of supervision visits may cause the school and its staff to function in an improved way.

6. Follow-up Conferences after Supervisory Programme

Many experts in supervision recommend that the principal should organize a follow-up meeting shortly after classroom visit where specific proposals on how to improve

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the supervisory meeting. There are certain principles on which these follow-up conferences are based. They are as follows:

- The principal should try and form an affinity with the teachers at the launch of the meetings.
- The principal should involve a basic commendation of the complete subject and support specific features of the subject.
- The principal must praise and motivate the instructor on his/her skills.
- The principal must try and build the teacher's self-confidence in his/her work.
- The principal must involve positive feedback which would result in making the teacher's good work better.

The aim of a follow-up meeting between supervisor and teacher is to help in planning and not for imposing a plan on the instructor. A meeting is an effort to reach an association of minds and resolutions. Individual interaction with the teachers helps in imparting all the assistance needed by them to become capable of self-analysis, self-appraisal and self-development. As a method of personal interview, the individual interaction provides an excellent prospect for the participants to describe the matter to be discussed, describe his/her point of view on education, identify the requirement for development and resolve the problems in a supportive way.

7. Ensuring Success of the Conference

Preparing for an administrative meeting is as important as preparing for an administrative inspection. Extensive knowledge, skill, and perception are needed to carry out a positive meeting. To have every available resource within reach acts as an advantage for the principal. A few following activities may be more applicable to one definite type of meeting than to another. The principal can select them as per the situation.

- Remember the intention of the meeting
- Evaluate all records related to this meeting
- Create tentative propositions by predicting possible inferences and references
- Record probable progression
- Evaluate and accumulate specialized resources that will assist the teacher
- Collect teaching materials for the teacher to use and assess
- Administrator of the school confirms with the caretaker to know if the conference room is ready
- Remind all members of the meeting time and venue plan to provide basic refreshments

The principal is accountable for the accomplishment of the meeting. The principal being the education head of the school should attest definite personal potentials and professional capabilities to create an affinity with staff members and sustain and prepare a superior educational programme within the school. Therefore, the school head should be friendly, a careful listener, provide suggestions, maintain suitable

archives of plans and proposals made and make sure that the decision has been finalized. In addition to this, a good administrator should be open to suggestions. He/she recapitulates the results, conclusion, and decision to provide for adequate assessment.

8. Organizing Orientation Interview

In a few large educational systems, the recruitment and allocation of the employees may be done without the involvement of the principal. This is done so that the principal does not have to spend time in finding the new employee's interest, skills, educational and other information through an exploratory interview, which is incorrect. The principal should remember that the first interview with a new member is crucial for her/him to form a future rapport with the teacher. During the first interview, the employees should be informed about vital phases of his/her work; should be given a tour of the school to know the location of different offices and facilities, introduce him/her to the other staff members and other information that would help her/him feel comfortable and perform well. The new teacher should be informed about the requirement of the orientation interview. The orientation interviews are very much important in supervisory programme as it provides the new staff members a sense of belonging, creates interest in the job, motivates and helps in avoiding major mistakes. It is crucial to maintain suitable record of the supervisory meeting for future reference for upcoming supervisory inspections and follow-up meetings. Therefore, to improve supervisory meetings adequate follow-up activities are needed.

9. Organizing a Successful Workshop

Workshops are a means of motivating professionals to grow in their career. It gives the participants a chance to resolve their problems with the help of expert advice. All members work on an equal relationship. The workshops are organized keeping in mind the staff schedule and availability of time. Some schools establish a long two-five weeks workshop whereas others have tried to organize them like weekly conferences conducted throughout the school year. A workshop can be specified in a regional school system in many ways. The staff members may attend workshops in a different town organized by the sponsorship of the school or a national organization or participate in workshops in other schools in the same town.

The description of their experience on the conferences attended outside their own school premises serves as a motivation for other staff members. Another method is to make a small group of a few staff members together and review the workshop ideas. A workshop is conducted only to discuss and understand the problems and process. It is further evaluated by the staff, society and the board of education. It is advisable to include a few community members and education board members in the workshop making it more dynamic and ensure that correct results of the workshop reach these groups. This assures the teachers that the approach used in the workshop is practical and will have the support of these leaders. An unhappy staff member can disrupt the workshop activity. The ideal situation is to make the complete school staff participate in a workshop along with official leaders fulfilling their usual roles. The workshops too should be evaluated to improve the process and allow all members to participate. Therefore, an evaluation board should be created which should be

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responsible for recommending assessment procedures, organizing and carrying out the assessment procedures to which the workshop group agrees.

Workshops should have very clear defined and accepted purposes which are directly related to the issues arising from day-to-day work at school. They are not limited to the staff members of a specific school or school system facilitating discussions on new ideas. Subject specific workshops appeal to those people with a special interest in that subject; who wish to make a special contribution, or who need help to resolve a particular problem. The workshop is successful or not can be decided on the bases of the quality of the efforts put in by the group. Workshop promotes good human relations and interactions than the formal conferences. Materials are often supplied at the workshop, though sometimes, the teachers are required to bring their own material from their schools.

There are various types of workshops like an art workshop, mathematics workshop, and so on, which evaluates the current and new programmes. Workshops may complement the teachers' backgrounds and helps them update their knowledge with respect to development in research in subject matter and educational techniques. The supervisor should account for different interests, requirements and capabilities of teachers when planning a workshop. Though workshops are conducted on teacher's requests but the supervisor encourages the interest and exchange of new ideas, problems and proficient solutions.

The workshop has some limitations which are as following:

- Too little job planning, subject understanding, group interaction and inadequate knowledge of group techniques.
- An inclination to undervalue the abilities of the group and individuals.
- Inability to encourage and challenge members to think critically.
- Less availability of individual qualities which motivate the individuals, lack of diplomacy and less tolerance levels in dealing with other members.
- Lack of adaptability and too much supremacy.
- Insufficient understanding of individual requirements; lack of involvement in creating and maintaining a friendly, responsive, and intellectual environment for the group.
- Disapproval of insufficient efforts made by the participants to resolve problems.
- Lack of insight, perception and planning.
- Failure of planning the workshop in a short duration.
- Inability to manage violent members, and so on.

It is desirable to have a fixed time for the workshop to begin and for the group to meet together. This stage of the programme involves presentations by experts and sharing material with the work groups and to initiate a feeling of unity in the groups.

10. Measuring Teacher Performance

Performance of the teacher is based on their accomplishments and methods of teaching. Educators should use best and efficient educational methods for the advancement of teaching. In order to achieve this objective, thought leaders from the education sector should lead the efforts in reviewing the efficacy of current teaching methodologies and inform the fraternity regarding the latest development including research findings, best practices, and so on.

The methods of supervision deployed and its efficiency will depend on the individual teacher concerned. The principal should have knowledge of all suitable supervision techniques and be accountable by providing leadership to the staff and using the following principles of leadership:

- Drive improvement in instructional techniques through sufficient and suitable supervision.
- A supervisory team should be constituted comprising competent and qualified staff.
- Teachers should be allowed freedom of thought and expression so that the same is used in the classrooms to stimulate learning.
- Positive supervision aid techniques which lead to the fulfilment of educational goals for the teachers and learners.
- Supervision would aid teachers individually by instituting a common instruction advancement programme.
- Supervision of techniques should comprise methods which include forecasting, reflection and review conference.
- Supervision supports continuous advancement of instructional techniques.

11. Teacher Evaluations and Appraisal

The principal should be able to recognize the quality of teaching and provide assistance in assessing their personal level of instruction. The principal should be able to provide positive suggestions regarding enhancement of teaching techniques and utilization of subject matter experts where required. The principal should be a part of the instructional process through regular contribution and reviews to be able to support each teacher.

Evaluation or review forms are of many types, sometimes, these are formulated on a principal's expectations however, mostly they are based on suitable qualities, grades, observations, analytical review of teacher training institutions, peer and student feedback among other techniques. For institute of higher education and universities, the University Grants Commission (UGC) has given the criteria of API, i.e. academic performance indicator. Many colleges and institutions of higher education are following performance based appraisal scale (PBAS) to assess the teachers' performance. In an ideal situation, the review methodology should be an inclusive process viewed as an effort to resolve a professional problem. An appraisal scale could be used for self-reviews and meetings with the principal, the teaching staff should be motivated to use self-appraisal methods. A sound appraisal system will provide confidence to

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the teachers in sharing their areas of improvement and issues and increase their participation in the process. A first step in the appraisal process is to define standards for effective teaching. Superintendents and teaching staff should be accountable for choosing their standards through a collaborative process. Reviews should be conducted to serve a purpose and not as an end in itself. Positive appraisals are needed for the betterment and advancement of a professional through a study of individual strengths and weaknesses and in turn be the strengths point for corrective action.

The objectives of teachers' appraisal are as follows:

- To enhance their self-esteem
- To increase output
- For career advancement
- To encourage them
- To gauge performance against the norm

In the process of appraisal of teachers the role of the principal is quite important. Some review and development functions of the principal are as follows:

- Reviewing teaching resources for their instructional effectiveness.
- Defining and analysing objectives with the academic staff.
- Choosing the method of appraisal and implementing it.
- Studying the information so as to ascertain strengths and weaknesses of the product.
- Conducting analytical study of the complete teaching-learning process to establish the past history pertaining to acceptable and poor student development as depicted through social changes and operationally outlined abilities.
- Examining the progression of education and curriculum in use.
- Reviewing the resources of teaching, the equipment and the socio-physical setting of learning and development.
- Identifying and resolving learning related issues in the learner, which could affect the growth and success and the individual's potential.
- Evaluating the objectives, methods, and outcomes of supervision.
- Learning and using the methods of evaluation.
- Reviewing the outcomes of supervisory programmes and factors which reduce the effectiveness of these programmes.
- Appraising and advancing the work of the supervisory team members.

The success of a supervision plan in an educational system will be based on factors such as effective teacher training programmes and setting of suitable educational goals. As the organizations evolve continuously the instructional methods and aids must be altered accordingly.

12. Use of ICT Support System and Library Facilities

Exponential knowledge expansion and scientific advancements are common in the modern world.

The educators face a unique problem of not only imparting the information regarding the advancements in knowledge but are also accountable for assuring that the learners comprehend it all. The issues being faced by the educational system are complicated and specific therefore, a collaborative and support based environment is essential. Educational institutions have rich media based instructional technology centres or learning centres or audio-visual labs which provide interactive services to students and teachers. These centres impart learning through instructional media like films, film-strips, audio tapes and discs, exhibits, slides, specimens, objects, pictures, maps, blobs, charts, recordings, television, teaching machines and the Internet.

A curriculum based control room at the core of the instructional media centre should be included in the facility.

One programmed study and its control room, which is the heart of the instructional media centre, should be made available.

In developed countries, the centre for learning and instructional materials includes a variety of publications in standard traditional print media forms on subjects such as staff and instructional development; development of instructional systems, distribution and retrieval of information electronically, individualized learning and laboratories as well as functions of audio-visual instructional technology.

These centres were initially developed to assist and include the self-sufficient classroom model. The outlook and teaching patterns of these centres have undergone a transformation, resulting in it becoming a learning hub with several specialties. With renewed focus on instructional systems, the evaluation process will also become important in the coming years. Given below are various methods by which the instructional media centre can be improved.

- Availability and accessibility of materials
- A well-aired room to keep the resources
- Availability and accessibility of an expert to manage the resources

13. Improving the Utility of Instructional Resources

The following procedures act as a guide to ensuring effective use of instructional resources.

- The academic staff and management including the principal must work together in the improvement and collation of instructional resources.
- Based on the student programmes the educator should appraise instructional resources on a continual basis.
- Assistance must be taken from expert consultants in the appropriate use of special education resources, audio-visual equipment and latest tools.

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- All learning, educational resources should be kept in the library and indexed. The librarian should serve as an expert on the selection and use of these materials.
- Quality products should be purchased as far as possible. Procurement should be done through the appropriate office responsible for central purchases.
- A workroom should be allocated to the teachers by the principal to enable them to create and deploy their own instructional resources and aids.
- As far as possible instructional material should be procured from municipal and service oriented organizations which is either free of cost or less expensive than commercial establishments. Resources should be selected based on their utility considering the experience and education level of the group.

The objective of procuring the right instructional material is lost when:

- Teaching aids and books are procured for students of a particular experience level and incorrectly deployed for students of a different age group.
- Resources may appear to be ‘Teachable’ and could be presented in an appealing form although they may not be suitable.
- Attractive forms of resources may be in use by other colleagues and hence, considered appropriate.

Any modern school or modern higher education institution should have a quality library. A supervisor plays an important role in improving library services. Efficient principals recognize the need for having a well-equipped library in an educational institution. Quality oriented library services encourage learning and influence the educational programme positively. The quality of curriculum and standard of instruction can be gauged based on the library service of an institution especially in case of large institutions where a library is the central repository to keep all accumulated materials.

The library: Larger institutions may combine instructional technology centres and libraries into an instructional media complex.

As every institution may not be able to afford an expert, the principal should ensure that the correct methods of teaching are being deployed. A list of available resources should also be provided to the teaching staff. Teachers will need to be adept in utilizing modern technology so that the learners derive the maximum benefit by being able to discover, study and assess the vast amounts of constant developments in knowledge. This may be achieved by combining media for groups and individual instruction, for e.g. the reading centre, computer based learning and instruction, audio based learning, and other individual response methods.

14. Organizing Support Programmes for the Community

Society establishes schools to cater to the educational needs of the people. We teach our younger generation to become good citizens for the country.

In view of the ever changing environment, advanced methods are required to rekindle the interest of the community towards educational activities. An effective

collaboration must be formed between members of the community and the staff of the educational institution in order to encourage learning and contribute to educational programmes and to strengthen community relations.

Community relations are based on similarity and coherence of views, collaboration and comprehension in between a group and the public it serves. The impact of good community relations is as follows:

- A school is established due to the benevolence of the people. However, good community relations must not be misused for gaining monetary support for the development of the schools.
- Supervision programmes which are instructional and cater to their evolving needs are accepted well by the community.
- A principal should be well versed with local community in order to plan effective community relations programme.
- An experienced principal realizes that reactions from parents regarding supervisory programmes are based on pre-conceived notions rather than on ground realities.
- A good rapport between the teacher and the supervisor is essential for the progress of the supervisory programme.
- A learner is an important connection and mode of interaction between home and school.
- A confident approach by the educational institution is crucial for the success of a supervisory programme. Schools are a reflection of the society at large and its methodology is based on the needs of the people. If the society does not contribute to the development of educational institutions its progress would be stunted.

An effective principal builds community relations through the following actions:

- Informing the public regarding the latest developments
- Rallying support
- Developing awareness regarding education
- Fostering an association between parents and the school
- Including programmes for community relations in the curriculum
- Periodically assessing the effectiveness of the programmes and making efforts to correct any confusion

The significant factors in creating a good community relations programme are as follows:

1. A knowledgeable person should be hired to manage and guide the public relations effort.
2. Assistance from a public relations director should be sought in a counselling role.
3. Demographics on the target audience should be collated.

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4. The requirements of the school should be ascertained.
5. Public relations events should be synchronized to ensure proper dissemination of information.
6. Avenues for acquiring sufficient funds and staff should be scrutinized.
7. Draw the attention of the local community and encourage them to participate in educational activities. The principal can achieve this through the following steps:

- The local Parent-Teacher Association (PTA) should have the complete support of the management and various activities should be conducted and publicized.
- A joint association comprising the staff and parents should be formed to better represent home and school coordination. This could be referred to as the community information committee.

The supervising principal should utilize the help of students. Students provide the community with living proof of the merit of the educational programme.

- The principal should encourage attendance of local community members at board meetings. This will provide them a better understanding of issues being faced by the school and appreciate the effort being put in to run these programmes.

It will be possible to explore many new methods once any of the above mentioned steps are explored. It will also pave the way for greater community participation.

Once these four areas are explored, they should provide a breeding ground for many new approaches aimed at inducing a high level of positive citizen participation.

Professional Responsibilities of the Supervisor

It is important to consider the current methods being used for describing the word 'professional'. Many professions that include educational activities and have been called knowledgeable professions and these include law, medicine and theology. A profession is said to have a distinct society of recognized accurate resources that can be validated through examination. Some professions have been created for misappropriation of their status and are based on false assertions and systems. Respectable professions however, can be tested for facts, thoughtful and academic studies. The field of education is based on dynamic learning and study. There have been recent advancements in the sociological, psychological and physiological areas as a result of which educators have progressively become more coherent. A well-defined schedule of education and training is followed by professionals who believe in pursuing their goals, frequently they study beyond their first academic degree. In spite of meeting the basic criterion to begin practice, the professionals engage in further studies, attend seminars and interact with other members of the fraternity to discuss research conclusions and build on their knowledge to improve their quality of practice.

Professionals must remain well informed on advancements in their subject, for e.g. a doctor; lawyer or engineer who does not read professional publications will be left behind in their knowledge which may impact their efficiency, competitive edge and loss of clients. A professional is answerable for all decisions taken by him/her. If a professional breaks a code of conduct and ethics, their actions are examined by a disciplinary committee comprising professional colleagues who take suitable corrective action and may even decide to expel the errant. Professionals have to learn to work without support systems and be able to take decisions and have the ability to progress in a complicated and continually altering environment.

Appended below is the usual criterion for establishing if professional status has been secured by a professional:

- A relatively traditionally performed skill.
- It necessitates both broad range and concentrated education and training.
- Preservation of above average benchmarks for admittance to the profession—based on refinement.
- A strict code of ethics.
- A high position in the society supplemented by the remuneration.
- The applied use of research within the skill.
- Methods that can be imparted but only with complexity.
- Available to the public as a benefit.
- Requires cutting edge coaching and certification.

Supervisory staff should demonstrate:

- Pride and concern about being a part of the profession with a high degree of self-esteem.
- Optimistic outlook towards the position and advantages of the profession.
- Readiness to take on additional work as anticipated from a motivated individual.
- Readiness to engage with colleagues and community members to resolve issues and build strategies for betterment and assessment of programmes.
- Confidence to communicate well as required in a situation.
- Awareness of the large responsibility as an educator in shaping the nation's future.

An educator must possess a high level of self-respect as only then can they achieve the respect of others. A positive outlook towards themselves and their work would reflect in their professional efficacy. Whereas respect for self and one's ideas is important it should not be done by being rigid and prejudiced of others. An educator should take the responsibility of the learners. An educator spends majority of the academic session being thoughtful and determining programmes, accessing resources, leading the development of the instructional programme hence, only a committed approach is not enough. In a similar manner, the teacher has to take responsibility of other staff members. A principal who creates a setting which allows the teachers freedom of speech, expression of thought in the teaching process will find that it

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accelerates learning in the classroom. At times, supervisor may have to take unpopular decisions for the sake of safeguarding the rights of individuals or groups or to defend principles.

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While hiring new staff a supervisor must take the following actions:

- Attempt to increase and sustain professional benchmarks by retaining manpower recruitment agencies to acquire experienced and competent staff instead of hiring interim and under qualified personnel.
- Be accessible to the staff, learn about their career objectives and consider them when the opportunity arises.
- He should not advertise or discuss an opening for employment and consider applicants before the position has fallen vacant and the current employee has officially resigned and declined re-employment.
- Conforms to the laid out salary guidelines while extending employment to new staff.
- Explains the job profile lucidly with details regarding the institutions philosophy, policies and procedures, terms regarding payment of salary, hierarchy of the organization and the level of the current position for which the candidate is being shortlisted.
- A supervisor should not consider an employee of another district for employment until it has been ascertained that the concerned individual has been released.
- Emulate the principles of a supervisor for managing the staff.

The principal of an institution is an important entity of the educational system. The conduct of a principal must reflect positively on the entire profession.

Evaluating a Supervisory Programme

An efficient supervisor always tries to attain a desirable outcome for the supervisory programme. Some criteria should be set for evaluating the supervisory programme. For this purpose, the principals have recommended the following criteria:

- The goal of supervision aid educators in being more efficient and effective. Supervision should be seen as an activity based on achieving mutual objectives.
- Resourcefully expend their energy and in turn resolve personal and collective issues. Supervision must release the energies of the professional staff in creative ways to solve problems.
- An appraisal of the supervisory programme should be structured in the programme itself.
- Evaluation must be a continual process with periodic intervals.
- Evaluation should be based with the objective of developing supervision and in turn the teaching-learning process.
- Evaluation should be based on the aims set for the programme and the advancement attained in the teaching process.

- The methodology followed for conducting supervision should improve based on evaluation.
- The appraisal of the supervisory programme leads to better coordination between the staff and the supervisors.
- Supervisory evaluation is based on the compilation and analysis of relevant statistical data
- The teaching-learning environment is considered for evaluating supervision.

Furthermore, it is to be understood that after the process of evaluating the supervisory programme, remedies may be required for improving the quality of the supervisory process. The findings pertaining to the supervisory programmes progress, its efficiency and current surroundings impacting the achievement of objectives is vital. Thus, information received can be used to rework and improve the efficacy of the programme. The staff outlook concerning the supervisory programme should be collected in a manner without prejudice so that the feedback received is to the point and draws focus towards the problem areas. If one wants to make decisions about the effectiveness of the supervisory programme, the individual may be guided by some evidences. The following are the indications of a successful supervisory programme:

- More awareness regarding the psyche of the learners.
- Improvement in instructional educational and use of teaching aids and techniques to document, guide and gauge the advancement of intelligence and community participation.
- Gain information and ability to plan and adapt learning resources and events through personal proficiency and interest.
- Improvement of information pertaining to the subject matter areas.
- Comprehending the ability required for using latest classroom techniques and learning aids.
- Understanding contemporary theories addressing the issues of discipline and control.
- Advanced comprehension of techniques used for providing counselling to young people.
- Ensuring the curriculum is structured to meet the demands of the community, state and the nation regarding current and future requirements of the students.
- Create better relations with the student body, colleagues and local community.
- Promote reading, exploration and professional writing.

A supervisory organization and its management should be reviewed by external consultants sporadically. The evaluation committee of the supervisory programme should include the local staff members as well. The principal establishes if the objectives have been achieved and if at all these objectives were suited to their needs. The rationality behind using a particular tool should be investigated and the process of evaluation and its findings should be recorded. The findings if correct

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should contain some points which need to be acted upon. The outcome of evaluation is dependent on how methodical and logical its approach is, errors in approximations pertaining to costs of each substitute and its actual requirement. There is an element of risk and ambiguity regarding the result obtained after an evaluation.

Future Prospects of School Supervision

The world is changing very rapidly and with the changing world the concept and practices related to supervision will also change. For example, increasing population, advancement in information and communication technology and different changes in the social and educational fields will certainly affect the supervisory process. There are many factors that will affect supervision in the future. Some of these factors are discussed as follows:

1. Population explosion and factors related to migration

With an increase in the population, people living in the cities shifted to the suburbs due to rising expenses. Access to improved machinery and tools used in farming increased the yield and reduced the requirement of manual labour. The agriculture dependent families were therefore forced to the city and its suburbs to pursue other occupations. The local demographics changed due to the migratory population which in turn also influenced the educational system.

2. Technological advancement

In the modern world machines have replaced some of work done by human beings earlier. This is also the case in the educational system where the advancements in technology are bound to impact supervision and increase the scope of education in many ways. The curriculum followed will have to be revised to change content, incorporate new programmes, methods and processes and become a useful part of the teaching-learning process.

3. Time management

The supervisor must schedule interactive, stimulating and learning oriented activities for teachers and incorporate these schedules in the curricula.

4. Scientific discovery and invention

Machines were created to perform difficult, repetitive and unpleasant tasks or for entertainment by humans. With advancements in the society, the educational system will have access to better building resources, better appliances like lighting, air conditioning and audio-visual equipment which in turn will create a healthier environment and promote learning. In addition to this, there are many other factors that may influence the supervisory process in future. With an increase in research and information newer subjects are being developed with greater accountability for the institutions and teachers. For example, development of educational psychology as an area of study has resulted in a broader range of roles being needed by the school staff.

Due to constant changes the staff will need to upgrade their understanding and techniques to help the students' transition from a school into a multi-faceted

vibrant society. Some of the larger issues impacted through educational supervision include the coordination between the school and the community and vibrant in-service learning practices which enhance the curriculum. The structure of the schools is also changing and therefore, it will also affect the future school supervision. To keep pace with the developments in an ever changing society educational institutions need to build a rapport with a variety of external organizations including but not limited to, government agencies and the private sector. As the educational system evolves, it will also impact the characteristics of supervision and create the demand for subject matter experts. Educators will upgrade their education on a continual basis especially in the areas of instructional and reading skills, development of techniques, and so on. Abundance of positions and assignments will result in an evolved hierarchy at the school level. Additional supervisory subject matter experts will be required to administrate and oversee divisions, synchronize, evaluate and more supervisory specialists will be needed to manage and supervise departments and to coordinate, evaluate and lead programmes for transforming programmes. As the education system evolves into intricate organization, the supervisory function will become more focused and precise and maybe even divided as departments contest for position.

Supervisory programmes must be prepared to assist educators in gaining knowledge pertaining to helping children in becoming independent learners. Innovative and inventive techniques and resources should be deployed by supervisors to motivate high potential learners.

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CHECK YOUR PROGRESS

3. Identify the objectives of a good staff development programme in an educational organization.
4. Mention the various methods through the instructional media centre can be improved.

4.4 SUPERVISION AS EDUCATIONAL LEADERSHIP

In Jane Franseth's opinion, 'Today supervision is generally seen as leadership that encourages a continuous involvement of all school personnel in a co-operative attempt to achieve the most effective school program.'

Supervision is being considered as a professional technical service which is mainly concerned with the study and improvement in the environment that encases the teaching-learning process and growth of learners. Supervision is also viewed as leadership and the evolution of leadership within groups. Supervision, in the contemporary situation, has become impartial and exploratory in its methods. It has its roots in the scientific movement in education.

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Today, supervision is considered as a form of leadership. The behaviour of an individual, which directly or indirectly has an impact on the behaviour of other individuals, is defined as leadership behaviour. Leadership behaviour is meant to be an essential part of supervisory behaviour that requires the imparting of instructions by the supervisor.

Actions of group members, such as assisting in the setting up of group objectives, directing the group toward the achievement of objectives, enhancing the quality of the communication among the members, creating a sense of reliance among the group members, or making the resources accessible to the group, demonstrates the qualities of leadership. With the main aim of achieving the objectives, it is the responsibility of the leader to assign each member of the group with the adequate function thus, utilizing their potential in an optimum manner in the various conditions. The leader of a supervisory programme is dependent on the conception of policies and plans and their execution through group discussions. He brings the entire show on a common stage, where all the concerned personnel can participate, give advice, and share their suggestions and ideas. He also ensures that their view points are valued and respected and may be taken up for further action.

The presence of freedom to teach and to learn, to experiment and to innovate is considered to be very essential in democratic institutions. Modern supervisors focus on the accomplishment of goals through positive human relationships. To be a successful leader of supervisory programmes, a supervisor requires skills related to planning, organizing, coordination, communication, power delegating and evaluation.

Leadership is an input in the process of the establishment and achievement of group objectives and the supervisor or any other personnel may exercise for it. Supervisors are executive leaders who are generally appointed by the management.

CHECK YOUR PROGRESS

5. What are the essential skills required for a supervisor to be a successful leader of supervisory programmes?
6. How is supervision considered as a form of leadership?

4.5 SUMMARY

- Educational supervision is defined as the process of providing facilities for students and to train teachers in order to make children better learners. Supervision can be defined as a superior vision, that is, a 'vision with a mission'.
- The availability, accessibility and secure use of technology and knowledge, increase of population, globalization and increase in demand for social and educational reforms, are a few important factors which have influenced the evolution of supervision, modifying the meaning and understanding of the term in various situations.

- Supervision or supervisory programmes could be conducted in various ways.
- Supervision is a broad term and its nature and scope varies with the kind of work and the persons to be supervised, the extent of the level of responsibility and the level of supervision.
- There are numerous functions which have been performed by supervision. Offering leadership, formulation of policies, study of teaching-learning situation and recognizing the areas which need improvement and improving the same, are some of the important functions of supervision. It also assists in improving the interrelation of educational personnel, group interaction and outcome of education.
- Supervision is also considered as a service activity. It is a service which is being provided to enable teachers and learners to do their assignments in a better manner. For the development of the teachers, the presence of an effective means of communication needs to be established between the teacher and the supervisor.
- A competent supervisor has to perform many administrative functions. In an educational institution the principal performs a supervisory role.
- A supervisor is empowered to organize and hold important meetings. These meeting may be an effective medium of communication. It is, therefore, important for a supervisor to learn how to conduct a meeting using effective communication and obtain consensus for the desired solution.
- One of the major supervisory functions is applying managerial principles to the schools and institutions of higher education. It is observed that most of the schools are following the principle of scientific management.
- To meet the needs of an educational organization it must be ensured that adequate and competent staff is available. For smooth running of a school or college a supervisor ensures that skilled and competent teachers are recruited.
- The curriculum is a significant function of instructional administrative behaviour which includes a brief outline of the curriculum, company who will develop the curriculum and society influence.
- The structural administration plan must have the functions and relationships of the occupational staff clearly defined.
- Before planning a procedure an efficient supervisor tries to assess the future. In other words, foresight is also important for planning. Foresight and planning are important parts of management. Foresight means to evaluate the future and design and activate necessary provisions for it.
- Workshops are a means of motivating professionals to grow in their career. It gives the participants a chance to resolve their problems with the help of expert advice. All members work on an equal relationship. The workshops are organized keeping in mind the staff schedule and availability of time.
- It is important to consider the current methods being used for describing the word 'professional'. Many professions that include educational activities and

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have been called knowledgeable professions and these include law, medicine and theology.

- Supervision is being considered as a professional technical service which is mainly concerned with the study and improvement in the environment that encases the teaching-learning process and growth of learners. Supervision is also viewed as leadership and the evolution of leadership within groups.

4.6 KEY TERMS

- **Supervision:** It is the process of keeping watch over the activities of someone else.
- **Curriculum bulletin:** This piece of information is mainly used for the dissemination of information to all concerned across the institution.
- **Instructional resources:** These are educational inputs and they are of vital importance in the successful implementation of any curriculum.
- **Staff development programmes:** These programmes are developed with the aim of evaluating teaching.

4.7 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The objectives of educational supervision are as follows:
 - To unify and integrate educational effort
 - To improve knowledge and skills of teachers
 - Incorporation of new trends
 - Improvement of teaching-learning situation
 - Promotion of good relationship
2. The three principal aspects of supervision are as follows:
 - Substantive or technical aspect
 - Institutional aspect
 - Personal aspect
3. The objectives of a good staff development programme in an educational organization are as follows:
 - To enhance quality of teaching-learning process
 - To create interest in the teaching job and positive attitude towards teaching profession
 - To promote the new teaching skills
 - To improve academic qualifications of teachers
 - To enhance and conform to experiences do not aggravate academic growth

4. The various methods through the instructional media centre can be improved are as follows:
 - Availability accessibility of materials
 - A well-aired room to keep the resources
 - Availability accessibility of an expert to manage the resources
5. To be a successful leader of supervisory programmes, a supervisor requires skills related to planning, organizing, coordination, communication, power delegating and evaluation.
6. Supervision is considered as a form of leadership. The behaviour of an individual, which directly or indirectly has an impact on the behaviour of other individuals, is defined as leadership behaviour. Leadership behaviour is meant to be an essential part of supervisory behaviour that requires the imparting of instructions by the supervisor.

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4.8 QUESTIONS AND EXERCISES

Short-Answer Questions

1. Define educational supervision.
2. What are the various aspect of educational supervision?
3. Write a short note on supervision as service activity.
4. How does an educational supervisor contribute to the staff development and professional growth of teachers?
5. Briefly discuss supervision as educational leadership.

Long-Answer Questions

1. Discuss the types of educational supervision.
2. Describe the functions of educational supervision.
3. Differentiate between traditional and modern supervision.
4. Explain the role of educational supervision in ensuring effective communication.
5. Analyse the role of educational supervision in the following two ways:
 - (a) Organizing and operating meeting
 - (b) Organization and operation of workshops
6. Discuss the steps involved in planning the supervisory programme for a school.

4.9 FURTHER READING

Bennis, Warren. 1969. *Organization Development, its Nature, Origin and Prospects*. New York: Addison Wesley.

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UNIT 5 VARIOUS ASPECTS OF EDUCATIONAL MANAGEMENT

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Structure

- 5.0 Introduction
- 5.1 Unit Objectives
- 5.2 Planning, Organizing and Controlling in Educational Management
 - 5.2.1 Planning
 - 5.2.2 Organizing
 - 5.2.3 Directing and Controlling
- 5.3 Human Resource Management
 - 5.3.1 Manpower Forecasting
 - 5.3.2 Manpower Planning
 - 5.3.3 Human Resource Development
- 5.4 Conflict Management
- 5.5 Time Management
- 5.6 Summary
- 5.7 Key Terms
- 5.8 Answers to ‘Check Your Progress’
- 5.9 Questions and Exercises
- 5.10 Further Reading

5.0 INTRODUCTION

Educational management is a professional process that optimizes the outcome with least effort. As we know that the outcome of educational management is achievement of educational objectives of developing best human resource for the country. The process of educational management consists of planning, organizing, directing and controlling in order to completing predefined aims and objectives of educational institutions. Planning is a very important function of management. It helps in goal setting. It is prerequisite to prepare a good plan for making decisions and implementing them.

Organization is a man-made system designed to combine a complex of men, materials, machines and other resources into an efficient, effective and variable enterprises. Organizations are created to achieve the goals of society. Directing is one of the major functions of managerial process that assures the efficient working of organization to achieve the organizational objectives. It activates the concerned persons in the proper direction therefore, directing is considered as life-spark of an educational institution. Controlling means the imposition of orders over many other persons. Process of control involves the monitoring of all activities in a way that focus on achieving objectives of the organization. Each component is equally important for the managerial process and is interconnected and contributes in attaining the

results. In this unit, you will study about planning, organizing and controlling in educational management, human resource management, conflict management and time management.

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5.1 UNIT OBJECTIVES

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

- Discuss planning, organizing and controlling in educational management
- Explain human resource management
- Interpret conflict management
- Analyse time management

5.2 PLANNING, ORGANIZING AND CONTROLLING IN EDUCATIONAL MANAGEMENT

The process of management consists of five basic functions, namely planning, organizing, directing and controlling and staffing. A manager uses all these functions to achieve organization goals and objectives. These functions are interrelated in the following manner.

5.2.1 Planning

Planning is an important management function that helps in setting organizational goals which help achieve the desired result which are used for assessing the performance. Planning helps managers to find out intended organizational achievements and to ensure that internal rules and regulations, responsibilities, performance, structure, product and expenses are in accordance with required outcomes.

Planning is a logical and methodical way of predicting the future of a firm and helps in preparing for change by deciding action to be taken in the future. Planning helps managers manage organizational goals efficiently and effectively. It is a list of goals to be achieved by using certain means in the future, i.e. it acts like a blueprint for action.

1. Definitions of Planning

There are many definitions of planning. Some major definitions are as follows:

1. According to Fayol: 'The plan of action is, at one and the same time, the result envisaged, the line of action to be followed, the stages to go through, and the methods to use. It is a kind of future picture wherein proximate events are outlined with some distinctness'.
2. According to Louis A Allen: 'Management planning involves the development of forecasts, objectives, policies, programmes, procedures, schedules and budgets'.

3. According to Theo Haimann: 'Planning is deciding in advance what is to be done. When a manager plans, he projects a course of action, for the future, attempting to achieve a consistent, co-ordinated structure of operations aimed at the desired results'.
4. According to Koontz O'Donnell: 'Planning is an intellectual process, the conscious determination of courses of action, the basing of decisions on purpose, acts and considered estimates'.
5. According to Warren (1994): 'Planning is a decision-making activity requiring the process of ascertaining objectives and deciding on activities to attain these objectives'.

We can analyse these definitions as follows:

- **Planning is pre-selection**

Planning is the pre-selection of objectives and outlines the action before starting any business or in other words planning is selection of mission, objectives and true strategies, policies, programmes and procedure to achieve them.

- **Planning is advance decision-making**

Planning is decision making in advance or in other words choosing the alternatives and making the decision is called planning.

2. Types of Planning

The failure of some managers is due to their inability to recognize the several types of plans. A competent manager is one who uses the plan type that suits the needs of the institution. If a manager is not able to make an appropriate plan then it will be difficult to implement it affectively. Plans are classified as the following:

(a) Purpose, missions and objectives

The mission is to identify the general tasks of an educational institution whereas an objective is the outcome of an activity for example, planning, organizing, leading, staffing, and controlling. Objectives consist of a hierarchy of individual and basic aims.

(b) Strategies and policies

Planning may also be based on strategies and policies that decide the framework of all future action. Both are closely related and give direction. 'Strategy' word is obtained from a Greek word called *STRATEGOS* which means 'general'. Strategies determine the main long-term goals that a firm adopts, the means of action and allocation of resources required to attain these goals. Policies are basic statements or intellect that leads manager's thoughts and decision making.

(c) Procedure and rules

Procedures are plans that establish a required method of handling future activities. Briefly, procedures guide actions. Rules are those required actions or non-actions allowing no discretion. Rules are basically called simple plans.

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(d) Programmes

Programmes are a complex of goals, policies, procedures, rules, tasks and steps to be taken, resources to be employed and other elements necessary to carry out a given course of action which are normally supported by capital and operating budgets.

(e) Budget

A budget is a statement of plans and expected results expressed in numerical terms or forms. The budget of an enterprise represents the sum total of income and expenses with profit or surplus.

3. Characteristics of Planning Functions

Educational planning is now developing as a specialized field with its own identity and characteristics. It differs from planning in the field of general management. In India mostly proper and deep planning is not exercised. Generally adhoc decisions are taken during all the processes. Most important features of educational planning are as follows:

- Well-planned educational changes in decisions are essential for qualitative changes in education. Many persons of higher level management are involved in the process.
- There is a myth that planning is single person's responsibility. But in real it is a group effort and all people concerned are responsible for planning.
- In a developing country like India, the planning must be in accordance with the aims of a democratic society. It means that welfare of all members of society is of prime concern not only for some special interest groups. Educational planning must have its roots in the expected needs of the community and students.
- Modern educational planning has its roots in cooperative planning, which includes the involvement of the representatives of most of the concerned sectors of the society. The process of planning is an important feature of modern educational planning.
- Modern educational planning foresees future developments and needed changes. This is done in advance so that proper facilities, supporting media and required resources for implementing the planned changes can be secured.
- It also identifies educational problems and suggests suitable solutions. Instead of suggesting temporary solutions to problems, modern educational planning carefully and objectively collects data, interprets and analyses inter-relationships between present and future needs and suggests solutions to existing problems.
- Planning is done in advance. Decisions on how and what are made before the process is completed.
- It is goal oriented.
- It focuses on required future outcomes.
- It is future based as it includes decisions that are achieved in future.

Steps and Principles of Planning

Managers should follow the eight steps in planning for most programmes which are mentioned as follows:

1. Awareness of Opportunities

It is the actual beginning of planning in an external and internal organizational environment. Each manager should be able to clearly and completely identify future opportunities. They should be able to do a SWOT analysis (identify–Strengths, Weaknesses, Opportunities and Threats) and set actual goals depending on the following:

- (i) Market awareness
- (ii) Expected competition awareness
- (iii) Customers' needs awareness
- (iv) Product quality and weakness awareness

2. Setting Objectives

Here goals are set for the entire organization and work units specify the desired outcome which indicates, what is to be achieved by the set rules, regulations, policies, budgets and programmes and areas of emphasis.

3. Developing Premises

Establishing planning for premises like forecasting, applying basic policies and current company plan are environmental assumptions in which the plan has to be applied. All managers involved in planning must agree on the premises developed. Information about market type, sales volume, pricing, product type, technical advancements, etc. is required for developing premises.

4. Identifying Alternative Courses of Action

Following steps are used by managers to prepare a plan:

- **Analysing the situation:** In this analysis of past events, present situation and forecasting for future needs is involved.
- **Need Identification:** It is a process of describing 'what is' and 'what should be' and priorities of the two activities.
- **Deriving goals and objectives:** Goals and objectives are derived from the indicated requirements.
- **Describing alternatives:** Various possibilities are ranked so that those requiring immediate attention can be looked upon.
- **Selection of strategies and policies:** It is important to select the most appropriate alternative than one that might not be a priority.
- **Implementation:** Once the plan is approved, it is divided or handled completely to describe the activities to be committed.

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- **Maintaining and evaluation:** Plans and goals implemented should be regularly monitored based on the performance of different work units which helps in identifying deflection of actual results from expected output. In case of any discrepancy corrective measures should be taken.

5. Principles of Planning

In order to create an effective and efficient educational plan Gary Dessler stated the following principles:

- Aims should be achievable, reasonable and crystal clear.
- Correct data is very important for any planning process so quantitative methods along with intuitions should be used.
- Subordinates should be included in the planning process to ensure onus and acceptability of plans by implementers.
- An effective plan is based on accurate information and right assumptions.
- Being objective than over ambitious helps in planning effectively.
- Standards for discontinuing a project should be fixed at the beginning.
- Keep the Plans Flexible. The progress of the plan should be under constant review so that it can be revised if and when the situation requires modification.
- Long-term plans are required to be regularly reviewed to ensure changes occurring during implementation can be incorporated in the plan.
- The plan should be such that it can adapt to environmental changes.

Several attempts have been made by some scholars like Eugene B. Elliott and Earl E. Moiser to develop the similar principles of planning. On their basis, the principles of educational planning may be as follows:

- Educational planning must have its root in national planning.
- Planning should be research based.
- Planning must be a continuous process.
- Planning should consider all available resources and conditions of work.
- Planning should not be imaginary it should have sound base in reality and practicality.
- Every related and involved individual or group of individuals must have active and regular involvement in the process of planning.
- The process of planning should focus on the needs and requirements of persons to be served.
- The expertise of specialist should be taken into consideration during the planning process.
- Planning should provide opportunity for all persons and groups to understand and appreciate the plans.
- Planning should provide for continuous evaluation.
- Planning should have opportunity for modification for further action.

As per the opinion of Sears, the procedure of planning involves the following principles:

- Authority, knowledge, personality and social forces are involved in initiating planning
- Defining the purpose of planning
- Study of existing facts
- Preparing a workable plan with alternatives
- Selecting the planners, setting up machinery and maintaining the planning service

We can conclude that a carefully formulated plan with the integral aspect of national planning may be developed on sound base of research. A realistic and continuous plan duly developed with involvement of all concerned persons and experts of the field should focus on the needs of the people during the procedure of planning.

Educational Planning

In any management activity, planning plays a pivotal role. It is a prerequisite to prepare a good plan for making decisions and implementing them. In an educational institution, major functions of planning are establishment of educational goals, the development of educational programmes, reflecting the goals and the identification of resources needed to implement programmes. To organize these activities there should be a planning committee. This committee has to plan the budget, curriculum, facilities, resources and evaluation. It means that this committee must consist of experts from all these areas. All the educational institution must organize their activities around the plans framed by planning committee. The work of this committee continues even after the educational programmes are implemented.

The educational programmes of the institution must be based on the outcomes derived from the planning effort. It is the responsibility of the planning staff to suggest changes and modifications and to evaluate the programme effectiveness. The educational system must develop its own planning capacity and appoint specialists from the field to supplement and complement its own staff. In this way, expert advice on particular problems can be made available; at the same time local personnel can give continuity to the planning process.

The new era of planning demands greater capacity to conceive, conceptualize and compromise on the part of the educational administrator. It will also provide a great opportunity to contribute, affect and participate in the growth process.

Level of performance in any activity determines the success. Good planning improves the possibility of success. Being a basic function of all managerial processes, the process of planning involves exploration of future strategies of required actions and advance decision of appropriate action plan to achieve pre-defined and definite goals. Another popular definition is 'Planning is deciding in advance—what to do, when to do and how to do. It bridges the gap from where we are and where we want to be'. Planning is determination of courses of action to achieve desired goals. Thus, planning is a systematic thinking about ways and means for accomplishment of pre-determined goals. It is necessary to ensure proper utilization of human and

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non-human resources. It is all pervasive, an intellectual activity and also helps in avoiding confusion, uncertainties, risks, wastages, and so on.

For smooth and proper discharge of all the functions of schools, colleges or any other educational institutes, several functions of management are exercised. Planning, organizing, directing and controlling are major functions. Educational planning provides base for all other functions. Efficient planning is required for quality assurance and enhancement in educational institutions for developing and democratic country like India proper and systematic development of nation is at utmost priority. Planning is core managerial function that focuses on developing a blueprint of strategies, process, support system, economic input and required human resource in advance. The basic questions behind the planning is 'how' and 'what'. When these questions are asked with regard to educational institutions, the planning will then be called as 'Educational Planning'. Every effort with regard to strategic and execution point of view in a school must be based on predefined pattern of actions to achieve educational objectives and to bring about overall changes as viewed by national policies by the closest possible articulation of means and ends.

Nature and Purpose of Planning

Nature of planning can be defined by dividing it into four major aspects.

1. Planning's Contribution to Purpose and Objective

Each and every plan should contribute to purpose fulfilment and objectives of the firm. This concept is mostly used in organized enterprises which try to accomplish group purposes through purposeful cooperation.

2. The Precedence of Planning

Objectives of a firm are accomplished with the help of managerial functions like organizing, staffing, leading, planning and controlling support. Planning logically precedes accomplishing other managerial functions. Managers for an efficient plan must know the type of organizational relationship, personal qualifications required, type of method to be used by subordinates and type of control to be applied.

3. The Pervasiveness of Planning

All managers are responsible for planning though it varies with each individual's level of authority and nature of policies and plans decided by superiors. Managers have to be given a certain level of discretion and planning responsibility. On understanding the importance of planning, one can easily distinguish between the 'manager' and the 'administrator' or 'supervisor'.

4. The Efficiency of Plans

Efficient plans are those which accomplish their purpose at a reasonable cost, i.e. not only in terms of time, money or production but also at a level of individual and group satisfaction. Projects with greater costs too can be completed with effective planning.

5. Nature of Educational Planning

Educational planning could be a boon if it is rightly framed and a curse if it is wrongly framed. In a broader sense, we apply the justified methods emerged from systematic analysis of development process of education to educational institutions with a view to achieve the goals of a developing nation and to fulfil the needs of students hence, we can say that educational planning is neutral in nature. It uses flexible and adaptable methodologies and strategies that can be altered in accordance with various situations. It is true that theoretically educational planning uses universal theories but same pattern of planning may not be used in each and every situation. It has to modify itself as per the circumstances. It is not right to conceptualize that educational planning is concerned with quantitative growth of education or educational institutions. It is a flexible and offer adjustable formula that is used according to situation. Along with quantitative growth it is more concerned to the quality. Educational planning is concerned with the future but finds its roots in the past. It is the springboard for future decisions and actions, but it is more than a mere blueprint.

We all know the importance of planning for managerial process. The type of planning depends on the nature, size and objectives of the organization. It helps in solving managerial problems because it uses all available resources for effective management.

1. This decreases the wastage of human and infrastructural resources. Best utilization of available resources, wastage checks and failures, contribute to the smoothness, ease and efficiency of the administrative process.
2. Changes in the society and its development are on fastrack. Good educational planning is required to keep pace with the changing world and not become redundant. Planning ensures the success of the institute. Educational planning makes the goals and processes clearer in order to achieve the objectives. It eliminates the possibility of failure.
3. There are many problems that may occur during the educational processes. Educational planning acts as a tool to solve the future problems. Efficient planning minimizes the errors.

Concluding our discussion on Miller's views we can state that in reviewing the quality of any administrative agency, the analyst today usually begins with these questions:

- What steps are taken to define the purpose and objectives of the agency?
- Is there a plan of action?
- Is the programme reviewed from time to time?

These questions are clearly indicating the need and importance of sound and appropriate planning.

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Educational Planning in India

Now, we will discuss in detail educational planning, important aspects and responsibilities of educational administration and arrangements at the local, state, and national levels and their interrelationships.

1. **Basic Problems:** In spite of education being an important part of the state subject in the Indian Constitution and having multiple decision making authorities, India is yet to have a strict national educational policy. Though it is not a simple task as we do not have enough experience of similar situations to guide us, therefore we need to mostly develop our own techniques and regularly review and improve our planning methods.
2. **Reform suggestions:** Revising the first three five-year plans of different states and at national level stresses on the requirement to improve the planning methods in a few directions as the following:
 - (a) *Over-emphasizing Enrollment and Expenditure:* Target achievement in enrollments and expenditure has been over emphasized which lead to neglecting of more important quality aspect. Similarly, over-emphasis of expenditure targets lead to priority distortion and wastage. Therefore, there is a requirement of analysing the problem more closely and to develop more goals mainly those relating to quality improvement.
 - (b) *Requirement of focusing on Efforts and Selective Approach:* In the earlier plans, the basic policy has been concerned with doing something in each sector or programme with the outcome that the few available resources are spread over an extensive area which leads to a considerable amount of wastage. Therefore, now it has become crucial to focus on a few important programmes like quality improvement of teachers, developing agricultural education, providing efficient and effective primary education for children, terminate illiteracy, providing secondary education, establishing major universities. etc.
 - (c) *Emphasizing on Programmes which Require Talent and Hard Work:* Emphasizing on arriving at reference expenditure goals places a premium on programmes which incur expenditure easily, for example, buildings construction or enrolment expansion. Many programmes require decisive effort, firm, skills and hard work than large financial investment. Few examples are mentioned as follows:
 - Educational research
 - Examination reform
 - Developing school textbooks, teaching and learning materials.
 - Improving supervision techniques.
 - Improving interaction with parents and local communities.
 - Introducing special programmes for enriching and guiding gifted, retarded and backward students.

Many such examples can be stated but what is worth noting is that, in a situation where there are limited financial resources, emphasis should be on programmes of this kind than those with heavy financial investment.

- (d) *Lacking Adequate Evaluation and Research:* It is important to review programme repeatedly and develop our own techniques and efficient research programmes which would lead to low cost and high education effectiveness. Planning Commission made a few attempts at evaluation recently and identified three problems two of which were not of much consequence. Involvement of universities, professional firms, training colleges, etc., is recommended in evaluating all major programmes.
- (e) *Existing Machinery Weakness for Educational Planning:* The available machinery for educational planning is not staffed adequately or trained suitably. District level barely has any educational planning. Directors of Education offices include planning units like: Teacher training, literacy among industrial workers and rural institutes.

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5.2.2 Organizing

The process of education involves the methods, techniques and procedures to ensure optimum learning among the pupils by utilizing all available human and infrastructural resources. In order to achieve this target, each operational unit of an educational institution, i.e. from the classroom teacher to the board of control must have knowledge of expected levels of performance which is the key element of success in educational institutions. An efficient and effective mechanism for organizing all related activities and actions to achieve the predetermined or planned objectives is known as the function of organizing. It is a prime managerial function and a manager has to perform the following duties:

- Laying down the structure of the organization, the pattern of positions and relationships.
- Defining the positioning of workers on the basis of law and convention.
- Assigning duties and responsibilities.
- Ensuring group behaviour towards achievement of purposes through action, procedure, communication and evaluation.
- Ensuring security and durability of the group through pleasant relations, encouragement, self-expression and self-direction.
- Securing sustained and persistent cooperation of all workers.
- Making the organization democratic through personal relationship, active participation and sharing of power and responsibility.
- Ensuring individual and group satisfaction through group interaction and consideration.
- Promoting effectiveness and efficiency for accomplishment of purposes.
- Maintaining friendship, respect and confidence towards the workers.

In short, organization is a man-made system designed to combine a complex of men, materials, machines and other resources into an efficient, effective and variable enterprises.

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According to Harold Koontz and Heinz Weihrich, 'Organizing is:

1. The identification and classification of required activities.
2. The grouping of activities necessary to attain objectives.
3. The assignment of each grouping to a manager with the authority (delegation) necessary to supervise it, and
4. The provision for coordination horizontally (on the same or similar organizational level) and vertically in the organization structure'.

1. Organizational Goals

While organizing is the mechanism through which goals set in a plan is accomplished, organization is the structure for that purpose. Organizations are created to achieve the goals of society and provide an agency for accomplishing the desired performance. Many goals of education are product-oriented. In a democratic society like ours, there is a commitment to certain process-goals, based on process-oriented values. There are two major organizational goals in a democratic society.

- (a) Each learner is a unique person. Individual differences must be taken into account when programmes are chalked out.
- (b) Learning 'how' to learn may be as important as the learning itself.

2. Decentralization of Authority

Decentralization is an important organizational element and can be defined as: the inclination to dispel decision-making authority in a structured way. The placement of decisions in the organizational structure has to be carefully selected.

Decentralization is the method of organizing physical, financial and human resources together and developing fruitful relationship between them for achieving organizational goals. To form a business, determining and providing human and non-human resources to the business structure are involved. Organizing a process involves the following:

- Identifying activities
- Classifying group activities
- Allocating responsibilities
- Delegating authority and creating responsibility
- Coordination of authority and obligatory relationships

5.2.3 Directing and Controlling

Directing is one of the major functions of managerial process that assures the efficient working of organization to achieve the organizational objectives. It guides the concerned persons in the proper direction therefore directing is considered as life-spark of an educational institution. The functions like planning, organizing and staffing are the pre-requisites preparations for completion the work. It is a process of integrating concerned people with the organization to get their full cooperation for the achieving educational objectives. It is a process through which teachers are

motivated to make effective and efficient contribution to the realization of organizational goals and their integration with those of individual and groups. In an educational setting, process of direction deals with the human element therefore; it is a very delicate and sensitive function that an educational manager must take care of. Directing is an important component of management. It is a managerial process of running all the related activities in order to achieve the desired objectives. Determinant factors include prevalent circumstances, staff, equipment's, finance, etc. but the most important part is the knowledge, skill and competency of the administrator. Administrators have to coordinate all these components. Good direction means getting best possible work done by utilizing all available human and infrastructural resources.

It is the art or process of influencing people to strive willingly and enthusiastically towards the achievement of group goals. It is required to show the path and give guidance to complete the task. It is that part of management which affects the decision, gives the signal to act, indicates when and what action is to be taken.

Thus, directing involves the development of willingness to work with zeal and confidence, providing adequate guidelines to complete the task, motivating people to achieve the desired goals, exercising leadership, determining accountability and developing guidelines for action. Different aspects of directing involves: ability to use power effectively and in a responsible manner, ability to understand people because each person has a different level and force of motivation, ability to inspire followers to apply their full capacities to an activity, ability to develop a responsive climate and ability to develop effective communication structures. The ability of directing depends on available materials, financial resources, knowledge, skills of the manager and effective coordination. The process of directing is situational; need oriented and prompt and specific decisions act as key for the process.

Thus direction can be defined as a part of management that directly involves influencing, guiding, supervising, motivating employees to achieve organizational goals.

It involves the following elements:

- **Supervision:** It is an act of supervising and directing the work of subordinates by their seniors. For e.g., Education Technology and Classroom.
- **Motivation:** It is an act of inspiring and encouraging the employees and co-workers to perform better by giving them correct feedback, praise and incentives for performance excellence.
- **Leadership:** It is a method by which managers guide and influence the performance of co-workers in the right direction.
- **Communication:** It may be defined as a method of sharing information, experiences and opinions, etc., between workers and co-workers leading to an increase in knowledge and understanding.

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1. Importance of Directing

Directing is a very important function of managerial process and helps in the following ways:

- Initiating action by directing and guiding workers and co-workers towards organizational goals.
- Ensuring maximum results from individuals by utilizing the talent and capabilities of employees to the fullest.
- Simplify changes by introducing external and internal changes in the firm and enabling workers and co-workers contribute their best to achieve organizational goals.

Directing is essential to achieve goals and objectives. In an educational institution efficient teaching-learning process, development of curriculum, use of innovative methodology, use of teaching aids and effective classroom management can only be ensured through proper process of directing.

2. Types of Directing

There are three types of directing processes. A good manager may use any of these depending on the nature and need of the organization.

- **Consultative directing:** Participative techniques of giving directions.
- **Free-rein directing/laissez faire:** The supervisor does not participate actively in giving decisions.
- **Autocratic/dictatorial directing:** The executive keeps the entire authority and control with him.

3. Principles of Directing

The process of directing should be based on following principles:

- Interaction between individuals and organization goals
- Integrations of groups and organizational goals
- Secures cooperation of informal leaders
- Promotes participative decision making
- Involves delegation of adequate authority
- Requires effective communication
- Ensures effective control
- Prefers direct contact
- Based on unity of command
- Involves maximum contribution of each individual
- Ensures full participation of all concerned persons
- Involves proper follow up through feedback

Controlling

Major functions of managerial process include controlling and monitoring of various operations or activities. In a general opinion control is an autocratic term. In other words it means the imposition of orders over many other persons. It is a negative explanation to this concept. If we look at concept of control positively we will find a totally different meaning. Process of control involves the monitoring of all activities in a way that focus on achieving objectives of the organization. Every action of concerned individuals must be in accordance with educational planning and effective control and monitoring of all actions are necessary components for achieving success. Deviation of organizational actions from its predetermined standards decreases the chances of success. We can conclude that problems faced in achieving the organizational goals emerge because of the failure to control the process from moving in the stated direction. The above discussion helps us to understand the relevance of control, its meaning, different types and processes along with the procedures to be adopted for effective control. Control is required in all the processes of administration to ensure quantitative and qualitative improvement in order to achieve the goals.

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1. Definition and Requirement of Control

The process of control in industries differs from that in education. Educational institutions totally differ from any other institution because it involves higher human element. In a democratic setup no one wants to be controlled by others. An educational manager has to deal with various people and control their activities to get optimum quality output with minimum input. Usually we limit the term control in relation to controlling the employees and putting them under regulations, which creates a negative impression. Effective management requires well-framed objectives, plans and programmes in order to achieve success. When an educational manager has been assigned a task, the first step is to decide the objectives of the task. Second, is to prepare plans to evolve a strategy to accomplish the desired objectives. Third, is implementing the plans. This process of accomplishing the pre-determined objectives involves monitoring and controlling. Therefore, controlling may be defined as a process which ensures that the progress of the assigned work moves according to the plan. In case of violation of pre planned actions the manager or concerned management has to take corrective actions. The formative evaluation, related information and effective feedback mechanism provide guidance for controlling process. It can also be concluded that process of controlling is closely related to planning process and has been accepted as a basic managerial function to ensure the pace of an activity and its quality. The different functions of control involve: monitoring the process of developing countries human resource, reviewing the information collected through feedback and take corrective action if required. The process of control also helps educational managers in supervising changes in institutional environment and its effect on the organization, developing mechanisms for fast processing of every activity, preparing hypothesis to identify threats, strengths and weaknesses, adding quality to their outcome, maintaining optimum use of resources, promoting coordination between different related persons and preventing wastage of resources. It is mandatory to have control as a major function of all managerial functions. A good

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plan is one which incorporates the needed controls. Further, controls and monitoring are applied in every area of operations like production, sales, finances, quality, human resources, etc. In educational management, control plays a very important role in each and every activity.

2. Types of Control

Control is generally classified into the following types:

- (a) Pre controls
- (b) Preliminary control
- (c) Concurrent control and
- (d) Feedback control

(a) Pre controls: Pre-action control includes the planning of preventive measures aimed to check problems before they arrive. They are also known as pre- action controls. The best example of pre-control is to check over future financial expenditure. When an educational planner knows the financial limitations of an institution, he will assure the control over financial resources accordingly.

(b) Preliminary control (Feed forward control): It is control over anticipated problems or deviations of system before the task operation starts. This kind of control is essential part of every kind of planning. In this control mechanism, managers identify the issues and the prospective action plans to meet the anticipated problems. For example, if you are a principal of a school. You ought to know in a year which particular month has more student admissions and during which month most of evaluation process occurs, you would develop a proper mechanism to meet any anticipated problems. Preliminary control acts as an alert mechanism for educational managers about the probable hurdles that may affect the accomplishment of predetermined targets.

(c) Steering control (Concurrent control): It is a kind of control that is used during the work being performed. Steering control ensures the accomplishment of work according to a laid down plan and takes necessary corrective action before any major problem appears due to violations of actions from pre-planned programme. For example, each day a principal supervises all the activities to ensure maximum learning output. She/he monitors all the activities in order to ensure quality and takes necessary steps as and when required. For the effectiveness of concurrent control an educational manager must obtain the information on time and it should be accurate. Since concurrent control helps to take corrective action during the process therefore it is one of most popular method of control and is used widely.

(d) Post action control (Feedback control): As the name suggests, post action control is used after completion of a task. It is a kind of critical review that is conducted to see whether the desired result has been achieved or not. It provides information about whether the objectives of

the organizations are achieved or not. This kind of feedback control can be used for deciding the future action plan of an educational organization.

It is mandatory to clear that all these types of control are complementary to each other. This categorization is based on the control at different stages and a good manager uses all or any of these controls as required.

Steps in the Control Process

According to Robert J Mockler's, 'Management control is a systemic effort to set performance standards with planning objectives to design information feedback system, compare actual performance with these pre-determined standards, determine whether there are any deviations and to measure their significance and take any corrective action required to assure that all corporate resources are being used in the most effective and efficient possible way for achieving corporate objectives'.

By critically analysing this definition we arrive at four main steps which need to be followed in the method of controlling. They are as follows:

1. Establishment of Performance Standards to be Maintained

It is the first step in any process of control. Performance standards are the norms of expected performance level that determines the achievement of educational objectives. These norms are used as basis for evaluating performance. The process of control starts with the process of control. These norms and standards may be of quantitative and qualitative nature. Basically, there are the following three types of standards used:

- Physical and infrastructural standards like quantity and quality of products, number of students, teachers, infrastructural facilities, etc.
- Economic and monetary standards like expenditure on teaching-learning process, cost of teachers salary, material costs, administrative cost, etc.
- Time and efficiency standards refer to the speed and deadline within which the task is to be performed or completed.

The standards for a specific task are set on the basis of nature of the task and other related issues. At the time of setting norms and standards a good manager always focus on their validity, acceptability and clarity. These should be stated in a way that they can be measured easily with a time bound approach. For example, training of B.Ed. students in different teaching skills would be a vague objective unless it is specified what training means? What skills are used for training? And by what time it has to be achieved? In a service industry like education, measurements may include the time utilized for teaching-learning process.

2. Measurement of Actual Performance Level

Monitoring of actual performance level and its measurement is the next step of control after setting the standards. It is a continuous on-going process done with the help of an appropriate mechanism. The control over performance can only be effective when systematic flow of information is ensured and this necessitates timely availability of accurate reports. Therefore a good manager always designs simple

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reporting systems as per the need of the activity. This helps in detecting problems and accordingly makes amends to work as per the plan.

3. Comparison of Performance with Predefined Standards, i.e. Evaluation of Actions to Interpret Results.

After setting norms and measuring the performance level, next step is comparing of performance with predefined standards. According to R.C.Davis there are four phases in the comparison of performance.

- Collecting raw data
- Accumulation, categorization and recording of this data
- Continuous and periodic evaluation of completed action and
- Reporting the status of accomplishment to higher line of authority

After the process of comparison if the result matches with expected level of performance or in other words, if the performance matches the standards then management can conclude that everything is in control. In case the results are not matching to set standard corrective measures are required.

4. Taking Corrective Measures

In case of any discrepancy between the results and expected outcome, the important step is to take appropriate action. This kind of corrective measures is essential to ensure the achievement of desired objective. The procedures used may be modified, altered, changed, rethought and devised as per the requirement. In this process better methods are employed to improve performance. The important point is that as a competent manager one must consider different alternatives and depending on the requirement take proper action. It is not enough to identify failures. In the process of controlling information processing is most important. Therefore collection, sharing and analysis of information should be in focus of managerial process. Information may be collected by the following methods:

- Personal observations by management is important, for example, a principal observes the process of teaching-learning, goes to classes and laboratories and has a first-hand experience about the quality of teaching and experiments, timings of processes and attitudes of teachers involved in teaching and experimentation.
- Opinion of teachers, students and parents and their interviews regarding the quality of services, improvements, suggestions, complaints, etc.
- Written reports from employees or feedback forms from students. For this appropriate formats have to be used as per the need.

These methods may be used collectively or one by one. It will depend on the situation. Gathered information should be shared and discussed with other members of the management to draw a conclusion about the actual situation. The collective analysis of information helps in the process of the decision making and its effective implementation.

5. Techniques of Effective Control

It is one of the most important aspects of effective control to use proper technique. To avoid resistance and other problems of deviation, knowledge of techniques is mandatory for every educational manager. The techniques may vary as per the requirements or nature of the venture, yet, a manager can try the following:

- (a) The essence of the process of control lies in the fact that its purpose is not to create pressure on the concerned persons. The prime objective is monitoring progress of the process. In educational management, a manager should not impose any restriction on teachers. The creativity and personal reflections of teachers should be promoted. It is important for both the educational manager as well as the other teacher to know that the primary objective of control is to ensure that a job is well done and done within the expected schedule to achieve the objectives. The control should be flexible.
- (b) It is pertinent for a good manager to take corrective measures on time. Delay in this kind of action may cause serious problem to the desired outcome. Time management is a core component of education management. A proper and appropriate mechanism should be followed to ensure availability of timely information so that appropriate action may be taken without delay.
- (c) A good process of control will always be cost effective. The cost of controlling includes such factors as monitoring and processing systems, hiring personnel to operate the system, etc. A good manager tries to ensure that costs involved in controlling process should be economical and the system should be beneficial for the organization.
- (d) There should be no bias during the process of control. Subjectivity should be avoided and objectivity should be promoted otherwise it may affect the judgment and performance of the teachers and supporting staff. Importance should be given to establishing specific performance goals for each position and emphasis should be given to achieve specific goals because each and every unit is equally important. Thus through individual control overall control can be ensured.
- (e) Acceptability is core characteristic of effective controlling process. The concerned persons should have firm belief in the process of control. It is only possible when people understand the purpose of the system clearly and feel that they have an important stake in it. Democratic management with participative approach is the best policy to increase involvement of all concerned employees in the process of decision making. This increases accountability in all the employees for their work. A good administrator tries to develop inner control rather than outer control. In addition to this, he should also possess the authority to control all concerned employees performing different tasks.

6. Consequences of Control

Undesirable and inappropriate control leads to unanticipated and undesirable effects. In most of the cases there exists a kind of resistance towards this process.

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A good manager always has serious concern about different kind of resistances and should know different methods of overcoming it. There are many factors that may lead to resistance to control. The higher extent of control affects the teachers and supporting staff adversely. When the approach of management towards performance appraisal is narrow, good teachers get discouraged for taking new initiatives. Short-term approach taken by the management in running the organization affects the long-term interest of the organization. Too much pressure on the employees for achieving the pre-determined standard sometimes leads to incorrect reporting or information. There should be proper decentralization of control because over centralization in decision making creates an alien attitude among the teachers. Negative control like punishment, memos, show-cause notice should be avoided by the management.

CHECK YOUR PROGRESS

1. State the principles of directing.
2. Mention the types of control.

5.3 HUMAN RESOURCE MANAGEMENT

The manpower requirement approach in educational planning is based on the view that any nation with planning and objective for economic development must consider the preparation of its human resource development. The underlying principle here is that trained manpower of a country may guide both its educational and developmental decisions as a whole. This shows that for economical, social and political development of any country, it must have the manpower to achieve its objectives.

5.3.1 Manpower Forecasting

Manpower forecasting is one aspect of the complete manpower process. The main aim of manpower planning is to realize future trends and give direction to human resources. It is directly related to the quantitative predictions of manpower trends for a certain period.

Forecast mainly refers to predicting the result in situations where the normal course of events bound to be influenced by exterior forces. Apart from making predictions, forecasts also include estimates. Predictions often arise out of natural forces as the expected outcome in the usual course of events where external stimulating factors are absent or inconsequential. Predictions sometime also referred as projections, are mathematical expansion of data on manpower may be required in the future. 'Estimates' are approximate calculations or educated guesses based on experience. Usually, quantitative predictions have been done for next one or five years. One unique feature of forecasting is the fact that predications can be assessed and evaluated against trends as they come out in upcoming time. In case there seems to be a space in predictions, then it very imperative to amend the situation in order to match the real situation.

Need for Manpower Forecasts

The underlying principle for making manpower forecast is the long development delay in the production of skilled professionals. Planning of education and training in particular area is the attempt to make it sure that whenever manpower is required, it will be available and whether it would be possible that manpower forecasts made well in advance.

The observed flaws and deficiencies in the skilled professionals and labour market is the another major reason of manpower forecasting. Manpower forecast is expected to help in the improvement in the imperfections of labour market.

Production of goods and services requires skilled manpower of different categories in predetermined quantity. Scarcity of a category of skilled manpower in such circumstances will hamper production of goods and services contained by the economy. Therefore, manpower forecast will help to avoid such situations by facilitating expectations of skill shortages and further planning skill supplies accordingly.

Types of Manpower Forecasts

Depending on the reason for which forecasts are being prepared manpower forecasts could be categorize differently. The main types of forecasts are as follows:

- (i) Short-term manpower forecasts:** Short-term forecasting is usually done to facilitate the estimate of economical stipulation for wages and salaries in the programmes or projects started or expected to be started in the instant future. They are generally made for a period of not more than two years. Short-term manpower forecasts are also helpful in allocation of resources between competing projects to be taken up for accomplishment in the near future. They are also very useful at the small level or company level.
- (ii) Medium-term manpower forecasts:** In most of the countries medium-term is considered as a period of two to five years – the horizon for planning. Those offices which are related with giving advice to ministers or preparing emergency plans to meet the ‘ups and downs of economic circumstances’ have shown the usefulness of medium term forecasts.
- (iii) Long-term manpower forecasts:** Forecasts which are made for a period of more than five years are considered as long-term forecasts. However, it varies from situation to situation that how much extended period beyond five years would be involved in long-term planning. In terms of skilled professional categories of manpower, long-term forecast proves to be useful in educational planning. Preparation of corporate plans integrating technological and production changes and main organizational developments are some of the areas where long term manpower forecast could be used.
- (iv) Optimizing manpower forecasts:** Manpower forecasts which are reached as a solution to an optimizing model in which quantity required for manpower of various categories are determined in a way that either the final profits are maximized, or cost of resources involved in achieving a pre-determined end objective is minimized is termed as optimizing forecasts.

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- (v) **Policy conditional manpower forecasts:** It involves such forecasts which are determined by those policies towards the factors which influence the manpower requirement. A thumb rule, or professional judgments, or an explicitly specified model or any combination of the three may form a basis of such manpower forecasts.
- (vi) **Onlookers manpower forecasts:** Onlooker manpower forecasts are those which are based on the assumption that the factors which are currently influencing manpower requirements will act as they did in the past. With policy conditional forecast, the onlooker's forecast is obtained by thumb rule, professional judgments or specific models. In some cases, the onlooker's forecast is obtained by the combination of the above mentioned three factors.
- (vii) **Macro manpower forecasts:** Macro forecasts are generally made at the national and state levels. It also includes forecasting for large industries. They are mainly used in educational planning as well as planning of training facilities. It is also used in determining the priority order for creating as well as increasing economical and social infrastructure.
- (viii) **Micro manpower forecasts:** Micro forecasts are prepared at small levels such as for enterprises and departments. It is chiefly required for planning of recruitment, promotion of employees, scheduling of training and counselling according to the development plan related to the concerned department and is usually expressed in numbers required for each of these. At this level, forecasts are required to be in larger details as well as specific. However, sometimes it is also possible that, if micro forecasts are planned properly, they may finally lead to macro forecasts but macro forecasts cannot lead to micro forecasts.

Database for Forecasting

Database has an essential task to perform in manpower forecasting, since it determines the methods that are mandatory along with the modifications in the methodologies that can be affected.

- (a) **Census of population and its statistics:** Statistical data base of population of the country by age, gender, education, economic status, immigration, and rural-urban distribution are required.
- (b) **Data on economic factors:** Input, productivity, funds and capital, venture, salary, appreciation and depreciation by industry; consumption of goods, fast-moving consumer products, savings and expenditure by persons of various income strata of population in distinguished areas are some of the economic factors on which data are required on time-series basis.
- (c) **Technological information:** Specifying the implication of every technology regarding generation of employment and investment, current technological details are needed by industries. Similar information is also required by industry on the emerging trend of technologies.

In case of macro forecasting it would be optimum to have data comparisons on the aforementioned items. However, in micro forecasting, a precise system of manpower system, i.e., Manpower Information System is required.

For macro forecasting it would be best to have comparable data on the above items over a period of time in the past. For micro forecasting a precise Manpower Information System (MIS) is required at a company level. It may have the following components:

- (a) **Personal Data:** Particulars related to identification, education, educational and professional qualifications, additional privileges, if any, such as, military training/NCC, physically disabled, scheduled castes/scheduled tribes, etc are included in personal data.
- (b) **Recruitment:** Date of joining, grading in aptitude tests and leadership tests, overall grading, job preferences and choices, if any.
- (c) **Job Experience:** Placement history, tasks performed grade wise, grade promotions, noteworthy contributions, and so on.
- (d) **Training and Development:** Type and nature of training received by the individual at various levels, individual's evaluation of effectiveness of training, individual assessment of training needs in comparison with jobs being performed at present, and so on.
- (e) **Miscellaneous:** It could involve any particular information related to personal problems which seek the attention by the authorities, health status and security needs, and so on.

Factors Affecting Manpower Forecasting

One significant feature of forecasting is the technique to apply a fundamental model. This is done to assess and then make required changes to the quantitative data of manpower planning. The changes made to quantitative data should have the capacity to fulfill the following tasks:

- (a) Specify different categories of skill in an organization based on type and quantity.
- (b) Identify different operations or processes of the organization which are slightly independent when it comes to manpower. It should also have the ability to recognize organizational areas which require a separate human resource forecasting.
- (c) It should be able to list dynamic factors important to an organization simultaneously be able to determine if the right skill sets are being used at the right place at the right time.

After doing an assessment of above mentioned elements, they have to be applied to then previously estimate values to reach at a calculated prediction of future manpower resources required.

Forecasts can be done just for the most significant skill categories and should consider the major input and outflow factors.

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The input factors are as follows:

1. Skill developments which results in up gradation and promotion into the skill-forecasting category.
2. Lateral transfers into the skill. This forecasting category does not include skill upgrading rather it is transfer of any employ from one location to a different location in the same company.
3. New appointees, both fresh college pass-outs and experienced personnel.

The outflow factors are as follows:

1. Skills development, leading to promotion and upgrading to other skill categories.
2. Lateral transfers to other locations.
3. Voluntary resignations.
4. Involuntary attrition due to dismissals, release from job, suspend, or demotion.
5. Retirement.
6. Death.

5.3.2 Manpower Planning

The concept of manpower is also referred to as Human Resource Planning. The main function of manpower planning is to make optimum use of manpower in an organization. This means that a right quantity of people with the right skill sets should be placed in the right department at the right time. Hence, employees should be placed in an organization in such a way that they accomplish the goals and objectives set out by the organization. Manpower planning is an essential factor in the field of industrialization. Manpower assists in improved provision and control over the organization's human resources; it is a process which includes the arrangement of diversely skilled and available potential of human resources of the concerned organization, in the form of an inventory by an organization. In layman's terms, manpower planning may be defined as an instrument used by upper management of an organization to make manpower data easily accessible to them. This data may be collected from within the organization as well as outside the organization, i.e., from other organizations. Manpower planning has been defined by Lloyd Byars & Leslie Rue as 'Manpower planning is the system of matching the supply of people- internally (existing employees) and externally (those to be hired or searched for) - with the openings the organization expects to have over a given time frame.'

'Human Resource Planning is a process of translating organizational objectives and plans into the number of workers needed to meet those objectives.' One should not get confused between the concept of manpower planning and that of manpower requirement. The conventional concept and the theory of manpower planning have been rooted in the direct relationship between the production sectors of an economy and its educational system. Although the most important and the strongest connection

in between the economy and education in a society is usually fake in the course of the interrelations between the supplies of human resources that originate from the educational sector and demand for human capital generated by production sectors of the economy. According to one outlook, the most particular and important function of educational system is to provide and prepare the students with skills and abilities that will be able to fulfill the requirements of various professions and its specific processes. Therefore, the educational system must be equipped to meet the manpower needs of the economy.

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Rationale of Manpower Planning

Manpower planning has two interrelated rationales.

- (a) Manpower planning assists the organization to be prepared for the future in terms of planning, its requirement for manpower and using them appropriately in order to meet out the effect of fast technological and economical changes and sustain its viable position. It provides a clear image of available manpower within the organization to carry out any further extension, or set up a new branch, a new department or starting any new production line in the organization.
- (b) Manpower planning permits for further planning to fulfill expected skill requirements as well as permits for required flexibility in day-to-day utilization of manpower. It permits for adjusting to sudden transformations as advancements in technology, new market, political and economical pressure and heightened competition. In other words, it offers the background information that is essential to deal with these kinds of forces.

Objectives of Manpower Planning

The following are the major objectives of manpower planning:

- (i) To monitor and evaluate the conditions of employment in different categories
- (ii) To furnish estimates of extra employment by levels and types of skill and education:
 - For the removal of existing unemployment or underemployment
 - For the incorporation of additions to existing job-seekers anticipated to come out from current operational levels of educational processes
- (iii) The estimates of additional manpower by levels and types of skill, education and experience should be provided along with the detailed information about the professions and sectors, especially in case of general or specific shortage, which have the impact on lacks and methods implemented by employers to overcome these shortages along with the sequential outline of shortages, production levels, and changes in production techniques, designs etc. if any.
- (iv) Complete and on time information about these must be passed on both to educational and economic planners so as to assist the designing and accomplishment of suitable policy in response to the upcoming scenario.

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- (v) To determine the impact of structural changes upon employ absorption capability of the economy as a whole, its component sectors and their professional patterns during the course of movements of the less to more efficient techniques of production.
- (vi) To categorize overall demand for manpower into sectors, skill, trainings and educational components so as to facilitate the dispersal of proper indications from the production of educational sectors of the economy for essential and well-timed beginning of requisite responses.
- (vii) In the same manner, indications originating from educational sectors regarding the number of graduates along with their types and levels of education likely to be produced at each point of planning prospect should be transmitted to various sectors of economy, at the same time as emerging changes in demographic and goods production sectors should be available to economic, employment and educational planners.

Need for Manpower Planning

Manpower Planning is believed to be a two phase process as it does analysis of the existing human resources as well as makes manpower forecasts and thus draw various employment programmes. Manpower Planning is required to be done by firms because of the following reasons:

- (i) It helps in identifying the shortages and surpluses so that immediate actions can be taken whenever and wherever required.
- (ii) Manpower planning forms the basis of all the recruitment and selection programmes.
- (iii) It also assists in reducing the cost as surplus staff can be recognized and thus avoid overstaffing.
- (iv) Further it helps in identifying the existing talents and skills in particular concern, training and development programmes can be framed to improve such talents accordingly.
- (v) Through manpower planning, human resources can be readily available and utilized in best manner, thus it helps in growth and diversification of business.
- (vi) It also helps the organization to appreciate the significance of manpower management which ultimately helps in the stability and growth of a concern.

Steps in Manpower Planning

The process of manpower planning needs to function on a step-by-step procedure as it is a systems approach. The following steps are involved in manpower planning:

- Analysing the current manpower inventory
- Making future manpower forecasts
- Estimating the net manpower requirements
- Developing employment programmes

- Design training and development programmes
- Action plans for retraining redeployment, redundancy

1. Analysing the current manpower inventory: Before a manager starts planning for human resources, he first needs to analyse the corporate and unit level strategies, then the current manpower status has to be analysed followed by making forecast of future manpower. For this the following information's must be considered:

- (i) Type of organization
- (ii) Number of departments
- (iii) Number and quantity of such departments
- (iv) Employees in these work units

The data related to present human resources in terms of human components; number, designation-wise and department wise in form of an inventory is termed as existing inventory. Once the existing inventory has been registered by a manager, he proceeds for the future forecasting.

2. Making future manpower forecasts: This consists of two steps:

- (a) Supply Forecasting:** The first step of forecasting the future supply of human resources is to gather the data and information about the existing inventory of and forecast the future changes in the human resources inventory.
- (b) Demand Forecasting:** Forecasting the overall human resources requirements according to the organizational plans is demand forecasting. In accordance with it planning can be done in various work units of the organization for the future manpower requirements.

The manpower forecasting techniques generally implemented by the organizations are as follows:

- (i) Expert Forecasts based on Managerial Judgment:** This includes informal decisions; senior officials take the decision regarding the number of employees required for future functions based on their past experience, formal expert surveys and Delphi technique.
- (ii) Statistical Techniques:** It includes Ratio Trend Analysis. Ratios are calculated for the past data of manpower and these ratios are utilized for the estimation of the future requirements. Manpower requirements can be projected through extrapolation (projecting past trends), indexation (using base year as basis), and statistical analysis (central tendency measure).
- (iii) Work Load Analysis:** It depends upon the nature of work load in a particular department or in a section.

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(iv) **Work Study Techniques:** This method includes, overall production and activities in terms of apparent units are estimated in a year. Then for the production of each unit required man-hours is calculated, afterward on this basis the required number of employees is calculated.

(v) **Other methods:** Several mathematical models, with the aid of computers are used to forecast manpower needs, like budget and planning analysis, regression, new venture analysis, etc.

3. Estimating the net manpower requirements: In relation to the total manpower requirement for a particular date of future and supply forecast for the same date, in terms of number and constituents, net manpower requirements have to be determined. The difference between total manpower and future supply of manpower is to be calculated. The result thus, produced is the net manpower requirement.

4. Developing employment programmes: Once the net manpower requirement is calculated, the employment programmes can be framed and developed accordingly, which includes interviews and recruitment, processes of selection and placement plans. Recruitment and selection plan includes the requisite number and type of employees, when will they be needed for the job, time required for recruitment and selection process, sources of recruitment, techniques to be used in the process of recruitment, selection procedure to be followed and selection techniques to be used to consequently recruiting the required candidates.

5. Design training and development programmes: The training and development programme is chalked out to cover the number of trainees, existing staff, and so on. These will be based upon level of diversification, extension plans, improvement programmes, and so on. Training programmes should match the extent of technological improvements and advancement to take place. It is also done to improve upon the skills, capabilities, knowledge of the workers. Training programmes also covers the identification of resource personnel for conducting such programmes, frequency of training and development programmes and budget allocation.

6. Action plan for retraining, redeployment, redundancy or retrenchment: New skills need to be imparted as retraining to current staff as per the advancement of technology or discontinuation of old product line. Employees need to be redeployed to other departments where they could be gainfully employed. Even in case of surplus estimated in any department, employees can be redeployed in other departments where the employees are estimated as deficit. Redeployment takes place in the form of transfers.

If the deficit is not estimated in any department and surplus workforce is estimated for the entire organization, identifying and managing redundancies is very essential.

Importance of Manpower Planning

Manpower planning is important due to the following reasons:

- Optimal utilization of available human resources as well as their estimated cost.
- Meeting the programmes expansion and diversification requirements.
- Retaining or employing individuals what meet the necessary qualitative and quantitative requirements.
- Reduce the discrepancy caused because of human resources not being available in the right quantity at the right time and place.
- Enhancing the skills, ability, knowledge and discipline of employees.
- Predicting the turnover by employees and making the required arrangements in order to fill up the vacancies.
- Evaluating the surplus or deficit in human resources and taking necessary action for its remedy.
- Foreseeing the consequences of technology on the employees and future human resource requirements.

Manpower planning on the one hand, may refer to the purposeful and conscious selections of such programmes of human resource development form the viable substitute as are consistent with socio-economic needs of development planning, whereas on the other, the needs and objectives of planned educational development. Manpower planning should seek to ensure those sequential and spatial patterns of development and addition of human resource of each level and type, that will match the levels and patterns of requirement from manpower to meet the socio-economic needs.

5.3.3 Human Resource Development

Human Resource Development (HRD) is a process of organizing and improving the physical, mental and emotional capacities of individuals for productive and creative work.

Human resource development means investment in human capital. Human capital means people can act as capital assets which give up a flow of financial advantages over their professional life. Human resource development is the process of increasing human capital within an organization by training and developing individual employ as well as teams alongside the entire organization. It includes the process of aligning the goals and objectives of the employees along with the overall organizational goals and objectives. It means to bring about the possibility of performance improvement and individual growth. An improvement in the mental ability, skill, and physical capability of the people comprises an augment in the human capital as it allows the human aspect to generate more. Investment in human resources are essential for optimum utilization of current physical capital, as technical, professional and administrative people are essential to formulate efficient use of material or

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physical resources. The term 'Human Resource Development' was coined by Leonard Nadler, of USA in 1969. He has also written a book titled *The Handbook of Human Resource Development*.

Patricia Mc Lagan in the book *Models for HRD Practice* defines HRD as 'the integrated use of training and development, career development and organizational development to improve individual and organizational effectiveness.'

The most successful enterprise is one which motivates, encourages, guides and monitors their employees to function as the backbone. HRD, or human resource development, is a systematic and efficient process in which individuals and groups are trained to obtain new skills and be proficient in making themselves more self-reliant and develop their effectiveness in the achievement of organizational goals.

Objectives of HRD

Human resource is a valuable commodity which plays a crucial role within organizations and directly contributes to its success or failure. Employees who feel valued and appreciated definitely add more worth to their organization. A well-planned and efficient HRD plan accomplishes measurable positive results for the organization. HRD has the following objectives:

- (i) The main objective of human resource development is to improve employee's performance and capacity by providing training and development programme to enhance the capabilities of employees.
- (ii) To improve organizational effectiveness is another objective of HRD by continually encouraging and improving the skills and abilities, enthusiasm and efficiency of its employees; thus helps in developing optimistic approach and problem solving skills. Such and other similar activities modify workforce to align and integrate their personal goals with organizational goals.
- (iii) Another main objective of HRD is to increase people commitment towards organizations in which they are working as the employees whose basic personal and professional needs are being met are more committed and as consequence convert the positive effects of HRD efforts into enhanced output.
- (iv) Enterprises that completely follows the fundamentals of HRD knows the significance of their manpower resources and thus emphasize their attempt on providing employee with job security; stability, train and retain the right people for the right tasks; reward and appreciate employee effort; provides fringe benefits, salary raises, bonuses and so on. Thus, giving employees a sense of worthiness and being precious which is another objective of HRD.
- (v) Further, HRD focus on such practices that are committed to constantly evaluating and developing an improved organizational culture, enhancing group activities, and improving involvement and participation of employees in organization.

Function and Methods of HRD

Human resource development is an organization's structure to improve and develop their human capital. This framework comprises every training programme, career

development programme, assessment feedback, and support provided to employees that facilitates their constant improvement. To achieve all of these development efforts HRD programmes performs various functions.

For improvement in the working life of the company's employees, HRD specialists apply various tools and techniques:

- To determine the gaps that are present between the employee's capability to do a particular task and requirement of task is being assessed and surveyed.
- Training programmes are being offered to improve job performance. These training programmes can be provided in person as in a traditional classroom setting, or as an online course.
- How much human resources will be required to meet future demands analysis of the present business situation and projections has been done.
- For appointing the best employees and to deal with under-productive employees strategic planning is done.
- Consultations with upper management and coaching of supervisors are also an important function of HRD.

Methods of Human Resource Development

Human resource development emphasizes on convalescing employees' knowledge, skills, and abilities. Methods of HRD focuses on educating the employees with the essential knowledge to be successful in their job, to be competent with more specific abilities that help to achieve whichever task or responsibility given to them and to improve their personal and organizational skills that improve communication and efficiency of the organization.

- The most common methods used by human resource development managers are training and development programmes, performance evaluations of employees, organization development, and career development programmes.
- According to Rouda and Kusy, 'training and development methods include any activities that aid employees in 'acquiring knowledge, developing competencies and skills, and adopting behaviours that improve performance in current jobs.'
- Performance evaluations attempt to assess employee endeavour objectively and provide valuable feedback which aims at improvement of employees.
- Organization development methods consist of activities to improve team-building, programmes to enhance the quality of work life, organizational reformation and improvement in reward systems.
- Career development method includes all activities or programmes which are designed for career planning between employees, managers and the organization, such as training assistance.

Nowadays, human resource development has occupied a bigger role in organizational environment because of the ever-changing nature of existing market and economy. Organizations call for their employees to get used to of these constant changes,

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whether they are occurring in global economy scenario, technological aspects, cultural changes or demographic changes, by acquiring new skills and developing new abilities.

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HRD Managers and their Roles

An HRD manager is a human resource professional. He is one who administers training and development programmes for the employees of an organization. He has the following role to play in an organization:

- An HRD manager does the assessment for the need of providing training to employees within each department, while working with department managers within an organization. This may include individual or group training, or training programmes for the entire organization.
- After assessing the needs to provide the training to employees, the HRD manager develops training programmes. This incorporates designing of the most suitable programme, and formulating content and coursework and procedure of tests and evaluations to make it certain that employees will successfully complete the programme.
- In such case, where it is not possible to develop the training programmes internally, the HRD manager works for the selection and procurement of development programs for employees. This work includes testing various programmes, and to customize the selected programmes so that it could meet the organizational needs.

Importance of HRD

Human resource development can be ensured through training and efficient utilization of resources. Human resource development (HRD) is an indispensable constituent for growth and economic development of any nation at large and any enterprise at micro level. When the maximum benefits have to be created at the lowest possible cost, resources need to be utilized efficiently in support of HRD.

- (i) With the development of the human resources of a country, the country also progresses and the benefits spread throughout the entire country. Better skilled, competent and well-trained human resources draw a larger FDI (foreign direct investment) into the country and improve the branding of the country at international level.
- (ii) As a resultant of improved education, training and development of vocational skills in individual's human resource development may take place. These activities eventually result in an enhancement in entrepreneurial activity because of the ingenious process which is promoted by HRD.
- (iii) Moreover, in an economy which is facing high levels of unemployment, vocational training may create considerable number of entrepreneurs who seek for self-employment. Thus, HRD unlocks more opportunities and wider avenues of success for individuals.
- (iv) HRD directs towards better and effective utilization of the existing resources. The equal numbers of individuals would be capable to enhance their

performance with the help of training and learning of more and advanced productive skills. This will subsequently lead to an increase in productivity in the same company at the small level and may result in a raise in the overall value of such goods produced at the country level. Hence, an increase in the employees' productivity will consequently generate high economic advancement for the country.

- (v) According to C. S. Lakshmi in the book *Human Resource Development in Public Enterprises*, human resource developments assist in improving organizational effectiveness. Trained and talented employees directly contribute to the effectiveness of an organization.
- (vi) A well-trained and well-educated employee will be more aware for its rights and will be more capable to protect himself against human rights violations. Improvements in the environment of workplace and workers rights are acknowledged with HRD.
- (vii) Organizations that strongly emphasize on training and improving the knowledge, skills, values, attitudes and perspectives of their employees are more probable to retain employees that utilize their full potential and contribute it to the benefit of the organization.

In today's fast pacing, ever-changing, challenging and competitive environment HRD has to adopt a practical approach that is to seek precautionary care in human relations. By the use of HRD strategies making best use of efficiency and productivity could be attained through qualitative growth of people with capabilities and potentialities to grow and improve. HRD is believed to be a function of appropriate utilization of creative chances and available environment through acquisition of knowledge, skills and attitudes necessary for productive efforts.

CHECK YOUR PROGRESS

- 3. What is the main function of manpower planning?
- 4. What is the need for manpower planning?

5.4 CONFLICT MANAGEMENT

Conflict has positive as well as negative consequences on the organization. If the differences are impersonally treated and discussed on a common platform, the conflict gives positive results. Similarly, if the conflicts are personally taken and become ego, status and interest points of difference, negative results are observed in the organization. The basic question is, what is conflict and how is it resolved? Conflict arises when a person or group negatively affects or is about to negatively affect the interests of other persons or groups. Conflict is the incompatibility of goals and difference or disagreement over a fact. Conflict arises when an interpersonal relationship which is expected to be productive, cooperative and satisfying does not fulfil the expectation.

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Conflict in management has attracted significant attention because managers devote much of their time to conflict management. One school of thought has argued that conflict must be avoided because it refers to malfunctioning within the group. Another school considers that conflict is natural and inevitable where human behaviour is involved, while the third group believes that conflict is a positive force in an organization, as it helps effective performances. These approaches to conflicts are known respectively as the traditional approach, human relation approach and interactional approach. The traditional approach believes conflicts are violent and destructive. It is viewed as a negative instrument of performance.

Conflict is the outcome of the malfunctioning of an organization such as poor communication, lack of trust, failure of the management to meet the aspirations of employees and so on. The causes of conflict are revealed to avoid the conflict, because conflict avoidance increases performance. The human approach refers to conflict as a necessary part of every organization. Conflict is accepted as an inevitable part of an organization. It is not avoided but directed towards higher performance. The conflict is to be used by the management for its positive results. The third approach, i.e. the interactional approach encourages conflicts for converting them into force. Employees are encouraged to express their views so that the reasons for differences are brought to the surface. Employees are developed to understand their viewpoints so that they can improve themselves. They should be self-critical and creative for improving their respective performances. This approach believes that a minimum level of conflict is essential for performance, as some conflicts are helpful for performance. These are known as functional conflicts because they are constructive and are an essential part of an organization. On the other hand, there are dysfunctional conflicts which hinder the performance of an organization. The nature of conflict, whether functional or dysfunctional, depends on the situation. In one situation, a conflict may be functional, while in another situation, the conflict may be dysfunctional. No one level of conflict is acceptable always as, depending on the circumstances, conflict could either help or hinder the performance. The impact of conflict on individuals and groups is similar.

Conflicts arise at different levels. They are viewed accordingly for resolution. Intergroup conflict, intra-individual conflict, interpersonal conflict and organizational conflict are discussed separately.

- 1. Intergroup Conflict:** Intergroup conflict is considered inevitable, as group interactions are essential for organizational performance. The ideological differences make or mar their performances. Conflict is functional or dysfunctional. If it is helpful for achieving organizational goals it is functional; and when it is detrimental to achieving the goal, it becomes dysfunctional. The differences caused by personality and leadership give negative results to the organization. Intergroup conflict is caused by goal incompatibility, differences in decision-making requirements and performance expectations. Goal incompatibility is observed because of time and goal orientation and barriers to goal achievement. Decision-making differences are created because of task uncertainty and the non-

availability of resources. The interdependence of the groups creates performance differences. The conflict is treated through avoidance, diffusion and confrontation.

2. **Intra-individual Conflicts:** The management tries to achieve the goal through motivation and cooperation of all employees. Employees are expected to perform their respective roles. However, in reality, employees having different needs and roles are unable to cooperate with the management. There are positive and negative aspects of goal compatibility which cause conflicts. Intra-individual conflicts arise due to frustration, goals and roles.
3. **Interpersonal Conflict:** Interpersonal conflict is visible in an organization and in group behaviour, as employees have to act and react with other employees. The interdependence causes interpersonal conflict. Interpersonal conflict is analysed under three heads, namely, transactional analysis, Johari Window and strategies for interpersonal conflict resolution. Besides transactional analysis and the Johari window, other strategies are used for resolving interpersonal conflict. They are lose-lose, win-lose, win-win, role set, linking pin and resolving conflicting groups.
4. **Organizational Conflicts:** Organizational conflicts include intra-individual, interpersonal, intergroup conflict and structural conflict. Multiple organs such as production, marketing, finance, personnel, subordinate-supervisor relations and customers' expectations create problems and conflicts. The causes of organizational conflicts are incompatible goals, incompatible means, incompatible resource allocation, problem of status incongruities and difference in perceptions. Many of the causes are psychological.

Types of Organizational Conflicts

Organizational conflicts are hierarchical, functional, line-staff conflicts and formal-informal conflicts. Hierarchical conflicts refer to the conflicts between various levels of the organization; conflicts between top management and middle management are an example of this type. Conflicts between management and employees are also related to hierarchical conflicts. Functional conflicts are related to conflicts between functional departments, as for example, conflicts relating to production and marketing management, conflicts relating to finance and personnel management and so on. Line and staff conflicts are concerned with line personnel and staff members. Conflicts related to formal and informal organizations are discussed under formal-informal conflict. Organizational conflicts include several causes of conflicts such as the level, merit and experience of different employees in the same cadres. Project and material organizations create conflicts because of inherent problems.

Role of Conflict in an Organization

Conflict in an organization is not always problematic. Many a times, it paves the way for development. When it is suspected to be distinctive, it becomes a problem. Conflict is unavoidable. It is caused by trouble-makers who should be brought to the

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surface. The hypothetical views of the management create conflicts. Need hierarchy is also considered an important factor for conflicts. Change is the basic cause of conflict which should be smoothed out and properly understood.

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Strategies for Managing Organizational Conflict

Conflict is resolved through bargaining, the bureaucratic approach and the system approach. Bargaining refers to increasing the available resources or decreasing the demands of the conflicting parties. The interests of parties are sub-served through bargaining. The bureaucratic approach deals with vertical authority which is exercised to solve problems. Rules and regulations are strictly exercised to control people. The system approach deals with the coordination of horizontal employees. Incentives and learning processes are used for solving problems. An organizational development technique is used to develop and make employees conscious of organizational problems in reducing the pressure of conflicts. Attempts are made to make the concerned parties recognize the conflicts and arrive at agreeable solutions.

CHECK YOUR PROGRESS

5. What are the factors responsible for the rise of Intra-individual conflicts?
6. Name the strategies used for managing organizational conflict.

5.5 TIME MANAGEMENT

It is well-known fact that time is most precious in each and every activity. We cannot succeed in any of our actions without optimum and efficient utilization of time. In the educational setup we cannot achieve the learning objectives without proper management of time. Time in the classroom can be thought of as a most valuable resource to effective learning. The teacher has limited time at her/his disposal and has to achieve curricular objectives within the allotted time. Extra time spent on one subject means less time available for other subjects.

A good teacher should know the technique of effective time management for effective management of classroom processes and to enhance productive teaching. Student achievement is most effective when teachers assign maximum classroom time to instructional activities. The teacher must use suitable managerial and instructional processes to support and engage students in such activities which increase positive and academic learning in them.

Use of Classroom Time

The process of educational management includes use of classroom time. Many researchers in their work have made it evident that the amount of information learnt is an outcome of the amount of time allowed and is also called the opportunity to learn. This process depends on the amount of time spent by a student on a particular subject.

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It is a known fact that learning is influenced by many factors such as ability of the student (aptitude and potential), the quality of teaching (pedagogy, content knowledge, clarity and focus), and so on. but proper time management or effective use of classroom time is equally important. Many time management strategies were generated through outcome of researches on effective use of time, namely, Good & Brophy, 1987 and Hofmeister and Lubke, 1990 consequently.

Now we will focus on different skills that are linked with effective and efficient use of time. For clarity and avoiding confusion, time can be categorized into six major categories on the basis of the context of its use in a classroom. The categories are as follows:

1. Available time
2. Allocated time
3. Engaged time
4. Academic learning time
5. Pacing (of curriculum and lesson) and
6. Transition time

Let us briefly discuss each of these categories.

1. Available Time

This is the time available for all the activities in school. It is limited by the number of days in an academic year and the number of hours (usually 6 hours a day) including interval time. But for minor variations, the available time in schools all over the country is the same. Teachers have to plan the available time in such a way that the academic goals of the curriculum are achieved. Please remember that a school is a place where students get opportunities for overall development.

2. Allotted Time

Allotted time is the amount of time assigned for instruction in a content area. Every teacher uses their allotted time differently. Some teachers, for example, use 40 minutes of a 45 minutes period to develop a concept, in other classes only 20 minutes will be used for developing a concept related to the subject matter. Teachers whose students attain relatively poor achievement use more allotted class time for non-instructional activities. It has been observed that when teachers consciously and effectively devote more time to a topic or subject, students have more opportunities to learn it. The concept of allotted time sometimes appears as a vague concept to beginning teachers until they start planning. The planning of allotted time provides them a form of classroom activities to follow as lessons are conducted. It enables the teacher to anticipate instructional needs so that appropriate material can be gathered, organized and used.

Careful management of allotted time minimizes the complexity of classroom teaching. A number of external factors such as curriculum guide, tests, duration of the period, and so on, influence the way you can make use of your allotted time. After providing for these factors, the teacher has the freedom to decide how much time is to be devoted to certain topics and related activities. You can decide which

topic should be given more time; and which topic can be dealt with, in brief only. Let us now change our focus from time available to time used. How we use the time we have been allotted for instructional purposes is very important in teaching.

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3. Engaged Time

Engaged time is the amount of time the student is actively involved in learning tasks such as writing, listening and responding to the teacher's questions. Engaged time does not include classroom tasks such as disruptive talk with another student, day dreaming, and so forth. Recent studies indicate that a student's engaged time, or time on task, and academic learning time are more sensitive predictors of achievement than allotted time.

In other words, quality of time used (how time is effectively and efficiently used) is more important than the quantity of the time used (how much time is allotted.) For example, reading aloud from the textbook by one student while others listen or pretend to listen to the reader has low quality of time use compared to using the same amount of time for dictionary use wherein each student picks up difficult words from the text and writes their meanings from the dictionary.

4. Academic Learning Time (ALT)

You may notice that we are becoming more and more precise in our discussion on management of time. Academic learning time is the amount of time a student spends performing relevant academic tasks with a high level of success, and where the tasks are directly relevant to an academic outcome. The concept of ALT represents a considerable refinement over engaged time. Procedural activities such as taking attendance, making an announcement, coping with classroom disruptions, dealing with off-task behaviours, and so on, are not to be included in academic learning time. In order to determine which institutional tasks are directly relevant to learning outcomes, the relationship between the tasks and the tests that would be used to measure a student's achievement should be studied.

This shows the relationship between the academic learning time and achievement of the students. A teacher should always try to increase ALT whenever she/he teaches. ALT varies widely from classroom to classroom and from teacher to teacher. Teachers too vary considerably in how successfully they translate allocated time into meaningful learning and thereby into ALT. Some teachers who allocate less time for a subject have considerably higher rates of ALT because they involve students more in relevant and useful tasks that allow the students to experience higher rates of success. In some classes, a large proportion of school time is lost in non-instructional activities such as lunch, recess, cleaning up, and so on.

Some teachers do not fully appreciate the value of allotted time; quite a few of them show lack of concern for effective time management. They do not seem to fully appreciate time either as a valuable resource or the impact it can have on student learning. It can be concluded that academic learning time is an important variable for teachers on the basis of following reasons:

- (a) It is an indication of whether the teacher is able to put his pedagogic activities together.

- (b) Lack of time planning causes management problems. Classrooms with high ratio of ALT face fewer management problems. Effective implementation of academic tasks help students learn and channelize their energies into constructive work. ALT takes allocated time and engaged time into account. You should remember that ALT takes allotted time and engaged time into account. This statement should not confuse you. By this statement we mean that we have to make an optimum utilization of allotted time and engaged time for boosting actual learning by the students. ALT suggests that the teacher must plan students' actual learning time, keeping the overall allocated time available with him.

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5. Pacing Curriculum and Lesson

You will be surprised to find out how pacing related to better time management is. Curriculum pacing is concerned with the rate at which progress is made through the curriculum, i.e. the rate at which you cover or complete the curriculum. Lesson pacing is concerned with the pace at which the teacher conducts or teaches individual lessons. Pacing is a very important variable for effective learning. Most students learn more when their lessons are conducted at a fast and active pace because a relatively fast pace stimulates their attentiveness and participation as more content has to be covered by the students. The more the content the teacher covers, the more the students seem to learn.

Pacing relates directly to the student engaged time and success. Fast pacing should not be used at the cost of low achievement rate. No one can be sure about the ideal pace for a particular lesson or a group of students. The ideal pace would depend on the students' abilities and developmental levels, nature of the subject matter and, of course, the teacher's instructional expertise. The ideal pace changes across classes. No two classes, not even two sections of the same class may have the same ideal pace. Some teachers adjust the pace in such a way that they cover only half the syllabus in a year: others finish the entire syllabus in just six months; some teachers manage to cover the entire syllabus by spreading it almost evenly across each term.

Pacing, like many other characteristics of effective instruction, has a positive effect on student achievement. Less effective teachers catch up and then provide too much material at one time and without any practice. They are in a great hurry to cover the syllabus during the last months of the session. Pacing of lessons keeps the student engaged and increases higher interest in learning. By implication, good pacing reduces student misbehaviour in the class.

6. Transition Time

Teaching involves a number of related activities such as presentation of content, discussion, questioning, demonstration, practice (guided as well as independent) and so on. Considerable time is taken up in shifting from one activity to another. This shifting or change over from one activity to another is called **transition**. If these transitions are not managed properly, a lot of time will be wasted.

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Management of transition time does far more than just save time. Students are more likely to misbehave when there is a break in the continuity of a lesson. Management of transitions is one of the most critical tasks to be managed by the teacher. The following are some management techniques for making transitions quick and smooth:

- (a) The teacher should have materials ready and demonstrate confidence in closing one activity and initiating the next.
- (b) The teacher should exercise greater vigilance during transitions.
- (c) The students should be so motivated that they enter the next activity with interest and expectation of success.

In this discussion, we have highlighted the fact that the teacher should clearly mark the start of transitions and minimize the loss of momentum during transitions. Students should be given clear-cut direction about what they are supposed to do. Pacing and transition time management contribute to greater instructional momentum. Both the teachers and the students should feel a sense of movement during the lesson. Loss of momentum usually creates problems in instruction.

A prolonged loss of momentum has a negative effect on student achievement. The following practical suggestions can help improve time management skills. One can add some measures of time management based on observations and experience. These suggestions are based on various principles and practices of effective time management used by teachers.

(i) Increasing allotted time

Keep necessary materials and equipment ready for use. Keep some extra activities for those students who complete their tasks early. Similarly, keep necessary equipment such as projector, audio or video tape-recorder, extension cords, tests, audio-visual aids, and so on, ready for use. The equipment should be easily accessible to the teacher or the students as the case may be.

Identify the students who have completed and also those who have not completed their homework. Collect and correct their homework. If a student has not completed the homework, give him a chance to complete it. But before you ask him to do so, find out the reason for not completing and resolve the problem or doubts if any. Collection and correction of homework should not take much time.

(ii) Increasing engaged time

Prepare a schedule of class periods and make all the students aware of it. It can be pasted on their diary or displayed at a place where they can easily notice it. Stick to the schedule. Welcome all students and draw their attention to the lesson. Wait until the all students are ready (physically and mentally) for the lesson and are willing to be engaged in pedagogic activities.

- Start interacting with the students. Start your instruction with one or two questions and ask the class to respond. Then shift to a brainstorming session.

- Use eye contact and verbal/non-verbal communication to involve your students in the teaching-learning process. Appreciate desirable/appropriate behaviour displayed by the students.
- Remind them of the set of norms and rules of classroom behaviour.
- Move about in whole class and pay attention to those students who have some problems in learning or understanding the content.
- Focus students' attention on the instructional tasks.
- Tell them about the reinforcement they are going to get after completion of the work. For example, say, 'Once you complete your assignment, you can go for play'.
- If the students are waiting for your help and you are busy with other students, ask them to go to the next question/problem if they are able to solve it, so that time is not wasted.

(iii) Increasing academic learning time

- Try to link instructional task with actual life experiences. For example, while talking about the social impact of television, one can, ask the following question. 'What impact do the SAB TV programmes have on your younger sister/brother?'
- Make sure that the students attend to your presentation. Strategies such as using eye contact, giving directions, asking questions and assigning activities can be used.
- Noticing students' behaviour indicates their involvement in the lesson or instructional activities. Such behaviour includes listening, responding, reading, writing and participating in various tasks.
- Ask students questions that confirm whether they have been involved in the instructional tasks. Wh-questions are to be constructed and asked quickly. Wh-Qs are questions which start with Wh-words, viz., why, when, what, where, how, who, whom and whose. These are also known as open-ended questions.
- Find out areas of students' interest and build up instructional activities around those interests. Outline the steps of the lesson.
- Pay special attention to the structure and sequence of learning experiences. To minimize errors, lessons should be planned in small steps. Students should continue to practice till they master the skill or learning.
- Teacher should use concepts, vocabulary, examples, expressions, and so forth, that are familiar to the students. These devices should match the level of understanding and rate of learning of students. Use specific and concrete procedures.

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(iv) Pacing curriculum and lesson

An yearly schedule and term schedules for covering the required curriculum should be prepared. The amount of content to be taught should be according to the mental and maturity level of the students. Material as per students understanding should be included. A judicious pace of teaching as far as possible should be used. Comment on the responses of the students should be quick and next teaching point should be covered. Level of difficulty should be reduced instead of slowing down teaching pace.

(v) Decreasing Transition Time

Transition can involve a physical movement or a change in focus. Students should be prepared in advance about upcoming transitions. Verbal directions should be given to them to facilitate transitions. The students should be told clearly what is expected of them. They should be able to make transitions without explicit direction from the teacher. The procedure set for the students who complete their work early, will reduce the amount of time they spend waiting for their classmates to finish the assignments allotted. Such students who are fast in their work should be reinforced and those who face some difficulty should be assisted. Rules for physical movement of the students within the classroom and in and out of the classroom should be set.

Number of students involved in transition should be considered; is it only one student, a group of students or the entire class. Whether the students should move from one activity to another individually or in a group should be decided. Discipline during transitions should be ensured. The students should respond to the directions given to them. Irrelevant and too many instructions should be avoided. Should be prepared to manage two types of transitions:

- Student transitions such as sharpening a pencil, going out to drink water, and so on.
- Transitions during teaching such as making material and equipment accessible to the students, e.g. setting up an experiment, developing blackboard summary accessible to the students, attending to instructions from the Principal.

Try to justify and rationalize your use of not spending excessive time with any one student. If there is some major problem with a student, then he can be given remedial treatment separately. Hint at the consequences of inappropriate involvement by students in the classroom.

CHECK YOUR PROGRESS

7. What do you understand by the term 'engaged time' in the context of classroom teaching?
8. Mention some transition management techniques.

5.6 SUMMARY

- The process of management consists of five basic functions, namely planning, organizing, directing and controlling and staffing.
- Planning is decision-making in advance or in other words choosing the alternatives and making the decision is called planning.
- Educational planning is now developing as a specialized field with its own identity and characteristics. It differs from planning in the field of general management. In India mostly proper and deep planning is not exercised.
- In any management activity, planning plays a pivotal role. It is a prerequisite to prepare a good plan for making decisions and implementing them.
- Educational planning could be a boon if it is rightly framed and a curse if it is wrongly framed.
- Directing is one of the major functions of managerial process that assures the efficient working of organization to achieve the organizational objectives.
- Major functions of managerial process include controlling and monitoring of various operations or activities. In a general opinion control is an autocratic term.
- The manpower requirement approach in educational planning is based on the view that any nation with planning and objective for economic development must consider the preparation of its human resource development.
- Depending on the reason for which forecasts are being prepared manpower forecasts could be categorized differently.
- One significant feature of forecasting is the technique to apply a fundamental model. This is done to assess and then make required changes to the quantitative data of manpower planning.
- The concept of manpower is also referred to as Human Resource Planning. The main function of manpower planning is to make optimum use of manpower in an organization.
- Human Resource Development (HRD) is a process of organizing and improving the physical, mental and emotional capacities of individuals for productive and creative work.
- An HRD manager is a human resource professional. He is one who administers training and development programmes for the employees of an organization.
- Conflict has positive as well as negative consequences on the organization.
- Conflict in management has attracted significant attention because managers devote much of their time to conflict management.
- A good teacher should know the technique of effective time management for effective management of classroom processes and to enhance productive teaching. Student achievement is most effective when teachers assign maximum classroom time to instructional activities.

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5.7 KEY TERMS

- **Manpower planning:** The development of strategies that match the supply of labourers to the number of jobs available at a company.
- **Demand forecasting:** It is the estimate of expected demand over a specified future period.
- **Allotted time:** It is the amount of time assigned for instruction in a content area.
- **Budget:** It is a statement of plans and expected results expressed in numerical terms or forms.
- **Directing:** It is one of the major functions of managerial process that assures the efficient working of an organization to achieve the organizational objectives.

5.8 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The principles of directing are as follows:
 - Interaction between individuals and organization goals
 - Integrations of groups and organizational goals
 - Secures cooperation of informal leaders
 - Promotes participative decision making
 - Involves delegation of adequate authority
 - Requires effective communication
 - Ensures effective control
 - Prefers direct contact
2. The types of control are as follows:
 - Pre controls
 - Preliminary control
 - Concurrent control
 - Feedback control
3. The main function of manpower planning is to make optimum use of manpower in an organization. This means that a right quantity of people with the right skill sets should be placed in the right department at the right time.
4. Manpower planning is required due to the following reasons:
 - It helps in identifying the shortages and surpluses so that immediate actions can be taken whenever and wherever required.
 - Manpower planning forms the basis of all the recruitment and selection programmes.
 - It also assists in reducing the cost as surplus staff can be recognized and thus avoid overstaffing.

- Further it helps in identifying the existing talents and skills in particular concern, training and development programmes can be framed to improve such talents accordingly.
 - Through manpower planning, human resources can be readily available and utilized in best manner, thus it helps in growth and diversification of business.
 - It also helps the organization to appreciate the significance of manpower management which ultimately helps in the stability and growth of a concern.
5. Intra-individual conflicts arise due to frustration, goals and roles.
 6. Organizational conflict is managed through bargaining, the bureaucratic approach and the system approach.
 7. In the context of classroom teaching, ‘engaged time’ is the amount of time the student is actively involved in learning tasks such as writing, listening and responding to the teacher’s questions.
 8. Transition management techniques are as follows:
 - The teacher should have materials ready and demonstrate confidence in closing one activity and initiating the next.
 - The teacher should exercise greater vigilance during transitions.
 - The students should be so motivated that they enter the next activity with interest and expectation of success.

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5.9 QUESTIONS AND EXERCISES

Short-Answer Questions

1. Mention the principles of planning.
2. State the importance of organizing in educational management.
3. Briefly discuss the types of control.
4. What are the types of manpower forecasts?
5. State the importance of human resource development.
6. Write short notes on the following:
 - (a) Interpersonal conflict
 - (b) Types of organizational conflicts
7. Write a short note on time management.

Long-Answer Questions

1. Discuss the steps and principles of planning.
2. Describe the nature and purpose of planning.
3. ‘Directing is one of the major functions of managerial process that assures the efficient working of organization.’ Elucidate.

4. Explain the steps in the control process.
5. 'The concept of manpower is also referred to as human resource planning.' Discuss.
6. Assess the functions and methods of human resource development.

NOTES

5.10 FURTHER READING

Bennis, Warren. 1969. *Organization Development, its Nature, Origin and Prospects*. New York: Addison Wesley.

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