

**TWO YEAR
POST GRADUATE DEGREE PROGRAMME**

M.A. in EDUCATION

SEMESTER –IV

COR-417

**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND
LEADERSHIP**

SELF LEARNING MATERIAL



**DIRECTORATE OF OPEN AND DISTANCE LEARNING
UNIVERSITY OF KALYAN**

**KALYANI – 741 235
WEST BENGAL**

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Director's Message

Satisfying the varied needs of distance learners, overcoming the obstacle of distance and reaching the unreached students are the threefold functions catered by Open and Distance Learning (ODL) systems. The onus lies on writers, editors, production professionals and other personnel involved in the process to overcome the challenges inherent to curriculum design and production of relevant Self Learning Materials (SLMs). At the University of Kalyani a dedicated team under the able guidance of the Hon'ble Vice-Chancellor has invested its best efforts, professionally and in keeping with the demands of Post Graduate CBCS Programmes in Distance Mode to devise a self-sufficient curriculum for each course offered by the Directorate of Open and Distance Learning (DODL), University of Kalyani.

Development of printed SLMs for students admitted to the DODL within a limited time to cater to the academic requirements of the Course as per standards set by Distance Education Bureau of the University Grants Commission, New Delhi, India under Open and Distance Mode UGC Regulations, 2020 had been our endeavour. We are happy to have achieved our goal.

Utmost care and precision have been ensured in the development of the SLMs, making them useful to the learners, besides avoiding errors as far as practicable. Further suggestions from the stakeholders in this would be welcome.

During the production-process of the SLMs, the team continuously received positive stimulations and feedback from Professor **(Dr.) Amalendu Bhunia, Hon'ble Vice-Chancellor, University of Kalyani**, who kindly accorded directions, encouragements and suggestions, offered constructive criticism to develop it within proper requirements. We gracefully, acknowledge his inspiration and guidance.

Sincere gratitude is due to the respective chairpersons as well as each and every member of PGBOS (DODL), University of Kalyani. Heartfelt thanks is also due to the Course Writers-faculty members at the DODL, subject-experts serving at University Post Graduate departments and also to the authors and academicians whose academic contributions have

enriched the SLMs. We humbly acknowledge their valuable academic contributions. I would especially like to convey gratitude to all other University dignitaries and personnel involved either at the conceptual or operational level of the DODL of University of Kalyani.

Their persistent and co-ordinated efforts have resulted in the compilation of comprehensive, learner-friendly, flexible texts that meet the curriculum requirements of the Post Graduate Programme through Distance Mode.

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All the Self Learning Materials are self writing and collected from e-book, journals and websites.

Director

Directorate of Open and Distance Learning
University of Kalyani

SYLLABUS

Full Marks-100

SEMESTER – IV

Cor-417: Educational Management, Administration and Leadership

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COR-417

Educational Management, Administration and Leadership

Block-1

Introduction to Educational Management

Unit-1

Introduction to Educational Management

CONTENT STRUCTURE

1.1.1: Introduction

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1.1.1: INTRODUCTION

Educational management is the process of organizing, planning, coordinating, and controlling resources and activities within educational institutions to achieve academic excellence and institutional effectiveness. It involves the administration of schools, colleges, universities, and other educational entities with the aim of providing quality education to students. Effective educational management ensures efficient use of resources, fosters a conducive

learning environment, and promotes continuous improvement in teaching and learning outcomes. This field encompasses various aspects such as leadership, decision-making, curriculum development, human resource management, financial management, and student affairs. By implementing sound management practices, educational institutions can enhance student learning experiences and contribute to the overall development of individuals and societies.

1.1.2: OBJECTIVES

After going through this Unit, you will be able -

- Understand the fundamental concepts and definitions associated with educational management.
- Identify and grasp the key principles that govern educational management practices.
- Explore and comprehend the various functions and roles involved in educational management.
- Recognize and appreciate the significance and relevance of educational management in achieving educational goals and objectives.

1.1.3: Concepts and Meaning Of Educational Management

"Management" can be defined as the process of planning, organizing, coordinating, directing, and controlling resources (human, financial, material, and informational) to achieve organizational goals effectively and efficiently. It involves the utilization of resources in such a way that they contribute to the accomplishment of predetermined objectives. Management is a dynamic and multifaceted process that plays a vital role in achieving organizational success and driving sustainable growth.

Educational management focuses on optimizing resources, fostering a conducive learning environment, and achieving educational goals. It involves a range of activities such as planning, organizing, leading, and controlling within the educational context. Rooted in the fundamental objective of facilitating learning and development, educational management integrates various aspects such as leadership, administration, planning, policy-making, and resource allocation.

The concepts of educational management are the fundamental ideas that guide how schools and other educational institutions function effectively. These concepts act as a framework for organizing, directing, and achieving educational goals.

Imagine educational management like building a house. The concepts are the blueprints - they provide the overall structure and plan for how everything fits together. They don't tell you exactly where every nail goes, but they ensure a strong foundation, efficient use of materials, and a clear vision for the final product (a successful learning environment).

Educational management is all about planning and running schools effectively. It's the behindthescenes work that creates a great learning environment for students. Imagine it as the conductor of an orchestra, making sure all the parts (teachers, resources, students) work together in harmony to achieve the goal student success.

Peter Drucker: Educational Management is the art of harnessing human potential within educational institutions to achieve desired outcomes. It involves the careful alignment of educational goals with organizational strategies, fostering a culture of innovation and continuous improvement. Educational managers must be adept at leveraging resources, motivating personnel, and nurturing talent to cultivate an environment conducive to learning and growth. By focusing on outcomes and fostering accountability, they can drive organizational effectiveness and enhance the quality of education.

Frederick Winslow Taylor (F.W. Taylor): Educational Management can be likened to scientific management principles applied within educational settings. It entails the systematic analysis of educational processes, identification of inefficiencies, and implementation of standardized methods to optimize teaching and learning outcomes. Educational managers, akin to industrial managers, must strive for efficiency, productivity, and cost-effectiveness in resource utilization. By applying scientific methods and principles of efficiency, they can streamline educational operations, maximize instructional time, and improve overall educational performance.

Some Parameters of Educational Management

ASPECTS	EDUCATIONAL MANAGEMENT
Focus	Education sector, institutions, programs
Goal	Enhancing educational outcomes, student success
Stakeholders	Students, teachers, parents, administrators and other stakeholders.
Metrics	Academic performance, graduation rates, student satisfaction
Regulatory Environment	Government regulations, educational standards
Decision Making	Informed by pedagogical theories, curriculum guidelines
Resource Allocation	Budgets for educational resources, staffing, infrastructure
Performance Evaluation	Academic assessments, teacher evaluations, institutional rankings
Risk Management	Focus on student safety, academic integrity, compliance
Technology Integration	Educational technology for teaching, learning, administration
Strategic Planning	Long-term educational goals, curriculum development

Meaning of Educational Management:

Educational management refers to the process of planning, organizing, directing, and controlling the resources of an educational institution to achieve its educational goals. In simpler terms, it's the administration and supervision of all the activities that take place within a school, college, or any educational setting, with the aim of providing a high-quality learning experience for students.

Educational management focuses on effectively utilizing human resources (teachers, staff) and material resources (facilities, technology, curriculum) to create a successful learning environment. It's a crucial field that ensures the smooth operation of educational institutions and ultimately, student achievement.

Differences between Educational Management and Educational Administration:

ASPECT	EDUCATIONAL MANAGEMENT	EDUCATIONAL ADMINISTRATION
Meaning	Management involves guiding the efforts of others towards achieving set goals by implementing objectives, plans, and policies.	Administration focuses on formulating overarching objectives, plans, and policies.
Nature	Management is having an executive function that entails making decisions on who should do what and how.	Administration serves as a decision-making function, determining what tasks are to be carried out and by whom.
Process	Management determines the tasks to be completed and the method by which they should be executed.	Administration shapes plans and policies, deciding the actions to be taken and by whom.
Function	Management is focused on executing tasks and overseeing their completion.	Administration revolves around conceptualizing plans and policies, guiding the decision-making process.
Skills	Management requires technical and human skills for effective execution.	Administration necessitates conceptual and human skills for strategic planning and decision-making.
Level	Management functions primarily at middle and lower levels of the	Administration operates predominantly at the top level of the organizational

	organizational hierarchy.	structure.
Applicability	Management principles are relevant to profit-making businesses.	Administration principles are applicable to non-profit entities such as clubs, schools, and hospitals.

1.1.4: PRINCIPLES OF EDUCATIONAL MANAGEMENT

Educational management encompasses the strategic planning, organization, coordination, and evaluation of educational institutions to ensure their effectiveness and efficiency in achieving their goals. It serves as the backbone of educational systems, providing the framework within which teaching and learning can flourish. The principles of educational management guide administrators, educators, and policymakers in making informed decisions that promote student success and institutional advancement.

Principle 1: Visionary Leadership

Effective educational management begins with visionary leadership. Educational leaders must articulate a compelling vision for the future of their institutions, inspiring stakeholders to work towards common goals. They should demonstrate integrity, empathy, and a commitment to equity, fostering a positive organizational culture conducive to learning and growth.

Principle 2: Strategic Planning

Strategic planning involves setting clear objectives, identifying resources, and developing action plans to achieve desired outcomes. Educational managers must engage stakeholders in the planning process, ensuring that initiatives align with the institution's mission and values. Flexibility and adaptability are essential as plans may need to evolve in response to changing circumstances and needs.

Principle 3: Effective Governance

Sound governance structures provide the framework for decision-making, accountability, and transparency within educational institutions. Boards of trustees, administrators, and other

stakeholders must work collaboratively to establish policies, allocate resources, and uphold ethical standards. Effective governance fosters trust and ensures that the institution operates in the best interests of its students and community.

Principle 4: Curriculum Development and Instructional Leadership

Curriculum development and instructional leadership are central to educational management. Administrators and educators must design rigorous, relevant curricula that meet academic standards and prepare students for success in an ever-changing world. They should promote innovative teaching practices, professional development, and ongoing assessment to enhance teaching and learning outcomes.

Principle 5: Resource Management

Efficient resource management is critical for the sustainability of educational institutions. Educational managers must allocate financial, human, and physical resources strategically, prioritizing investments that directly support student learning and well-being. They should seek opportunities for collaboration, partnerships, and resource-sharing to maximize efficiency and effectiveness.

Principle 6: Stakeholder Engagement

Engaging stakeholders, including students, parents, teachers, staff, and community members, is essential for building trust, fostering collaboration, and promoting a sense of ownership in the educational process. Educational managers should seek input from diverse perspectives, communicate openly and transparently, and involve stakeholders in decision-making processes that affect them.

Principle 7: Continuous Improvement

Continuous improvement is a fundamental principle of educational management. Administrators, educators, and policymakers must embrace a culture of reflection, inquiry, and innovation, continuously seeking ways to enhance the quality and relevance of educational programs and services. They should use data-driven decision-making and evaluation processes to monitor progress, identify areas for growth, and celebrate achievements.

Below is an example of how Fayol's 14 Principles of Management can be applied in educational management:

HENRY FAYOL'S 14 PRINCIPLE	APPLICATION IN EDUCATIONAL MANAGEMENT
1. Division of Work	Allocate specific tasks and responsibilities to educators, administrators, and staff based on their expertise and roles.
2. Authority and Responsibility	Clearly define the authority of educational leaders to make decisions and enforce policies, with corresponding responsibility for outcomes.
3. Discipline	Establish and enforce codes of conduct to maintain order and create a conducive learning environment.
4. Unity of Command	Ensure that educators and staff receive instructions and guidance from only one superior to avoid confusion.
5. Unity of Direction	Align educational efforts towards common objectives, such as improving academic performance or student well-being.
6. Subordination of Individual Interest to General Interest	Promote the prioritization of institutional goals over personal agendas to foster a collaborative environment.
7. Remuneration	Provide fair and equitable compensation and benefits to educators and staff based on qualifications and performance.
8. Centralization	Determine the appropriate level of centralization for decision-making processes based on institutional needs and culture.
9. Scalar Chain	Establish formal channels of communication and decision-making from top management to lower levels within the institution.
10. Order	Organize resources, materials, and schedules efficiently to facilitate teaching, learning, and administrative tasks.
11. Equity	Ensure fairness and impartiality in policies, practices, and treatment of students, educators, and staff.
12. Stability of Tenure	Provide job security and opportunities for professional growth to educators and staff to promote institutional stability.
13. Initiative	Encourage educators and staff to propose innovative ideas and solutions to address challenges and

	improve educational outcomes.
14. Esprit de Corps - originally French word meaning Union is Strength.	Foster a sense of mutual friendship collaboration, and teamwork among all stakeholders within the educational community.

By following these principles, educational institutions can create a positive learning environment that helps students succeed.

1.1.5: FUNCTIONS OF EDUCATIONAL MANAGEMENT

Educational management functions like a well-oiled machine, ensuring all the parts work together to create a smooth learning experience for students. Here are the core functions of educational management:

- **Planning:** This involves setting goals, objectives, and strategies for the educational institution. It includes both short-term and long-term planning to ensure the effective delivery of educational services.
- **Organizing:** Educational management involves organizing resources such as personnel, finances, facilities, and materials in such a way as to facilitate the achievement of educational goals. This includes tasks like scheduling classes, allocating budgets, and arranging physical spaces.
- **Staffing:** This involves recruiting, selecting, training, and supervising staff members, including teachers, administrators, and support staff. It's crucial to have qualified and competent personnel to ensure the quality of education.
- **Directing:** Educational managers provide leadership and guidance to staff members to ensure that they are working towards the goals of the institution. This includes setting expectations, providing feedback, and resolving conflicts.
- **Coordinating:** Educational management involves coordinating various activities and departments within the institution to ensure smooth functioning. This includes communication between different stakeholders, such as teachers, students, parents, and external organizations.

- **Budgeting and Financial Management:** Educational managers are responsible for managing the financial resources of the institution, including budgeting, fundraising, and allocating funds to different programs and activities.
- **Curriculum Development and Evaluation:** Educational managers oversee the development, implementation, and evaluation of the curriculum to ensure that it meets the needs of students and aligns with educational standards and goals.
- **Assessment and Evaluation:** This involves assessing the performance of students, teachers, and the institution as a whole to identify areas for improvement and make data-driven decisions.
- **Policy Development and Compliance:** Educational managers develop and implement policies and procedures to ensure compliance with regulations and standards set by educational authorities.
- **Community Relations:** Educational managers build and maintain relationships with various stakeholders, including parents, community members, businesses, and government agencies, to garner support for the institution and foster a positive learning environment.
- **Quality Assurance:** Educational managers are responsible for ensuring the quality of education provided by the institution through continuous monitoring, evaluation, and improvement efforts.
- **Crisis Management:** In times of crisis or emergencies, educational managers must be prepared to respond quickly and effectively to ensure the safety and well-being of students and staff.

Functions of Educational Management in a tabular form:

FUNCTIONS	DESCRIPTIONS
Planning	Developing goals, objectives, and strategies to achieve educational targets.
Organizing	Structuring resources, personnel, and tasks to effectively carry out educational plans.
Leading	Providing guidance, motivation, and direction to staff and students towards common educational objectives.

Coordinating	Ensuring harmonious integration of various educational activities and departments.
Controlling	Monitoring progress, evaluating outcomes, and implementing corrective measures as necessary.
Budgeting	Allocating financial resources efficiently to support educational programs and initiatives.
Staffing	Recruiting, selecting, training, and retaining qualified personnel to fulfil educational roles.
Evaluating	Assessing the effectiveness of educational programs, methods, and policies for continuous improvement.
Communicating	Facilitating effective communication among stakeholders including staff, students, parents, and community.
Decision-making	Utilizing data and information to make informed decisions about educational policies, practices, and issues.

1.1.6: IMPORTANCE OF EDUCATIONAL MANAGEMENT

Educational management plays a crucial role in ensuring the effective operation and improvement of educational institutions at all levels. Some of the key reasons highlighting the importance of educational management include:

- **Efficient Resource Allocation:** Effective educational management ensures that resources such as finances, facilities, and personnel are allocated efficiently to support teaching and learning activities. This maximizes the impact of available resources and enhances the overall effectiveness of the educational system.
- **Quality Improvement:** Educational management focuses on implementing strategies to enhance the quality of education provided. Through careful planning, monitoring, and evaluation, educational managers can identify areas for improvement and implement interventions to enhance teaching standards, curriculum design, assessment methods, and student learning outcomes.

- **Organizational Development:** Educational management contributes to the development and maintenance of a positive organizational culture within educational institutions. By fostering collaboration, communication, and teamwork among staff members, educational managers create a conducive environment for teaching, learning, and professional development.
- **Strategic Planning:** Educational management involves developing long-term goals and objectives for educational institutions and devising strategic plans to achieve them. By aligning institutional priorities with broader educational policies and societal needs, educational managers ensure that educational institutions remain relevant and responsive to changing demands.
- **Leadership and Governance:** Effective educational management requires strong leadership and governance structures to guide decision-making processes and ensure accountability. Educational managers provide leadership at various levels, inspiring and motivating staff members to work towards common goals and objectives.
- **Stakeholder Engagement:** Educational management involves engaging various stakeholders, including students, parents, teachers, administrators, policymakers, and community members. By soliciting feedback, addressing concerns, and fostering partnerships, educational managers build trust and support for educational initiatives and reforms.
- **Innovation and Adaptation:** Educational management encourages innovation and adaptation to meet the evolving needs of students and society. By embracing new technologies, pedagogical approaches, and educational practices, educational managers promote continuous improvement and innovation within educational institutions.
- **Equity and Inclusion:** Educational management plays a critical role in promoting equity and inclusion in education by addressing disparities in access, participation, and outcomes. By implementing inclusive policies and practices, educational managers ensure that all students have equal opportunities to succeed and thrive in educational settings.

Educational management is essential for ensuring the efficient operation, continuous improvement, and positive impact of educational institutions on individuals, communities, and societies as a whole.

1.1.7: LET US SUM UP

Here's a summarized version of the concepts and meanings of educational management, differences between educational management and others, principles of educational management, and functions of educational management, as well as the importance of educational management:

- Educational management refers to the process of planning, organizing, directing, and controlling resources within educational institutions to achieve their goals effectively and efficiently. It focuses on optimizing resources, fostering a conducive learning environment, and integrating various aspects such as leadership, administration, planning, policy-making, and resource allocation to facilitate learning and development.
- Educational management differs from other management areas like business or project management in focus, goals, stakeholders, metrics, regulatory environment, decision-making processes, resource allocation, performance evaluation, risk management, technology integration, and strategic planning.
- Principles of educational management include visionary leadership, strategic planning, effective governance, curriculum development and instructional leadership, resource management, stakeholder engagement, continuous improvement, and more. These principles guide administrators, educators, and policymakers in making informed decisions that promote student success and institutional advancement.
- Functions of educational management include planning, organizing, staffing, directing, coordinating, budgeting, curriculum development and evaluation, assessment and evaluation, policy development and compliance, community relations, quality assurance, and crisis management. These functions ensure the effective operation and improvement of educational institutions at all levels.
- Educational management plays a crucial role in ensuring efficient resource allocation, quality improvement, organizational development, strategic planning, leadership and governance, stakeholder engagement, innovation and adaptation, and equity and inclusion in education. It is essential for the continuous improvement and positive impact of educational institutions on individuals, communities, and societies.

This summary encapsulates the key concepts, differences, principles, functions, and importance of educational management in facilitating effective and impactful educational experiences.

1.1.8: ASSIGNMENT

1. Define educational management?
2. How does educational management differ from other management areas?
3. Explain the significance of educational management in fostering a conducive learning environment.
4. What are the key components of educational management?
5. Discuss briefly core functions of educational management?
6. What are the key principles of educational management?

1.1.9: SUGGESTED READINGS

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BLOCK-1
Introduction to Educational Management
Unit-2
Process of Educational Management

CONTENT STRUCTURE

- 1.2.1: Introduction
- 1.2.2: Objectives
- 1.2.3: Institutional Building
- 1.2.4: POSDCORB
- 1.2.5: CPM
- 1.2.6: PERT
- 1.2.7: Management as a System
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1.2.1: INTRODUCTION

The field of educational management and institutional building encompasses a range of strategies and methodologies aimed at efficiently organizing and enhancing educational institutions. Key frameworks such as POSDCORB, CPM, PERT, and management as a system provide systematic approaches to streamline operations and improve outcomes. Additionally, tools like SWOT analysis and Taylorism offer insights into internal strengths and weaknesses, external opportunities and threats, and principles of scientific management, respectively. This multifaceted approach ensures effective leadership and decision-making within educational settings, driving continual improvement and excellence.

1.2.2: OBJECTIVES

- Understand the process of educational management and its significance in institutional building.
- Familiarize with the POSDCORB framework for effective management in educational settings.
- Comprehend the concepts of CPM (Critical Path Method) and PERT (Program Evaluation and Review Technique) and their application in educational management.
- Analyse management as a system within educational institutions.
- Learn the principles and application of SWOT analysis in educational management.
- Explore the fundamentals of Taylorism and its relevance to educational management practices.

1.2.3: INSTITUTIONAL BUILDING

In educational management, institutional building is the crucial first step. It's the process of establishing a strong foundation for your educational institution. This foundation ensures the long-term success and sustainability of your educational mission. The notion extends beyond mere physical infrastructure to encompass the creation of a conducive environment for learning, growth, and community engagement.

At its core, institutional building involves establishing a solid foundation for educational endeavours. This includes crafting a clear mission and vision statement that aligns with the values and goals of the institution.

Here are some key aspects of institutional building:

- **Defining Goals and Mission:** A clear vision for what the institution aims to achieve and the values it upholds.
- **Developing a Strategic Plan:** A roadmap outlining how the institution will achieve its goals, including resource allocation and operational procedures.
- **Building a Strong Governance Structure:** Establishing clear roles and responsibilities for leadership, decision-making, and accountability.

- **Creating a Positive Learning Environment:** Fostering a culture that encourages student learning, teacher development, and overall well-being.
- **Resource Acquisition and Management:** Securing and efficiently utilizing human resources (staff), material resources (facilities, technology), and financial resources.
- **Building a Strong Community:** Establishing positive relationships between students, teachers, parents, and the broader community.

By focusing on institutional building, educational leaders create a stable and supportive environment where educators can effectively impart knowledge and students can thrive in their learning journey. Institutional building in educational management is about laying the groundwork for sustainable growth and development. It requires visionary leadership, strategic thinking, and a commitment to continuous improvement. By prioritizing institutional building, educational managers can create thriving learning communities that empower students, inspire educators, and enrich society as a whole.

1.2.4: POSDCORB

POSDCORB is a management framework developed by Luther Gulick and Lyndall Urwick in the 1930s as a way to understand the core functions of management in various organizations, including educational institutions.

Planning(P): Planning is a crucial aspect of educational management, involving the formulation of goals, objectives, and strategies to guide the institution's activities. Educational leaders engage in strategic planning to align the institution's mission and vision with its educational objectives, curriculum development, resource allocation, and assessment practices.

Organizing (O): Organizing involves structuring the educational institution in a way that facilitates efficient operations and supports the achievement of its goals. This includes establishing administrative structures, defining roles and responsibilities, and creating systems for decision-making, communication, and collaboration among staff, students, and stakeholders.

Staffing(S): Staffing entails the recruitment, selection, development, and management of personnel within the educational institution. Educational managers must ensure that the institution is adequately staffed with qualified educators, administrators, and support staff who possess the necessary skills, knowledge, and expertise to fulfill their roles effectively.

Directing(D): Directing involves providing guidance, motivation, and support to staff and students to achieve the institution's objectives. Educational leaders must exercise effective leadership by setting clear expectations, fostering a positive school culture, and facilitating professional development opportunities to empower educators and enhance student learning outcomes.

Coordinating (CO): Coordinating is essential for ensuring coherence and synergy across different aspects of the educational institution. Educational managers must coordinate activities such as curriculum development, instruction, assessment, and extracurricular programs to provide a holistic and integrated educational experience for students.

Reporting(R): Reporting involves the collection, analysis, and dissemination of data and information to inform decision-making and accountability processes within the educational institution. Educational managers must develop systems for monitoring and evaluating the institution's performance, communicating outcomes to stakeholders, and implementing improvements based on feedback and assessment results.

Budgeting(B): Budgeting is critical for allocating financial resources effectively to support the institution's educational programs and activities. Educational managers must develop budget plans that align with the institution's priorities, balance competing needs, and ensure financial sustainability while maximizing the impact of available resources on student learning and success.

By applying POSDCORB principles, educational leaders can create a well-organized and efficient learning environment. This framework helps ensure:

- **Clear Goals and Direction:** A focus on well-defined educational goals keeps everyone moving in the same direction.
- **Efficient Use of Resources:** Effective allocation of staff, materials, and finances optimizes educational outcomes.
- **Strong Communication and Collaboration:** Clear communication channels and collaboration across departments foster a positive learning environment.

- **Accountability and Measurement:** Reporting mechanisms allow for monitoring progress and making adjustments as needed.

While POSDCORB provides a strong foundation, it's important to remember that educational management is a complex field. Adapting the framework to the specific needs and context of each institution is crucial for optimal results.

1.2.5: CPM (CRITICAL PATH METHOD)

The Critical Path Method (CPM) is a project management technique developed in the late 1950s primarily by DuPont chemical company and subsequently adopted and further developed by various industries. It's attributed to James Kelley Jr., Morgan R. Walker of DuPont, and later independently by James E. Kelley of Remington Rand. CPM is particularly notable for its application in managing large-scale construction projects, such as the development of highways, buildings, and industrial plants.

Originally, CPM was devised to address the challenge of efficiently scheduling and coordinating the multitude of tasks involved in such projects. Its foundational principle lies in identifying the "critical path," which represents the sequence of tasks that must be completed on time to ensure the project's overall completion within a given timeframe.

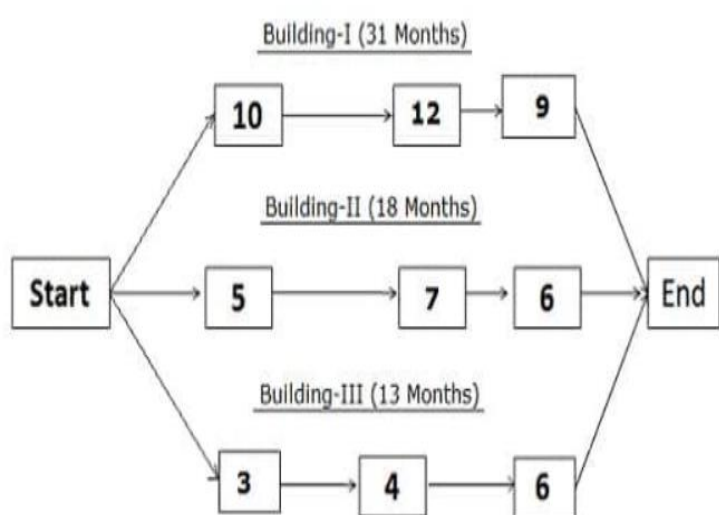
Focus: CPM excels at scheduling and planning projects with well-defined tasks and predictable durations. It identifies the "critical path," the sequence of tasks that determines the minimum time needed to complete the project. This allows for efficient resource allocation and helps identify potential bottlenecks.

CPM involves the following key steps:

- **Task Identification:** Break down the project into a series of specific tasks or activities required for completion.
- **Estimation of Durations:** Estimate the time required to complete each task, considering factors such as resources, dependencies, and constraints.
- **Sequence of Activities:** Determine the sequence in which tasks must be executed, considering dependencies and constraints.

- **Critical Path Analysis:** Identify the critical path by analysing the sequence of tasks that have zero slack or float, meaning any delay in these tasks would delay the entire project.
- **Schedule Development:** Develop a project schedule based on the critical path, specifying start and end dates for each task and milestones.

In educational management, CPM can be applied to various projects such as curriculum development, facility construction, event planning, and research initiatives. By using CPM, educational managers can identify key milestones, allocate resources efficiently, and ensure timely completion of projects, thereby enhancing organizational effectiveness and achieving strategic objectives.



Source: Internet

CPM provides project managers with a structured approach to:

- **Task Sequencing:** Determining the order in which tasks should be performed based on their dependencies and constraints.
- **Duration Estimation:** Estimating the time required to complete each task accurately, considering factors such as resource availability and constraints.
- **Resource Allocation:** Allocating resources effectively to ensure tasks are completed efficiently and on schedule.
- **Schedule Optimization:** Identifying opportunities to streamline the project schedule and minimize overall project duration.
- **Risk Management:** Identifying potential risks and uncertainties that may impact project timelines and developing mitigation strategies.

Applications in Education

- Implementing a new curriculum across multiple grade levels.
- Renovating a school building with interdependent construction phases.
- Coordinating a large-scale science fair with various events and competitions.

Here's the basic formula used in CPM:

1. Earliest Start Time (ES):

- ES of an activity is the earliest possible time at which the activity can start, considering the dependencies of preceding activities.
- $ES \text{ of an activity} = \text{Max (ES of preceding activities)} + \text{Duration of preceding activities}$

2. Earliest Finish Time (EF):

- EF of an activity is the earliest possible time at which the activity can finish.
- $EF \text{ of an activity} = ES \text{ of the activity} + \text{Duration of the activity}$

3. Latest Finish Time (LF):

- LF of an activity is the latest possible time at which the activity can finish without delaying the project's overall completion.
- $LF \text{ of an activity} = \text{Min (LF of succeeding activities)} - \text{Duration of the activity}$

4. Latest Start Time (LS):

- LS of an activity is the latest possible time at which the activity can start without delaying the project's overall completion.
- $LS \text{ of an activity} = LF \text{ of the activity} - \text{Duration of the activity}$

5. Total Float (TF):

- Total Float of an activity is the amount of time by which an activity can be delayed without delaying the project's overall completion.
- $TF \text{ of an activity} = LS \text{ of the activity} - ES \text{ of the activity}$

6. Critical Path:

- The critical path consists of activities with zero total float, meaning any delay in these activities would directly delay the project's completion.
- Critical Path = Sequence of activities with zero total float

By applying these formulas iteratively to all activities in the project network, project managers can identify the critical path and determine the project's overall duration. This information allows them to prioritize tasks, allocate resources effectively, and ensure timely project completion.

1.2.6: PERT (PROGRAM EVALUATION AND REVIEW TECHNIQUE)

PERT (Program Evaluation and Review Technique) is a project management tool developed by the United States Navy in the late 1950s to plan and schedule complex projects, particularly those involving significant uncertainty and variability in task durations. PERT was initially designed for the Polaris missile project, a highly complex and time-sensitive endeavour.

Focus: PERT is well-suited for projects with uncertain task durations, allowing for the estimation of project completion time with some degree of variability. It uses statistical analysis to account for potential delays and unforeseen circumstances. This helps create a more realistic timeline for projects with inherent uncertainties.

PERT is based on the following key principles:

1. Task Estimation: PERT involves estimating the time required to complete each task or activity in a project. Rather than providing a single-point estimate, PERT requires three estimates for each task: optimistic (O), pessimistic (P), and most likely (M). These estimates are then used to calculate a weighted average time estimate for each task.

2. Network Analysis: PERT uses a network diagram to represent the sequence of tasks, dependencies, and estimated durations in a project. Tasks are represented as nodes, while dependencies between tasks are represented as arrows or edges. The network diagram allows project managers to visualize the flow of work and identify critical paths—the longest

sequence of dependent tasks that determine the minimum time required to complete the project.

3. Critical Path Analysis: PERT identifies the critical path(s) in a project by analyzing the network diagram. The critical path is the sequence of tasks that have zero slack or float, meaning any delay in these tasks would delay the entire project. By focusing on the critical path, project managers can prioritize resources and efforts to ensure timely completion of the project.

4. Probability Analysis: PERT incorporates probability analysis to assess the likelihood of completing the project within a given timeframe. By considering the variability and uncertainty in task durations, PERT provides a probabilistic estimate of the project's completion time. This allows project managers to make informed decisions about project scheduling, resource allocation, and risk management.

PERT is a powerful tool for managing complex projects in dynamic and uncertain environments. It provides project managers with a systematic approach to planning, scheduling, and controlling projects, enabling them to optimize resources, mitigate risks, and achieve project objectives effectively.

PERT involves the following key steps:

1. Task Identification: Identify and define the tasks or activities required for project completion.

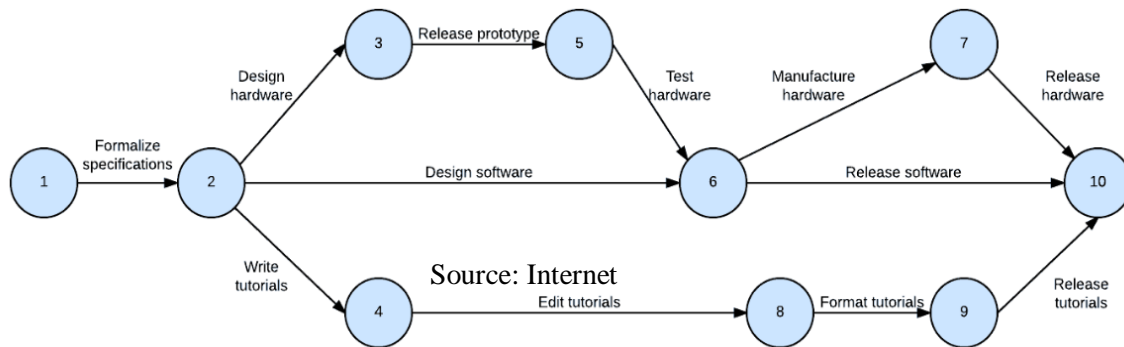
2. Estimation of Time: Estimate the time required to complete each task, considering optimistic, pessimistic, and most likely scenarios.

3. Network Diagram: Develop a network diagram representing the sequence of tasks, dependencies, and estimated durations.

4. Critical Path Analysis: Determine the critical path by calculating the longest path through the network diagram, considering both time estimates and dependencies.

5. Probability Analysis: Assess the probability of completing the project within a given timeframe, considering uncertainties and variability in task durations.

In educational management, PERT can be applied to projects with high levels of uncertainty or complexity, such as research initiatives, curriculum reforms, and large-scale events. By



using PERT, educational managers can identify potential risks, develop contingency plans, and make informed decisions to mitigate uncertainties, ensuring successful project outcomes and effective resource utilization.

Applications in Education:

- Launching a new pilot program with limited previous data.
- Organizing a research project with variable data collection times.
- Managing professional development workshops with uncertain participant numbers.

PERT formula:

The PERT formula is used to calculate the **expected time (Et)** required to complete a task in an educational project. It considers three-time estimates:

- **Optimistic Time (O):** This is the shortest possible time a task can be completed under ideal conditions, with everything going perfectly.
- **Most Likely Time (M):** This is the most realistic estimate of how long the task will likely take, considering potential delays or challenges.
- **Pessimistic Time (P):** This is the longest possible time the task could take, accounting for unforeseen circumstances or worst-case scenarios.

Here's the PERT formula to calculate the expected time:

$$Et = (O + 4M + P) / 6$$

Explanation:

- The weight of 4 is assigned to the most likely time (M) because it's considered the most probable scenario.
- The optimistic (O) and pessimistic (P) times are each counted only once, reflecting their lower likelihood of occurring.
- Dividing by 6 provides the average expected time for the task.

Example:

Suppose you're estimating the time required to develop a new online learning module.

- O = 2 weeks (optimistic scenario with minimal revisions)
- M = 4 weeks (realistic estimate considering potential edits)
- P = 6 weeks (pessimistic scenario with unforeseen technical issues)

Using the PERT formula:

$$Et = (2 + 4(4) + 6) / 6$$

$$Et = (2 + 16 + 6) / 6$$

$$Et = 24 / 6$$

$$Et = 4 \text{ weeks}$$

Therefore, based on the PERT calculation, the expected time to develop the online learning module is 4 weeks.

Remember: The PERT formula provides an estimated timeframe. It's important to monitor project progress and adjust the timeline as needed throughout the project lifecycle.

Differences between PERT and CPM:

Feature	PERT	CPM
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Focus	Unpredictable task durations.	Predictable task durations
Model	Probabilistic	Deterministic
Time Estimates	Uses three-point estimates (most likely, optimistic, pessimistic)	Uses a single time estimate
Critical Path	May not have a clearly defined critical path due to task variability	Clearly identifies the critical path, the minimum time to complete the project
Strengths	Well-suited for projects with inherent uncertainties	Offers efficient resource allocation and bottleneck identification
Applications (Education)	Launching pilot programs, research projects, managing workshops	Implementing new curriculum, renovating buildings, coordinating large events
Suitability in Excel	Can be used with add-ins or complex formulas to account for probability distributions	Easier to implement in Excel due to its deterministic nature

1.2.7: MANAGEMENT AS A SYSTEM

"Management as a System" refers to the conceptualization of management within an organization as a dynamic and interconnected system comprising various components that work together to achieve common goals and objectives. This perspective views management not as a set of isolated functions or activities but as an integrated whole with interdependent parts. In this context, a system is defined as a set of interrelated and interdependent components that work together to achieve a common purpose. The key components of management as a system include:

1. **Inputs:** Inputs refer to the resources, such as human, financial, material, and informational resources, that are utilized by the management system to accomplish its goals. These inputs are essential for initiating and sustaining the management process.
2. **Processes:** Processes represent the activities, functions, and operations undertaken by management to transform inputs into outputs. This includes planning, organizing, leading, controlling, and coordinating activities to achieve organizational objectives effectively and efficiently.

3. **Outputs:** Outputs are the results, outcomes, or products generated by the management system as a result of its activities. These may include tangible outcomes such as products or services delivered to customers, as well as intangible outcomes such as improved organizational performance or enhanced employee satisfaction.
4. **Feedback:** Feedback refers to the information received by the management system about its performance and effectiveness. This feedback loop enables management to monitor progress, identify deviations from plans or goals, and make necessary adjustments to improve future performance.
5. **Environment:** The environment encompasses the external factors and forces that influence and impact the management system. This includes economic, social, technological, political, legal, and competitive factors that shape the context within which the organization operates.

Benefits of a Systems Approach to Management:

- **Improved Efficiency:** By viewing all parts as interconnected, resources are used more effectively, and processes become more streamlined.
- **Enhanced Collaboration:** A systems approach fosters communication and collaboration between different departments within the school.
- **Data-Driven Decision Making:** By monitoring and evaluating the system, educational leaders can make informed decisions based on data and evidence.
- **Continuous Improvement:** The cyclical nature of the system allows for ongoing improvement and refinement of educational practices.

By conceptualizing management as a system, organizations can gain a holistic understanding of how various components interact and influence one another. This systems thinking approach allows managers to identify patterns, relationships, and feedback loops within the organization, enabling them to make more informed decisions and manage complexity effectively.

1.2.8: SWOT ANALYSIS: A STRATEGIC TOOL FOR EDUCATIONAL MANAGEMENT

The concept of SWOT analysis isn't credited to a single person. It emerged from business and management practices in the 1950s and 1960s. While the exact origins are debated, some credit consultants like Albert Humphrey with its development, while others acknowledge it as a collaborative effort from Harvard Business School academics. A ‘SWOT’ analysis is a powerful tool used in educational management to assess the internal **Strengths and Weaknesses (SW)** of an institution, while also considering the external **Opportunities and Threats (OT)** that it faces. By analysing these four factors, educational leaders can gain

I n t e r n a l	<u>Strengths</u>	<u>Weaknesses</u>
	Quality Faculty	Funding Constraints
	Modern Facilities	Outdated Curriculum
	Strong Reputation	Limited Access
	Diverse Programs	Faculty Shortages
	Strategic Partnerships	Technology Gaps
E x t e r n a l	<u>Opportunities</u>	<u>Threats</u>
	Online Learning	Economic Instability
	Globalization	Policy Changes
	Lifelong Learning	Competition
	Industry Partnerships	Demographic Shifts
	Technological Advancements	Technological Disruptions
	Positive	Negative

valuable insights to develop effective strategies for improvement and growth.

Here's a breakdown of the four key components of a SWOT analysis:

- **Strengths:** These are the internal attributes that give your institution an advantage. Examples include:
 - Highly qualified and experienced faculty
 - Strong academic programs with a proven track record
 - Positive school culture that fosters student well-being
 - Innovative use of technology in teaching and learning
 - Strong financial resources and community support

- **Weaknesses:** These are the internal limitations that hinder your institution's performance. Examples include:
 - Large class sizes and limited teacher-student interaction
 - Outdated curriculum or facilities
 - Lack of professional development opportunities for staff
 - High student turnover or low enrolment rates
 - Limited access to technology or resource
- **Opportunities:** These are external factors that present favourable conditions for growth and development. Examples include:
 - Government grants or funding initiatives for educational programs
 - Partnerships with businesses or other educational institutions
 - Growing demand for specialized educational programs
 - Advancements in educational technology
 - Demographic shifts that create new student populations
- **Threats:** These are external factors that pose challenges or risks to your institution's success. Examples include:
 - Changes in government funding or educational policies
 - Increased competition from other schools or online learning platforms
 - Economic downturns that impact student enrolment or funding
 - Social or political instability in the community
 - Shortage of qualified teachers or staff

Benefits of Using SWOT Analysis in Education:

- **Strategic Planning:** A SWOT analysis helps identify key factors that should be considered when setting strategic goals and objectives.
- **Informed Decision Making:** By understanding your strengths and weaknesses, you can make better decisions about resource allocation, program development, and improvement initiatives.
- **Identifying Opportunities:** SWOT analysis helps recognize external opportunities that can be leveraged for growth and innovation.
- **Proactive Risk Management:** Identifying potential threats allows you to develop strategies to mitigate their impact and ensure the institution's sustainability.

Conducting a SWOT Analysis:

A SWOT analysis can be conducted through a collaborative workshop involving stakeholders from various levels within the institution. Once the internal and external factors are identified, strategies can be formulated to:

- **Utilize Strengths and seize Opportunities (SO Strategies):** Leverage your strengths to capitalize on emerging opportunities.
- **Address Weaknesses and seize Opportunities (WO Strategies):** Improve your weaknesses while taking advantage of external opportunities.
- **Utilize Strengths and Mitigate Threats (ST Strategies):** Use your strengths to counter potential threats.
- **Address Weaknesses and Mitigate Threats (WT Strategies):** Develop strategies to overcome weaknesses and minimize the impact of threats.

1.2.9: TAYLORISM

Taylorism, also known as scientific management, is a management theory developed by Frederick Winslow Taylor in the late 19th and early 20th centuries. It is based on the principles of applying scientific methods to analyse and optimize work processes in order to improve efficiency and productivity in organizations, particularly in industrial settings. Taylorism focuses on maximizing output by standardizing tasks, implementing hierarchical structures, and incentivizing workers based on their performance.

Key principles of Taylorism include:

1. **Division of Labor:** Taylor advocated for breaking down tasks into smaller, specialized components to increase efficiency and minimize wasted effort. This division of labor allows workers to focus on specific tasks, leading to increased productivity and throughput.
2. **Scientific Work Methods:** Taylor emphasized the use of scientific methods, such as time and motion studies, to analyse work processes and identify the most efficient ways of performing tasks. By systematically studying work methods, managers can eliminate inefficiencies and standardize procedures to achieve optimal performance.
3. **Standardization and Simplification:** Taylor promoted the standardization of tools, equipment, and work methods to ensure consistency and reliability in production.

processes. Simplifying tasks and minimizing variation helps streamline operations and reduce errors, leading to higher quality output.

4. **Hierarchical Management Structure:** Taylor proposed a hierarchical management structure where decision-making authority is centralized at the top levels of the organization. Managers are responsible for planning, organizing, and directing work activities, while workers are expected to follow instructions and adhere to prescribed procedures.
5. **Incentive Systems:** Taylor introduced incentive systems, such as piece-rate pay or bonuses based on performance, to motivate workers to increase their productivity. By tying compensation directly to output, Taylor believed that workers would be incentivized to work harder and more efficiently.

The steps in Taylorism typically involve:

1. **Time and Motion Studies:** The first step in Taylorism is to conduct time and motion studies to analyse how tasks are currently performed. This involves breaking down each task into its component motions and measuring the time taken to complete each motion.
2. **Identify the Best Method:** Based on the results of time and motion studies, identify the most efficient method for performing each task. This may involve eliminating unnecessary motions, rearranging the sequence of tasks, or standardizing work methods.
3. **Standardization of Tools and Equipment:** Standardize the tools, equipment, and materials used in the production process to minimize variation and ensure consistency. This helps to streamline operations and reduce errors.
4. **Training and Supervision:** Train workers in the standardized work methods and provide ongoing supervision to ensure compliance. Supervisors play a key role in monitoring performance, providing feedback, and enforcing standards.
5. **Incentive Systems:** Implement incentive systems to motivate workers to increase their productivity. This may include piece-rate pay, bonuses based on performance, or other rewards tied to output.

6. **Scientific Selection and Training:** Select workers based on their ability to perform the tasks required and provide training to ensure they have the necessary skills and knowledge to excel in their roles.
7. **Functional Foremanship:** Divide management responsibilities among different supervisors, each responsible for overseeing a specific aspect of the production process. This allows for more specialized supervision and greater efficiency.
8. **Continuous Improvement:** Continuously monitor performance and seek opportunities for further optimization. This may involve conducting regular time and motion studies, soliciting feedback from workers, and making adjustments to work methods as needed.

Criticisms in Education:

1. **Dehumanization:** Focus on efficiency can disregard individual student needs and creativity.
2. **Teacher Autonomy:** Standardized approaches can limit teacher creativity and ability to adapt to different learning styles.
3. **Oversimplification:** Learning is a complex process; breaking it down into simple steps may not capture its essence.
4. **Focus on Testing:** Overemphasis on standardized testing may not reflect true learning or holistic development.

Potential Benefits:

1. **Improved Efficiency:** Standardized practices can streamline processes and potentially improve overall performance.
2. **Clear Learning Objectives:** Defined steps and objectives can provide a clear roadmap for student learning.
3. **Measurable Outcomes:** Standardized testing offers a way to track progress and identify areas for improvement.

Taylorism's influence on educational management remains a debated topic. While it offers potential benefits in terms of efficiency and clarity, concerns about dehumanization and oversimplification of learning are valid. The key lies in finding a balance – leveraging the

structured aspects of Taylorism while prioritizing factors like teacher autonomy, student individuality, and a holistic approach to learning.

1.2.10: LET US SUM UP

Institutional building in educational management involves establishing a strong foundation for the institution, including defining goals and mission, developing strategic plans, building governance structures, creating positive learning environments, managing resources, and fostering a strong community. POSDCORB outlines key management functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. CPM is a project management technique for scheduling tasks efficiently, identifying critical paths, and ensuring timely project completion. PERT is another project management tool focusing on projects with uncertain durations, estimating completion times, and incorporating probability analysis. Management as a system views management as interconnected components working towards common goals, including inputs, processes, outputs, feedback, and the environment. SWOT analysis evaluates internal strengths and weaknesses, external opportunities, and threats to develop effective strategies. Taylorism, or scientific management, emphasizes efficiency through division of labor, scientific methods, standardization, hierarchical structure, and incentive systems, with steps involving time studies, method identification, standardization, training, supervision, and continuous improvement. Critics highlight concerns such as dehumanization and oversimplification, while proponents cite benefits like improved efficiency and clear objectives, emphasizing the need for balance in educational contexts.

1.2.11: ASSIGNMENT

1. How does institutional building contribute to the long-term success and sustainability of educational institutions?
2. What does each component of POSDCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting) entail in the context of educational management?
3. How does CPM help educational managers in planning and scheduling complex projects within educational institutions?

4. What are the key steps involved in implementing CPM in educational management?
5. How does PERT differ from CPM in terms of its approach to project management in educational settings?
6. What are the main components of PERT, and how are they applied in educational management?
7. How can systems thinking contribute to a more holistic understanding of educational management and organizational effectiveness?
8. What is SWOT analysis, and how does it help educational institutions assess their internal strengths and weaknesses, as well as external opportunities and threats?
9. What are the main principles of Taylorism, and how do they apply to management practices in educational institutions?

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Educational Management, Administration and Leadership

Block-2

Introduction to Educational Administration

Unit - 1

General Concept of Educational Administration

CONTENT STRUCTURE

2.1.1: Introduction

2.1.2: Objectives

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2.1.1: Introduction

To ensure that an educational institution achieves its set goals and objectives an appropriate administration is needed. In order to make administration effective, functional and progressive many factors need to be involved in the process of administration. This chapter discusses the fundamental concepts of educational administration exploring its meaning, principles and various functions.

Moreover, this chapter throws light on administration as both a process and a bureaucracy exploring the dynamic interplay of planning, organising, directing and controlling in the administrative process.

2.1.2: Objectives

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

- Develop their own idea of educational administration.
- Understand deeply the nature and functions of educational administration.
- Understand the concept of administration as a process.
- Analyze critically administration as bureaucracy.

2.1.3: Meaning of Educational Administration

Educational administration is the field of study concerned with the effective leadership and management of educational institutions. It is not just about some paperworks or policies, rather it is the dynamic force that ensures that every element within an educational institution works together for the achievement of its main purposes- fostering students' achievement. It is the foundation on which a successful learning environment is built. At its core, educational administration encompasses theoretical knowledge needed to understand the best practices in

educational leadership and management and, at the same time, practical skills to translate that knowledge into action.

Etymologically the term 'administration' comes from the Latin words 'ad' and 'ministrare' which means 'to manage' or 'to serve'- work dedicated to the good of others. It implies that administration creates a conducive environment for the advancement of both individuals and society, nurturing their complete progress and maturation. Initially, administration relates to public services, usually executed by a specific group following a structured approach designed to enhance people's happiness and welfare. The creators of this framework may consist of individuals or groups driven by education and philosophy, or in contemporary society, by mechanisms like legal codes, constitutions, laws, bureaucracies, authorities, politicians, regulations, rules, memos, administrative notes, policies, and even cultural customs and social norms.

According to Gregg, 'Educational administration is the process of utilizing appropriate (standards or norms) materials in such a way as to promote effectively the development of human qualities. It is concerned not only with the development of children and youths but also with growth of adults and particularly with the growth of school (personnel involved/ concerned in educational activities)'. The definition elucidates the mechanisms aimed at offering suitable services to humanity for educational advancement and enhancement.

Herbert A. Simon, an American social scientist, defined administration as "the activities of groups cooperating to accomplish common goals".

Felix A. Nigro: "Administration is the organization and use of men and materials to accomplish a purpose."

John A. Veig: “Administration is determined action taken in pursuit of conscious purpose. It is the systematic ordering of affairs and the calculated use of resources, aimed at making those things happen which we want to happen and simultaneously preventing developments that fail to square with our intentions. It is the marshaling of available labour and materials in order to gain that which is desired at the lowest cost in energy, time and money.”

Chandrasekaransays, ‘Educational administration is concerned with dealing and coordinating the activities of groups of people; it is the dynamic side of education. Educational philosophy set the goal, educational psychology explains the principles of teaching and educational administration deals with the educational practices. It is planning, directing, controlling, executing and evaluating the educative process.’

Educational administration is a complex and challenging field. It involves many skills such as leadership, organization, and the ability to create a positive school culture. It has a significant role in developing well rounded individuals who can contribute successfully to the society. An educational administrator plays the role of the orchestra director, where teachers are the skilled instrumentalists, students are the eager musicians, and resources are the notes on the page. The administrator brings these elements together in harmony and creates an environment where everyone contributes to a beautiful and powerful learning experience.

Understanding the essence of Educational Administration involves several dimensions:

- Educational administration encompasses various processes and facets that collectively form its framework.
- It is a task driven by social welfare rather than profit motives.
- Primarily, it revolves around managing human resources, highlighting its social nature.

- Unlike a strictly scientific discipline, it leans more towards an art form, given the intricate human interactions involved.
- While it shares similarities with general administration, it also diverges significantly due to its unique focus on education.
- Educational administration presents a multifaceted and intricate undertaking.

In conclusion it can be said that educational administration involves studying and applying policies and methods to efficiently manage educational institutions. It emphasizes supervising and ensuring compliance with protocols in operating schools and similar establishments. It can be likened to conducting a complex symphony, where teachers, students, and resources all contribute to creating a harmonious educational environment.

2.1.4: Principles of Educational Administration

Educational administration should be guided by a set of core principles to ensure that it effectively supports student learning. These principles include:

- **Student-Centric Focus:** Give importance in providing quality education that meets the individual needs of each student.
- **Clear Communication and Defined Roles:** Establish written policies and also define the roles and responsibilities of all staff members to promote transparency, accountability, and efficient workflows.
- **Collective Decision-Making:** Involve relevant stakeholders in decision-making processes to foster collaboration, commitment, and democratic principles.
- **Continuous Improvement:** Provide opportunities for ongoing professional development to staff and continuously review and improve educational practices which are based on best practices and the changing needs of the society.

- **Sound Foundations:** Align educational administration with the broader social, political, and ethical context while considering the legal framework stated in the Constitution.
- **Adaptability and Flexibility:** Maintain a flexible approach that can adapt to changing circumstances and emerging technologies.
- Educational administration is desired to be **participative democratic**.
- Educational administration should try to be **modern and open to change**.

2.1.5: Functions of Educational Administration

Based on the works of Fayol, Gulick and Unwick, the main functions of Educational Administration can be ascribed as **POSDCORB- Planning (P), Organizing (O), Staffing (S), Directing (D), Coordinating (CO), Reporting (R) and Budgeting (B)**.

- **Planning:**

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’.

According to Louis A Allen: ‘Management planning involves the development of forecasts, objectives, policies, programmes, procedures, schedules and budgets’.

Planning is one of the crucial managerial functions. It facilitates the fulfilment of essential organisational objectives for attainment of desired outcomes and subsequently measures performance. Planning enables the manager to identify the expected organisational outcomes, ensures uniformity of internal guidelines, duties of each employee, performance standards, structure, products, and expenditure with desired goals. Through systematic and reasonable planning, an organisation can predict the future scenario, adapt to changes and get prepared for further actions.

- **Organizing:**

The process of education uses various methods and resources to ensure optimal learning outcomes for students. To ensure this, everyone within an educational institution must understand the expected outcome levels. Organising is a key managerial function which structures the organisation, defines rules and responsibilities of its employees, promotes cooperation, maintains security and satisfaction and ensures effectiveness and efficiency in achieving goals. Organisation creates an efficient system which integrates people, materials and resources, and effectively accomplishes its objectives.

- **Staffing:**

Staffing is the process of filling positions/posts in the organisation with adequate and qualified personnel. It is the process of acquiring, deploying and retaining a workforce of sufficient quantity and quality which creates a positive impact on the organisation's effectiveness. Through this process managers select, train, promote and retire subordinates. According to Koontz, O'Donnell and Heinz Weihrich, "The management function of staffing is defined as filling positions in the organisation structure through identifying workforce requirement, inventorying the people available, recruitment, selection, placement, promotion, appraisal, compensation, and training of needed people.

- **Directing:**

Directing is another important function of education administration. The process of direction ensures getting the work done through instructions and orders. Direction involves proper supervision, motivation and communication on the part of the administrators for getting the work done. It aims at the accomplishment of the work according to the policies, programs and given instructions. In an educational scenario, one of the major functions of the educational administration is to provide direction to the teachers and other staff members.

- **Coordinating:**

Coordination is the process of bringing different individuals or parties together to achieve a common and desired goal. Coordinating implies work with and through people. In an administration, it allows a unified and harmonious workforce to work for a common goal. Within an educational administration, it ensures that the different parts of a school work together and create a desired learning environment.

- **Reporting:**

Reporting involves keeping track of everything that is going on in the organisation, properly managing programs, activities, and information, analysing system operations, recording results and data, and evaluating them for further action.

- **Budgeting:**

An administrative budget is a formal breakdown of all the planned expenses which allows the managers to make estimations and measure progress. In an educational administration budgeting is an important function as it helps to allocate financial resources to educational programs and institutions. It is also important because it ensures quality of education, student outcomes, and overall effectiveness of the institution.

Besides the above mentions, we may also indicate other important functions of educational administration like-

- Decision making
- Stimulating
- Communicating
- Quality auditing
- Designing curriculum

- Conducting research
- Solving legal issues
- Creating strategic plans
- Providing adequate physical facilities
- Maintaining cooperation with the society

2.1.6: Administration as a Process

Administration is not only a static function but a dynamic process which is essential for the smooth operation of any organisation. There are a series of steps which are interconnected and aimed at achieving the goals of the organisation effectively. The administrative process is intellectual, dynamic and creative as well as continuous. It is a social process which involves coordination of the efforts of various categories of people within the organisation. The process of administration involves the following-

1. Planning
2. Organising
3. Staffing
4. Directing
5. Coordinating
6. Controlling

Nature of Administration Process:

it is related to the process of administration since nature is inherent in the essential features of the process the nature of administration is as follows:

1. **Universal and Holistic:** Regardless of organisational goals, administration is concerned with realising the objectives through planning, organising, staffing, directing and controlling.
2. **Intangible:** Administration is abstract in nature. You cannot see its effect but feel it.
3. **Continuous:** Administration is a continuous ongoing process. If it stops there will be chaos in the organisation.
4. **Goal oriented:** Administration always striving to achieve the laid down goals or objectives set by the organisation.
5. **Social and Human:** The administration process is by nature social and human which focuses on motivating and maintaining good relationships among its members.
6. **Dynamic:** The process of administration is not static, it is dynamic. It has the elements of flexibility, adaptability, adjustability etc.
7. **Creative and Innovative:** To be effective, the administrative process must encourage innovation and creative solutions.

Important features of Administrative Process:

Some important features of the administrative process like its nature include

1. Goal orientation: the entire administrative process focuses on achieving the goals and objectives of the organisation.
2. Job nature: the process determines the nature of the job to be carried out by the managers in order to the fulfillment of goals.
3. Sequence in functions: the functions of administration like planning, organising, staffing, directing and controlling always follow a logical order.
4. Interrelationship: all administrative functions are interconnected which forms an integrated process.

To conclude, administration is a continuous process which requires constant adaptation and improvement to be effective. A strong administrative process can be very beneficial offering efficiency, effectiveness, improved communication and employee satisfaction.

2.1.7: Administration as a Bureaucracy

The term "bureaucracy" is a combination of two words - "bureau" (meaning "writing desk" in old French) and "-cracy" (meaning "power" in Latin). A bureaucracy is a form of work organisation. The historical meaning of the term refers to a body of non-elected government officials. But it means an administrative system used by corporations and public institutions.

Max Weber, describes bureaucracy as an institution that is highly organised, formalised, and also impersonal. There must be a fixed hierarchical structure for an organisation and clear rules, regulations, and lines of authority that regulate it. The bureaucracy of Max Weber has the following attributes:

- Specialisation of labour
- A formal set of rules and regulations
- Well-defined hierarchy within the organisation
- Impersonality in the application of rules

Educational administration, at some levels, is governed by bureaucracy operated by a group of people who are specially assigned to run government machinery. This system has its strengths like:

- Clear vision of labour: in this system all duties are assigned as per the expertise of the employees which ensures smooth operation in the organisation.
- Hierarchical structure: Organisation follows the principles of hierarchy. There is a clear line of authority which provides a framework for decision making.

- Standardised procedure: Policies are governed by a consistent system of abstract rules that are applied in individual cases.
- Impersonality: Rules and regulations are followed, maintaining the principles of impersonality.
- Professionalism: Qualified professionals are employed in the organisation based on technical qualifications and are not subject to arbitrary termination.

Bureaucracy typically stresses on a rationalised structure. It can be seen in educational administration across Government and university level where policy implementation strongly matches with bureaucratic principles. However, a strictly bureaucratic approach can restrain innovation and responsiveness within the organisation. Modern educational administration incorporates the aspects of ‘Humanistic Participation Theories’ of administering activities which holds the assumption that subordinates will exercise self-direction and self-control toward objectives to which they are committed as a part of the whole organisation. Now organisation development (OD) has been suggested to employ. Organisation development (OD) is a process of continuous improvement which involves re-evaluation, adaptation and collaboration and it aligns with the current emphasis on total quality management(TQM).

To conclude, an effective educational administration tries to make a balance between the structure that is provided by the bureaucratic system of administration and the adaptability which is fostered by the humanistic participation theory.

2.1.8: Let Us Sum Up

This chapter discusses the critical role of Administration in achieving the goals of educational institutions and the dynamic nature of Administration as both process and bureaucracy. Administration is defined as the process of effective leadership and management which is

very much essential for escalating students' achievement and creating a suitable learning environment.

2.1.9: Assignment

1. Define Educational Administration.
2. What are the functions of educational administration?
3. Write a note on Education as Bureaucracy.

2.1.10: Suggested Reading

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Block-2
Introduction to Educational Administration

Unit - 1
Approach to Educational Administration

CONTENT STRUCTURE

2.2.1: Introduction

2.2.2: Objectives

2.2.3 Human Relations Approach to Administration

2.2.4 Organizational Compliance

2.2.5 Organizational Development

2.2.6 Organizational climate

2.2.7 Let Us Sum Up

2.2.8 Assignment

2.2.9 Suggested Reading

2.2.1: Introduction

The success of any organisation depends on its people. This chapter delves into four key pillars that contribute in building a flourishing workplace: the human relations approach, organizational compliance, organizational development, and organizational climate. We'll explore the human relations approach, which focuses on employee well-being and motivation. We'll then examine the importance of organizational compliance, ensuring the organization adheres to all relevant regulations. Next, we'll discuss organizational development, a continuous process of improving the organization's systems and capabilities. Finally, we'll discuss the organizational climate, the overall atmosphere and set of values that determines employee experience. By understanding the interplay between these four elements, organizations can offer a positive work environment to its employees that ensures productivity, innovation, and long-term success.

2.2.2: Objectives

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

- Understand the human relations approach to Administration
- Analyse the concept of organisation compliance
- Critically analyse organisation development and organisational climate

2.2.3: Human Relations Approach to Administration

Woodrow Wilson's essay "The Study of Administration" (1887) has had a significant influence on the development of public administration as a distinct field of study. Since then several approaches to the study of public administrations - Classical, Scientific Management, Bureaucratic, Human Relations, Behavioural, System, and Ecological - have been developed. Among these, Human Relations Approach has a significant place in the understanding of the comparatively newly emerged study of public administration as a science.

The Human relations approach is also known as the New classical approach. Elton Mayo named it Clinical approach. This approach tries to explain the informal relation between the employers and the employees. it is concerned with moral and psychological rather than legal aspects of an organisation. it considers the workers as a 'man', not as one of the means of production only.

Elton Mayo and his associates such as F. J. Roethlisberger, William J. Dickson, T. North Whitehead, E. Warner, W. Lloyd and L. J. Henderson. are among the main exponents of this approach.

Emergence of Human Relations Approach

As a reaction to the Taylor's Scientific Management approach- an offshoot of the broad Classical approach-which became popular in the beginning of the 20th century, the Human Relations approach emerged after 1920 and explained the informal aspect of an organisation. Several socio-economic factors influenced the emergence of the theory and practice of human relations, such as: Economic depression, Capital intensive industry, Technological progress, Reaction to Taylorism, Class antagonisms. Scientific management approach resulted in the whole human culture being influenced by material and mechanical environments. The industries emphasised increasing production and treated labours as a commodity. Low wages, more hours of work, unhealthy working conditions and labour exploitation were the major problems. Psychological needs of the labourers and social

aspects of work were ignored. With the advancement in technology, the educational level and professional skills of the workers were high which made them think more about their rights and interests. Besides, the class conflict and Trade Union movement in the U.S.A. along with Communist Revolution in the Soviet Union became the stimulus for the emergence and evolution of the Human Relations approach.

Contribution of Elton Mayo

Elton Mayo and his colleagues conducted various experiments in the 1920s and 1930s, focusing their attention on the problems of the workers working in the industries. The results of such experiments form the basic features of the human relations approach. Two such experiments, those that can be considered as the most important in this field are 'The First Enquiry' undertaken by Elton Mayo in a textile mill, near Philadelphia in 1923 and the famous 'Hawthorne Experiments' conducted in the Hawthorne plant of the Western Electric Company from 1924 to 1932.

The main target of Hawthorne experiments was to understand the factors that are affecting the worker efficiency and productivity. Elton Mayo came to the conclusion that the workers output is heavily influenced not only by physical working conditions but by some social and psychological factors. Besides, development of informal groups among workers and having been paid attention and recognition from the management can significantly impact productivity.

Characteristics of Human Relations Approach

Characteristics of human relation approach include the following:

1. Emphasis on Human Element

Earlier workers were considered as 'cog in the wheel' or 'extension of a machine', but the human relations approach considers man not as a machine but a living and sensitive entity who has his own views.

2. Emphasis on Social and Human Factors in Productivity

Advocates of human relations approach recognise the impact of social and human factors along with technical and material ones on the output.

3. Importance of Non Economic Motivations

This approach does not consider man only as an 'economic man' and doesn't believe that they work only for material benefits or rewards. Instead there are some social and psychological needs such as social prestige sympathy appreciation recognition of work etc motivate the workers.

4. Recognition of Informal Groups and Their Influence

This approach recognises informal groups and their influence on developing a positive attitude towards the institution among workers and their cordial relation with management. Moreover these groups help in establishing effective leadership and communication systems.

5. Need for liberal supervisory style and worker participation

6. Organisation as a social system

7. Emphasis on coordination of individual interests with that of the organisation objectives

8. Emphasis on human collaboration in industries

Criticism of Mayo's Human Relation Theory

1. Lack of scientific rigor in Hawthorne Experiments.
2. Anti-Unions and Pro-Management Bias.
3. Neglect of economic factors.
4. Does not consider the effects of 'conflicts' and 'tension' on the workers.

Even after these criticisms, this approach is regarded as a major development in administrative theory till date. The techniques of this approach can be found being used in all organisations like rewards and orders, parties and celebrations, group outings and appraisals to boost morale and motivation in the present day world of business and administration.

2.2.4: Organizational Compliance

Compliance is the state of being in accordance with established guidelines or specifications, or the process of becoming so. According to Eberhard Krügler, *“The term compliance stands for adherence to legal requirements, regulatory standards and fulfillment of other essential ethical standards and requirements, usually set by the company itself.”*

The word 'organisation compliance' means the efforts of an organisation to stop, detect or act in response to unlawful behaviour linked with the activities of administrators, managers, executives, employees, agents and freelancers- working in or for the organisation.

Principles of Organisational Compliance

National Centre for Preventive Law, America, laid down Corporate Compliance Principles in 1996. Following are the 20 corporate compliance principles which have been divided in 4 broad categories:

A. Establishing Compliance Program

1. **Manage Compliance:** Compliance Program must make a plan to follow the rules.

2. **Contain Risks:** Effective compliance programme tries to avoid, identify and act in response to legal risk.
3. **Respond to Change:** Dynamic in nature, flexible and ready to be changed and modified as things change.
4. **State Compliance Policy:** Make a clear statement of the organization's policy.
5. **Endorse at Top Level:** Compliance Program should be endorsed by the highest governing authority.
6. **Create Compliance Accountability:** Assign compliance tasks and responsibility throughout the organisation..
7. **Ensure Programme Fairness:** Effective compliance programme ensures honesty and equitability.

B. Structure and Control

8. **Maintain High-Level Oversight:** High-level officials will be charged with the responsibility of implementation and supervision of compliance programmes.
9. **Assign Individual Responsibility:** Everyone of the concerned organisation is accountable for supporting and conform to the compliance programme's standards and measures.
10. **Delegate Authority Responsibly:** Don't give too much power to people who might break the rules and engage in illegal activity.
11. **Enforce internally:** Make sure that logical steps are taken to realise compliance with its standards and the law.
12. **Reward Success:** Reward and punishment can be effective tools for endorsing compliance.

C. Communication and Training

13. **Communicate Standard:** Employees and other agents should be informed about the applicable standard of conduct.
14. **Match Training to Tasks:** in an effective compliance program, the employees and other officials of the organisation are communicated with suitable compliance information and inspiration.
15. **Tailor training to Audience:** Make training specific to each person's role.
16. **Describe Communication Responsibilities:** All Level of managers are responsible for effective function of organisation's compliance communications program.

D. Responding to Violation

17. **Respond proactively:** Fix issues of non-compliances as soon as possible.
18. **Gather Compliance Information:** Have access to resources to monitor and figure out what went wrong.
19. **Consider Offence Reporting:** Report major rule-breaking to the right people.
20. **Evaluate Program Effectiveness:** Use non-compliance occurrences to improve compliance plans.

Key Components of an Organisational Compliance Programme

- High level company personnel who exercise effective oversight
- Written policies and procedures
- Lines of communication
- Training and education
- Standards enforced through well-publicised disciplinary guidelines
- Internal compliance monitoring
- Response to detected offences and corrective action plans
- Periodic risk assessments

Organisational Compliance Usage Areas

The areas of risk and areas those are most important, such as-

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

Another area of compliance risk an organisation should not ignore is compliance with requirements of accrediting and certifying agencies, such as-

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

2.2.5: Organizational Development

Organisational Development (OD) is a planned approach designed to improve an organisation's effectiveness through some specific interventions. This is a critical and science based process which empowers organisations to enhance their adaptability and effectiveness by refining strategies, structures and processes. Following are some popular definitions of Organisational Development-

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.'

Richard Beckhard defined organisational development 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'.

'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.' (Roland Sullivan, 2005)

'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'. (Cummings and Worley, 2005)

Organization development is a planned process of change in an organization's culture through the utilization of behavioral science technology, research, and theory (Burke, 1982).

Characteristics of Organisational Development:

- Organisational development focuses on the existing and desired culture and processes of the organisation.
- This education based program is planned to develop values, norms, attitude, and management practices.
- The approach is data-based.
- Organisational development focuses primarily on the human and social side of the organisation.
- OD encourages participation and involvement in problem solving and decision making by all levels of organisation.

- It views organisations as a complex social system with a focus on systematic reform.
- Organisational development strives for betterment of both individuals and organisation.
- Organisational development leads to innovation which can help improve products and services.

Steps in organisational development:

The organisation development process is a systematic research best series of states. come on implementation steps include the following-

- Identifying and area of improvement
- Investigating the problem
- Creating an action plan
- Creating motivation and a vision
- Implementing
- Evaluating initial results
- Adapting or continuing

Models of Organisational Development:

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
- 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- companies work to loosen current norms and procedures to prepare for change.
- Movement or Change - introduce a new strategy and implement it.
- Refreezing- solidifies the 'new normal' and encourages reflection on how to sustain the change.

3. Planning Model

The various stages include the following:

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

4. Business Process Reengineering

The business process reengineering (BPR) model is much more radical and has the following phases:

- Map the Current State of the Organization's Processes
- Analyse the Processes
- Identify Improvement Opportunities

- Design a Process Map for Future Improved Processes
- Implement Changes to Attain Improved Processes

5. McKinsey 7-S Framework

The McKinsey 7-S framework isn't defined in steps, but organized into seven factors- shared values, strategy, structure, systems, style, skills, and staff — and come up with solutions for improvement. The key factor is shared values, which are the organisation's main priorities.

The other six are traditionally divided into two groups: hard S's and soft S's.

Hard S's

- **Strategy:** overall direction of the company
- **Structure:** the company's organisation
- **Systems:** the guiding processes and procedures of the company

Soft S's

- **Style:** the leadership style of upper level management
- **Skills:** the company's capabilities, which includes those of individuals as well as the company as a whole
- **Staff:** the company's employees

Challenges to organisational change and development

- fear of the unknown
- conflicting goals
- lack of leadership
- lack of support
- lack of understanding of plant changes
- difficulty in changing the values

2.2.6: Organizational climate

Organisational climate is the prevailing emotional and psychological atmosphere within an organisation. In an educational institution, it offers the educationist a means of better understanding the operation of schools.

According to Forehand and Gilmer, "Climate encompasses of a set of characteristics that define an organization, differentiate it from other organizations, are comparatively lasting over time and influence the behaviour of people in it."

According to Campbell, "Organizational climate can be demarcated as a set of attributes specific to a specific organization that may be induced from the mode that organization deals with its members and its environment. For the individual members within the organization, climate takes the form of a set of attitudes and experiences which label the organization in terms of both static characteristics (such as degree of autonomy) and behaviour outcome and outcome- outcome possibilities."

Organisational climate is concerned with large units. It characterises properties of an entire organisation or major sub-units.

Characteristics of organisational climate are:

- It is a general expression of what the organisation is
- it is a qualitative concept, it is really difficult to explain in a quantitative unit.
- It gives a distinct identity to the organisation. It explains how one Organisation is different from other organisations.
- It represents a relatively enduring quality of the internal environment i.e. experienced by the organisational members.
- It is a multi-dimensional concept i.e individual autonomy, authority structure, leadership style, pattern of communication, degree of conflicts, cooperation, etc.

'Good' Climate has been connected to:

- Job Satisfaction

- Confidence in Management
- Affective Commitment
- Emotional Exhaustion
- Faith in Organisation Performance

‘Bad’ Climate has been related to:

- Turnover
- Stress
- Sickness
- Poor performance
- Error Rate
- Wastage
- Accidents

Factors influencing organisational climate

Lawrence James. R and Allan Jones (1974) have classified the factors affecting Climate and they grouped these factors under five heads:

- Organisational Context
- Organisational Structure
- Process
- Physical Environment
- System values and norms

Developing a sound Organizational Climate

To develop a sound organisational climate, following techniques can be helpful:

- Effective Communication System
- Apprehension for people
- Participative Decision Making

- Change in policies, procedures and rules
- Technological changes

Types of Organisational Climate

Common types of Organisational Climate include:

1. **People-oriented climate**- focus predominantly on caring for its employees and their results.
2. **Rule-oriented climate**- provides a set of rules and structure and places high importance on following these rules and attention to detail from everyone.
3. **Innovation-oriented climate**- develops and introduces new ways of working and processes to achieve innovative results.
4. **Goal-oriented climate**- places preference on values and refining details of processes to achieve the desired result.

Impact of organizational climate

1. It can influence the behaviour of the employees.
2. It helps employees form a perception of the organization. In turn, this perception influences an employee's behavior.
3. It affects leader efficiency.
4. It influences employee happiness and productivity.
5. It helps an organisation achieve its long-term goals.

2.1.7: Let Us Sum Up

This chapter introduces four important elements of educational administration. These include- Human Relations Approach, Organisational Compliance, Organisational Development, and Organisational Climate. These elements play a great role in creating a positive work environment and promoting productivity, innovation, and long term success.

With the understanding and effective management of these elements an Organisation can promote employee well-being, continuous improvement, positive organisational climate, and in turn maximise the success.

2.1.8: Assignment

1. Write a note on Elton Mayo's contribution in developing the Human Relations Theory.
2. What are the principles of Organisational Compliance?
3. Name two models of Organisational Development. Mention their stages.
4. Define Organisational Climate. How do you develop a sound Organisational Climate?

2.1.9: Suggested Reading

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COR-417

Educational Management, Administration and Leadership

Block-3

Leadership in Educational Administration

Unit: 1

Approaches to Leadership

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3.1.1: INTRODUCTION

Leadership in educational administration is essential for driving the success of educational institutions. This module explores the meaning, nature, and various approaches to leadership within educational administration. We will delve into different leadership styles, including trait-based, transformational, transactional, value-based, cultural, psychodynamic, and charismatic leadership. Through understanding these approaches, educational leaders can

effectively navigate the complexities of their roles and cultivate environments conducive to learning and growth.

3.1.2: OBJECTIVES

- Define the concept of leadership in educational administration.
- Explore the nature and characteristics of leadership in educational settings.
- Examine various approaches to leadership, including trait, transformational, transactional, value-based, cultural, psychodynamic, and charismatic leadership.
- Identify key traits and skills essential for effective educational leadership.
- Provide insights into the practical application of leadership theories and strategies within educational administration.
- Understand different approaches to leadership styles and behaviours.
- Identify the situational factors that influence leadership effectiveness.
- Gain insights into how leaders can adapt their behaviour to meet the needs of their followers and the demands of the situation.

3.1.3: MEANING OF LEADERSHIP IN EDUCATIONAL ADMINISTRATION

Meaning of Educational Administration:

The meaning of educational administration at the school level focuses on creating a thriving learning environment within a specific institution. As a higher-level authority, educational administration takes a broader view, shaping the entire educational landscape through policy, resource allocation, and collaboration. Educational administration at this level involves strategic decision-making, policy development, and leadership to ensure the effective operation and continuous improvement of educational organizations and some detailed view points are stated below:

1. **Strategic Planning and Policy Development:** At the higher level of educational administration, leaders engage in strategic planning to set long-term goals and objectives for the educational institution or system. They develop policies and guidelines to guide the operation of schools and districts, ensuring alignment with educational standards, regulations, and best practices.

2. **Resource Allocation:** Educational administration at a higher level plays a critical role in allocating resources across various schools and districts. This may involve budgeting for teacher salaries, educational materials, and infrastructure development. The goal is to ensure equitable distribution of resources to support student learning across the board.
3. **Organizational Leadership and Management:** Educational administrators at higher levels provide leadership and direction to educational organizations. They establish organizational structures, delegate responsibilities, and manage resources to support the achievement of educational goals. This includes overseeing personnel management, budgeting, facilities management, and other administrative functions.
4. **Curriculum and Instructional Leadership:** Educational administrators at higher levels play a crucial role in curriculum development and instructional leadership. They work with curriculum specialists, teachers, and other stakeholders to design and implement curriculum frameworks, instructional programs, and assessment practices that support student learning and achievement.
5. **Professional Development and Support:** Educational administrators at higher levels support the professional growth and development of educators within the organization. They provide opportunities for professional learning, mentorship, and collaboration to enhance teaching effectiveness and promote continuous improvement in instructional practices.
6. **Accountability and Assessment:** Educational administrators at higher levels are responsible for ensuring accountability and monitoring the performance of educational institutions. They establish systems for assessing student outcomes, evaluating the effectiveness of educational programs, and using data to inform decision-making and improve educational quality.
7. **Community Engagement and Stakeholder Collaboration:** Educational administrators at higher levels engage with various stakeholders, including parents, community members, government agencies, and educational partners. They foster positive relationships with stakeholders, seek input and feedback, and collaborate on initiatives to address the needs of students and the community.
8. **Advocacy and Equity:** Educational administrators at higher levels advocate for the needs of all students and promote equity and inclusivity within the educational system. They address issues of diversity, access, and social justice, working to

eliminate disparities in educational opportunities and outcomes based on race, ethnicity, socioeconomic status, or other factors.

Educational administrators at this level have a significant impact on shaping the direction and quality of education within their organizations or systems, ultimately contributing to the success and well-being of students and communities.

Meaning of Leader and Leadership:

"Leader" and "leadership" are terms thrown around often, but their true meanings deserve a closer look. While they are closely related, they represent distinct concepts. Here's how they differ:

Leader:

- A person who possesses certain qualities and inspires others to follow them.
- Leaders can be found in all walks of life, not just formal positions like CEOs or presidents.
- Effective leaders motivate, guide, and empower those around them towards a shared goal.
- They set a vision, communicate effectively, and earn the trust of their followers.

Leadership:

- The process of influencing others towards a common goal.
- It's not about control or domination; it's about inspiring and empowering people to contribute their best.
- Effective leadership involves a set of skills and behaviours that can be learned and developed.
- Different situations call for different leadership styles. A strong leader can adapt their approach to best fit the needs of the group and the task at hand.

Difference between Leader and Leadership in tabulated below:

FEATURE	LEADER	LEADERSHIP
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Definition	A person who inspires and motivates others	The process of influencing others towards a common goal
Focus	Individual with specific qualities	Action and skills
Formal vs. Informal	Can be in formal positions (CEO) or informal settings (community leader)	Relevant in all situations
Key Skills	Vision, communication, motivation	Communication, delegation, decision-making, empathy
Analogy	Captain of a ship	Steering the ship

Key characteristics of Effective Leadership:

- **Vision:** The ability to see the bigger picture and articulate a clear vision for the future.
- **Communication:** The ability to clearly and effectively convey ideas to inspire and motivate others.
- **Motivation:** The ability to create an environment where people feel empowered and enthusiastic about their work.
- **Delegation:** The ability to assign tasks effectively and trust others to complete them.
- **Decision-Making:** The ability to make sound decisions in a timely manner.
- **Empathy:** The ability to understand and share the feelings of others.
- **Integrity:** The ability to be honest and ethical in all dealings.

Meaning of Educational Leadership:

Educational leadership goes beyond simply managing a school. It's about creating a vibrant environment where students, teachers, and staff can all flourish. Here's a breakdown of the meaning of educational leadership:

- **Vision and Goal Setting:** Effective educational leaders have a clear vision for the school community. This vision extends beyond academics and encompasses the

social, emotional, and ethical development of students. They translate this vision into achievable goals that guide decision-making and inspire the entire school community.

- **Cultivating a Positive Environment:** Educational leaders set the tone for the school culture. They foster a supportive and inclusive environment where everyone feels valued, respected, and safe to take risks. This positive environment is crucial for promoting student engagement and well-being.
- **Empowering Teachers and Staff:** Great educational leaders recognize the importance of their staff. They empower teachers and staff by providing professional development opportunities, fostering collaboration, and creating a sense of ownership within the school community.
- **Instructional Leadership:** Educational leaders play a key role in shaping the instructional practices within the school. They support teachers in curriculum development, integrating innovative teaching methods, and ensuring all students have access to high-quality learning experiences.
- **Promoting Equity and Inclusion:** Effective educational leaders are committed to creating an equitable and inclusive learning environment for all students. This means addressing the diverse needs of learners and ensuring everyone has the opportunity to succeed.
- **Communication and Collaboration:** Educational leadership is all about collaboration. Leaders effectively communicate with teachers, staff, parents, and students, fostering a sense of shared purpose and working together towards common goals.

Comparative highlights between Educational Leadership and General Leadership in terms of Meaning

FEATURE	EDUCATIONAL LEADERSHIP	GENERAL LEADERSHIP
Primary Focus	Fostering student learning and	Achieving organizational goals

	development	
Vision	Extends beyond academics to encompass social, emotional, and ethical development	Focuses on overall organizational objectives
Key Stakeholders	Students, teachers, staff, parents, community	Employees, customers, stakeholders
Empowerment	Empowers teachers & staff to create a positive learning environment	Empowers employees to contribute to organizational success
Skills	Instructional leadership, data-driven decision making, promoting equity & inclusion	Communication, strategic planning, problem-solving
Environment	Focuses on creating a safe, supportive, and inclusive learning environment	Varies depending on the organization (e.g., competitive, collaborative)
Metrics of Success	Student achievement, graduation rates, school climate	Profitability, productivity, employee satisfaction

Leaders are the driving force behind progress and innovation. Leadership is the process that makes it all happen. By understanding the nuances of both leader and leadership, we can strive to be more effective influencers, inspiring those around us to achieve great things. By focusing on meaning, leaders create an educational environment where everyone feels connected to a larger purpose.

3.1.4: Nature of Leadership In Educational Administration

Leadership in educational administration encompasses a broad spectrum of responsibilities and characteristics tailored to the unique context of schools, colleges, and educational institutions. The nature of leadership in educational administration:

- **Visionary Leadership:** Effective educational leaders articulate a compelling vision for their institution's future, inspiring stakeholders to work towards common goals. They envision innovative educational practices, anticipate challenges, and adapt to changes in the educational landscape.
- **Instructional Leadership:** Educational leaders prioritize teaching and learning as central to their role. They support and empower teachers, foster a culture of continuous improvement, and ensure that instructional practices are aligned with student needs and educational goals.
- **Strategic Planning:** Leaders in educational administration develop and implement strategic plans to guide the direction of the institution. They analyse data, assess the needs of students and staff, and make informed decisions to enhance organizational effectiveness and student outcomes.
- **Collaborative Decision-Making:** Effective educational leaders value input from diverse stakeholders, including teachers, parents, students, and community members. They foster a collaborative decision-making process that promotes transparency, inclusivity, and shared ownership of goals and initiatives.
- **Cultural Competence:** In diverse educational settings, leaders must demonstrate cultural competence and sensitivity to the needs of all students and staff. They create inclusive environments where diversity is celebrated, and equity and social justice are prioritized.
- **Resource Management:** Educational leaders are responsible for managing financial, human, and physical resources effectively. They allocate resources strategically, prioritize investments in areas that support student learning, and seek innovative solutions to resource constraints.
- **Communication Skills:** Clear and effective communication is essential for educational leaders to build trust, foster positive relationships, and cultivate a shared vision within the school community. They communicate openly and transparently, listening actively to the concerns and perspectives of others.
- **Ethical Leadership:** Educational leaders uphold high ethical standards and model integrity, honesty, and fairness in their interactions with others. They make decisions

guided by principles of justice and equity, ensuring that the best interests of students are always paramount.

- **Continuous Improvement:** Educational leaders embrace a mindset of continuous improvement, seeking opportunities for reflection, learning, and professional growth. They encourage a culture of innovation and risk-taking, where experimentation and adaptation are valued.
- **Community Engagement:** Leaders in educational administration recognize the importance of building strong partnerships with families, businesses, civic organizations, and other stakeholders. They engage the broader community in supporting the educational mission and fostering a sense of shared responsibility for student success.

Comparative highlights between Educational Leadership and General Leadership in terms of Nature

FEATURE	EDUCATIONAL LEADERSHIP	GENERAL LEADERSHIP
Core Focus	Student learning, development, and well-being within the educational environment.	Achieving goals and objectives in any organizational setting.
Vision	Focuses on the academic, social, emotional, and ethical development of students.	Broader vision that may prioritize profitability, market share, or social impact depending on the organization.
Values	Equity, inclusion, collaboration, and fostering a love of learning.	Values can vary depending on the organization, but may include efficiency, innovation, or customer satisfaction.
Motivation	Inspire a love of learning, intellectual curiosity, and a desire to contribute to society.	Motivate employees to achieve organizational goals and objectives.
Stakeholders	Students, teachers, staff, parents,	Employees, shareholders, customers,

	and the community.	and partners (depending on the organization).
Skills	Instructional leadership, curriculum development, assessment expertise, communication with diverse audiences, and fostering a positive school climate.	Strategic thinking, decision-making, problem-solving, communication, and adaptability.

3.1.5: APPROACHES TO LEADERSHIP

3.1.5.1: TRAIT LEADERSHIP

In the context of leadership, a "trait" refers to a characteristic, quality, or attribute possessed by an individual that is believed to be associated with effective leadership. Traits are relatively stable and enduring aspects of a person's personality, influencing how they think, behave, and interact with others in leadership roles. Trait theory suggests that certain traits are common among successful leaders and differentiate them from non-leaders. The Trait Leadership approach is a classic theory in leadership studies that attempts to identify the inherent qualities and characteristics that make someone an effective leader.

Key figures: The trait leadership approach has been advocated by various scholars and researchers throughout history. Early proponents of trait theory include:

Gordon Allport, identified a vast range of personality traits potentially linked to leadership. *Stogdill*, Narrowed down the list to traits like integrity, dominance, and self-confidence.

Meaning:

The Trait Leadership approach suggests that leaders are born, not made. Certain inherent traits predispose individuals towards successful leadership. Proponents believe these traits can be identified and measured, allowing for the selection and development of future leaders. The trait leadership approach posits that certain traits or characteristics are commonly found in effective leaders. These traits may include intelligence, confidence, emotional stability, integrity, creativity, charisma, decisiveness, and adaptability, among others. According to this perspective, individuals who possess these traits are more likely to emerge as leaders and excel in leadership roles.

Dimensions of Trait Leadership:

- **Motivation:** The leader's drive and ambition to achieve goals.
- **Intelligence:** The leader's cognitive abilities and problem-solving skills.
- **Emotional Intelligence:** The leader's ability to understand and manage their own emotions, as well as the emotions of others.
- **Social Skills:** The leader's ability to interact effectively with others, build relationships, and influence them.
- **Integrity:** The leader's honesty and ethical behaviour.

Types of Traits:

- **Personality Traits:** Extraversion, conscientiousness, agreeableness, emotional stability, and openness to experience (the Big Five personality traits).
- **Task-Related Traits:** Intelligence, problem-solving skills, decision-making ability, and job-specific knowledge.
- **Relationship Traits:** Charisma, empathy, communication skills, and the ability to build trust and rapport.

Various major traits commonly associated with effective leadership include:

1. **Intelligence:** Leaders with high cognitive ability are capable of processing complex information, making informed decisions, and solving problems effectively.

Intelligence enables leaders to understand organizational dynamics, anticipate future trends, and develop strategic plans.

2. **Confidence:** Confidence reflects a leader's self-assurance, belief in their abilities, and willingness to take risks. Confident leaders inspire trust and credibility among followers, enabling them to rally support for organizational goals and navigate challenges with resilience.
3. **Emotional Stability:** Emotional stability refers to a leader's ability to remain calm, composed, and resilient in the face of adversity or stress. Emotionally stable leaders manage their emotions effectively, maintain a positive outlook, and provide stability and reassurance to their team members.
4. **Integrity:** Integrity encompasses honesty, ethical conduct, and a commitment to moral principles. Leaders with integrity demonstrate transparency, fairness, and consistency in their actions, earning the trust and respect of their followers and fostering a culture of ethics and accountability.
5. **Charisma:** Charisma is the ability to inspire and influence others through personal charm, magnetism, and charisma. Charismatic leaders possess a compelling vision, persuasive communication skills, and a charismatic presence that attracts followers and motivates them to achieve shared goals.
6. **Empathy:** Empathy involves the ability to understand and empathize with the thoughts, feelings, and perspectives of others. Empathetic leaders demonstrate compassion, active listening, and sensitivity to the needs of their team members, fostering a supportive and inclusive work environment.

These major traits are not exhaustive, and there may be other qualities that contribute to effective leadership.

Merits of the Trait Approach:

- **Provides a Simple Framework:** The focus on identifiable traits offers a clear structure for understanding leadership.
- **Useful for Selection:** Trait theories can inform leadership selection processes by identifying desirable qualities in candidates.
- **Partially Explains Leadership Emergence:** Certain personality traits can influence a person's natural inclination towards leadership roles.

Demerits of the Trait Approach:

- **Oversimplification:** Leadership is complex and influenced by more than just innate traits. Situational factors and experiences also play a significant role.
- **Difficulty in Measurement:** Many traits are subjective and challenging to measure accurately.
- **Neglects Development:** The theory downplays the possibility of developing leadership skills through learning and experience.
- **Limited Diversity:** Trait lists can be stereotypical and fail to consider the effectiveness of different leadership styles in various contexts.

The Trait Leadership approach offers a starting point for understanding leadership. However, it's important to recognize its limitations. Leadership is a complex phenomenon shaped by both inherent traits and situational factors. Effective leaders can be developed through experience and training, and successful leadership styles can vary depending on the context.

3.1.5.2: TRANSFORMATIONAL LEADERSHIP

It's a process where leaders elevate the motivation, performance, and morale of their followers. They help followers transcend their own interests for the sake of a common good. Transformational leadership is a powerful approach that goes beyond simply managing tasks. It focuses on inspiring, motivating, and empowering individuals to achieve their full potential and work towards a shared vision that transcends personal gain. Here's a breakdown of this leadership style:

Exponents: *Bernard Bass*, Considered the father of transformational leadership theory, Bass identified key characteristics and differentiated it from transactional leadership. *James MacGregor Burns*, another prominent scholar, Burns distinguished between transactional leaders who focus on exchanges and transformational leaders who inspire followers to reach their highest potential.

Example:

- **Swami Vivekananda:** A spiritual leader and reformer, Vivekananda's powerful speeches and teachings awakened a sense of national identity and inspired millions to strive for a better future.
- **Mahatma Gandhi:** The "Father of India" exemplified transformational leadership through his non-violent movement, inspiring millions to fight for independence with courage and compassion.

Types of Transformational Leadership:

- **Idealized Influence (Charismatic Leadership):** Leaders inspire followers with their vision, passion, and confidence.
- **Inspirational Motivation:** Leaders communicate a compelling vision that excites and motivates followers to achieve extraordinary things.
- **Intellectual Stimulation:** Leaders encourage creativity and innovation by challenging the status quo and fostering critical thinking.
- **Individualized Consideration:** Leaders treat followers as individuals, acknowledging their strengths and needs, and providing support for their growth.

Dimensions of Transformational Leadership:

- **Vision:** Leaders articulate a clear and inspiring vision for the future.
- **Intellectual Stimulation:** Leaders encourage creativity and challenge followers to think critically.
- **Inspiration:** Leaders motivate followers to achieve their full potential.
- **Individualized Consideration:** Leaders attend to the individual needs of their followers.
- **Idealised Influence:** Leaders inspire followers through their charisma and strong moral compass.

Characteristics of Transformational Leaders:

- **Visionary:** They have a clear vision for the future and can articulate it effectively.
- **Passionate:** They are enthusiastic and passionate about their goals, which is contagious.

- **Motivational:** They can inspire and motivate others to achieve great things.
- **Empowering:** They empower their followers and trust them to take ownership.
- **Ethical:** They lead with integrity and hold high ethical standards.
- **Good Communicators:** They can clearly communicate their vision and ideas.

Merits of Transformational Leadership:

- **Increased Motivation and Performance:** Followers are more engaged and motivated, leading to higher performance.
- **Enhanced Creativity and Innovation:** Leaders encourage out-of-the-box thinking, leading to innovation.
- **Stronger Team Cohesion:** Shared vision and purpose foster a sense of unity and collaboration.
- **Greater Adaptability:** Leaders and followers can better adapt to change due to a focus on learning and growth.
- **Development of Future Leaders:** Transformational leaders empower and mentor others, fostering future leaders.

Demerits of Transformational Leadership:

- **Overdependence on Leader:** Followers may become overly reliant on the leader for direction.
- **Potential for Abuse:** Charismatic leaders can manipulate followers for personal gain.
- **Difficult to Sustain:** Maintaining a high level of inspiration can be demanding for the leader.
- **Not Suitable for All Situations:** May not be the best approach for all tasks or environments.

Transformational leadership is a powerful tool for inspiring and motivating individuals and teams. By understanding its characteristics, merits, and demerits, leaders can leverage its strengths to create a thriving and successful environment where everyone can reach their full potential.

3.1.5.3: TRANSACTIONAL LEADERSHIP

Transactional leadership is a leadership style that focuses on maintaining stability and achieving organizational goals through the use of rewards, punishments, and exchanges with followers. This approach emphasizes the transactional relationship between leaders and followers, where leaders provide rewards or sanctions in exchange for compliance with established rules, procedures, and performance expectations. Transactional leadership involves two main components:

1. **Contingent Rewards:** Transactional leaders use contingent rewards to motivate and incentivize followers to meet specified performance expectations and goals. They establish clear objectives, standards, and incentives, offering rewards such as praise, recognition, bonuses, or promotions in exchange for achieving desired outcomes.
2. **Management-by-Exception:** Transactional leaders employ management-by-exception to monitor and control follower performance by intervening only when deviations from established standards occur. They set clear rules, procedures, and guidelines, intervening to address deviations or problems and administer corrective actions or sanctions as needed.

Exponents: Transactional leadership has been studied and popularized by scholars such as Max Weber and Bernard Bass. Weber's work on bureaucratic leadership laid the foundation for transactional leadership theory, while Bass further developed the concept in his transformational-transactional leadership model. Indian leaders like Ratan Tata and Narayana Murthy exemplify transactional leadership through their focus on efficiency, performance management, and results-driven approach in business settings.

Types: Transactional leadership can be categorized into different types based on the emphasis placed on specific components or behaviours:

1. **Passive Management-by-Exception:** Passive transactional leaders intervene only when problems or deviations from established standards occur, relying on corrective actions or sanctions to address issues retroactively.

2. **Active Management-by-Exception:** Active transactional leaders actively monitor follower performance and intervene proactively to prevent deviations from established standards or address issues as they arise.

Dimensions: Transactional leadership comprises several dimensions or characteristics:

1. **Clear Expectations:** Transactional leaders establish clear expectations, objectives, and performance standards, ensuring that followers understand what is expected of them and how their performance will be evaluated.
2. **Contingent Rewards:** Transactional leaders offer contingent rewards, such as praise, recognition, or tangible incentives, to motivate followers to meet established goals and objectives.
3. **Monitoring and Control:** Transactional leaders monitor follower performance closely and intervene when deviations from established standards occur, administering corrective actions or sanctions as needed to maintain performance levels.
4. **Transactional Exchanges:** Transactional leadership involves transactional exchanges between leaders and followers, where rewards or sanctions are provided in exchange for compliance with established rules and expectations.

Characteristics: Key characteristics of transactional leadership include:

- **Emphasis on Compliance:** Transactional leaders focus on ensuring that followers adhere to established rules, procedures, and performance standards to achieve organizational goals.
- **Rewards and Punishments:** Transactional leaders use a system of rewards and punishments to motivate and control follower behavior, offering incentives for compliance and administering sanctions for non-compliance.
- **Reactive Management:** Transactional leaders adopt a reactive management approach, intervening only when problems or deviations from established standards occur, rather than proactively seeking to inspire or motivate followers.

Merit: Transactional leadership can be very effective in certain situations. Here are some merits:

- **Increased efficiency and productivity:** The clear focus on goals and performance targets can lead to a more efficient and productive work environment.
- **Motivation for achievement:** The use of rewards can motivate followers to achieve specific goals.
- **Stability and predictability:** The structured nature of transactional leadership can provide stability and predictability, which can be beneficial in some situations.

Demerit: While transactional leadership has its merits, it also has some limitations:

- **Limited creativity and innovation:** The focus on following rules and procedures can stifle creativity and innovation.
- **Extrinsic motivation:** Reliance on external rewards can undermine intrinsic motivation, the desire to do something for its own sake.
- **Limited development:** Transactional leadership may not provide opportunities for follower growth and development.
- **Potential for dissatisfaction:** Overemphasis on punishment can lead to dissatisfaction and low morale among followers.

Transactional leadership is a valuable tool in a leader's toolbox. It can be particularly effective in situations that require a clear focus on achieving specific goals and objectives. However, it's important to be aware of the limitations of this approach and to combine it with other leadership styles to foster a more creative, innovative, and development-oriented work environment.

Comparative Structure of Transactional Leadership and Transformational Leadership

ASPECT	TRANSACTIONAL LEADERSHIP	TRANSFORMATIONAL LEADERSHIP
Meaning	Focuses on maintaining stability, achieving goals	Emphasizes inspiring and motivating followers to achieve

	through rewards and punishments.	higher levels of performance and personal growth.
Exponent	Max Weber	James Mac Gregor Burns, Bernard Bass
Example	Principal enforcing rules strictly, offering rewards for good behaviour.	Principal inspiring students with a vision of academic excellence, empowering teachers to innovate.
Types	Passive Management-by-Exception, Active Management-by-Exception	Charismatic, Inspirational, Visionary
Dimensions	Clear Expectations, Contingent Rewards, Monitoring and Control	Vision and Inspiration, Intellectual Stimulation, Individualized Consideration
Characteristics	Emphasis on Compliance, Reactive Management, Rewards and Punishments	Inspiring Vision, Empowerment, Creativity, Emotional Intelligence
Merit	Clarity and Structure, Performance Management, Accountability	Motivation and Engagement, Innovation, Empowerment

3.1.5.4: VALUE-BASED LEADERSHIP APPROACH

Value-based leadership prioritizes a set of core values that guide all decision-making and interactions within a team or organization. Value-based leadership emphasizes leading by example. Leaders embody and promote a set of core values that become the foundation for the organization's culture. These values guide behaviour, decision-making, and overall direction. However, some common core values might include:

- **Integrity**
- **Honesty**
- **Respect**
- **Fairness**

- **Collaboration**
- **Innovation**
- **Sustainability**

Example: Gandhi's commitment to truth and nonviolence inspired millions of people around the world and continues to be a guiding light for leaders advocating for social justice and equality. Mother Teresa's unwavering commitment to caring for the most vulnerable members of society exemplifies the value of service and humanitarianism in leadership. Dr. Kalam's emphasis on education, innovation, and youth empowerment reflected his belief in the transformative power of knowledge and technology to drive social and economic development.

Dimensions: Value-based leadership can be measured along several dimensions:

- **Value Clarity:** The extent to which the core values are clearly defined and communicated.
- **Value Congruence:** The degree to which the leader's actions and decisions align with the stated values.
- **Value Reinforcement:** The methods used to ensure everyone within the organization understands and upholds the core values.

Characteristics: Value-based leaders demonstrate the following characteristics:

- **Strong personal values:** They have a clear understanding of their own values and are passionate about living them out.
- **Ethical decision-making:** They make decisions based on what is right, even when it's difficult.
- **Role modeling:** They lead by example and consistently demonstrate the core values in their own behaviour.
- **Empowerment:** They empower others to make decisions and act in accordance with the core values.
- **Transparency:** They communicate openly and honestly with everyone in the organization.

Merits: Value-based leadership offers several advantages:

- **Stronger organizational culture:** Shared values create a sense of purpose, unity, and collaboration.
- **Ethical behaviour:** Emphasis on values reduces unethical conduct and fosters trust.
- **Employee engagement:** People are more likely to be engaged and motivated when they believe in the organization's values.
- **Improved decision-making:** A clear value framework guides decision-making towards ethical and sustainable outcomes.

Demerits: While valuable, value-based leadership also has some limitations:

- **Implementation challenges:** Putting values into action can be difficult, requiring ongoing reinforcement and adaptation.
- **Potential for hypocrisy:** A disconnect between stated values and leader behaviour can be very damaging.
- **Limited flexibility:** Rigid adherence to values may hinder adaptability in rapidly changing environments.

Value-based leadership is a powerful approach that can create a thriving and ethical organization. By clearly defining and embodying core values, leaders can inspire trust, engagement, and a shared sense of purpose. However, successful implementation requires ongoing commitment and adaptation to ensure the values translate into meaningful action.

3.1.5.5: CULTURAL-BASED LEADERSHIP APPROACH

Cultural leadership focuses on understanding and leveraging cultural values, beliefs, and practices to guide and inspire followers. Cultural leadership emphasizes the importance of cultural sensitivity and adaptation. Effective cultural leaders recognize that different cultures have different ways of working, communicating, and making decisions. They adjust their leadership style to fit the specific cultural context.

Dimensions: Cultural leadership can be measured along several dimensions:

- **Cultural Awareness:** The leader's understanding of different cultures and their impact on behaviour.
- **Cultural Sensitivity:** The leader's ability to appreciate and respect cultural differences.
- **Cultural Adaptability:** The leader's flexibility in adjusting their style to different cultural contexts.
- **Cultural Integration:** The leader's ability to create a cohesive environment that respects cultural diversity.

Characteristics: Effective cultural leaders exhibit these characteristics:

- **Strong interpersonal skills:** They build rapport and trust with people from diverse backgrounds.
- **Active listeners:** They actively listen to understand different perspectives.
- **Open-mindedness:** They are open to new ideas and ways of doing things.
- **Flexibility:** They can adapt their leadership style to different situations.
- **Humility:** They are willing to learn from others.

Merits: Cultural leadership offers several advantages:

- **Increased engagement and motivation:** Understanding cultural values can help leaders create a more engaged and motivated work environment.
- **Improved decision-making:** Considering diverse perspectives can lead to better decision-making.
- **Enhanced innovation:** Cultural diversity can foster creativity and innovation.
- **Stronger team dynamics:** Cultural sensitivity can build trust and collaboration within teams.

Demerits: Cultural leadership also has some challenges:

- **Complexity:** Understanding and navigating cultural differences can be complex.
- **Potential for conflict:** Cultural differences can lead to misunderstandings and conflict.
- **Time-consuming:** Building cultural awareness takes time and effort.

Cultural leadership is a valuable approach in today's increasingly interconnected world. By understanding and respecting cultural differences, leaders can create a more inclusive and productive environment where everyone feels valued and empowered to contribute their best.

3.1.5.6: PSYCHODYNAMIC LEADERSHIP APPROACH

The psychodynamic leadership approach explores the unconscious mind to understand how a leader's early experiences and personality traits influence their leadership style. Psychodynamic leadership isn't about diagnosing mental disorders. Instead, it explores the leader's internal world - their motivations, defences, and unconscious desires - to understand how these factors shape their leadership behaviours. There are no predefined types within this approach, but a leader's style can be analysed based on specific defence mechanisms and personality traits.

Dimensions: Psychodynamic leadership focuses on analysing these key dimensions:

- **Leader's Early Experiences:** Significant events and relationships in a leader's childhood can shape their leadership style. For instance, a leader with a distant parent may become aloof or authoritarian.
- **Défense Mechanisms:** Unconscious psychological strategies used to manage anxiety. Leaders may utilize defence mechanisms like denial, projection, or repression, impacting their interactions with followers.
- **Personality Traits:** The leader's inherent personality traits, like introversion or extroversion, influence how they interact with others and approach leadership challenges.

Characteristics of Psychodynamic Leaders: Psychodynamic leaders can exhibit a variety of characteristics depending on their underlying personality and experiences. However, some commonalities include:

- **Self-aware:** Effective psychodynamic leaders strive for self-awareness, understanding how their past influences their present behaviours.
- **Emotionally intelligent:** They possess a strong understanding of their own emotions and those of others.

- **Motivational:** By understanding their own needs and desires, they can better understand and motivate their followers.
- **Charismatic (potentially):** Some psychodynamic leaders leverage their unconscious to project charisma and inspire their followers.

Merits: Psychodynamic leadership offers a unique perspective on leadership:

- **Root cause analysis:** It helps understand the root causes behind leadership behaviours, leading to more effective interventions.
- **Improved self-awareness:** By exploring their unconscious, leaders can gain valuable insights for self-improvement.
- **Enhanced follower relationships:** Understanding follower motivations can lead to stronger relationships and better team dynamics.

Demerits: While insightful, the psychodynamic approach also has limitations:

- **Subjectivity:** Analysing the unconscious mind is subjective and open to interpretation.
- **Limited focus on action:** The approach emphasizes understanding the 'why' but may not provide clear strategies for addressing leadership challenges.
- **Difficulty in implementation:** It requires extensive training for leaders to effectively utilize this approach for self-improvement.

The psychodynamic approach offers a valuable lens for understanding leadership. By exploring the unconscious mind, leaders can gain deeper self-awareness and improve their interactions with followers. However, it's important to acknowledge the limitations of this approach and to use it in conjunction with other leadership theories for a more comprehensive understanding.

3.1.5.7: CHARISMATIC LEADERSHIP APPROACH

- Charismatic leadership is a style characterized by a leader's exceptional personal magnetism, vision, and ability to inspire strong devotion in followers. Charismatic leaders possess a captivating personality and a clear vision for the future. India has a

rich history of charismatic leaders, both political and spiritual. Here are a few examples:

- **Swami Vivekananda:** A Hindu monk who inspired millions with his powerful oratory and message of universal Hinduism.
- **Mahatma Gandhi:** The "Father of India" led the Indian independence movement with his philosophy of non-violent resistance.
- **Indira Gandhi:** A transformative Prime Minister who instilled national pride and strong leadership during a challenging period.

Dimensions: While charisma is a complex trait, some key dimensions contribute to it:

- **Vision:** Charismatic leaders have a compelling vision for the future that goes beyond simply achieving goals. It ignites passion and commitment in followers.
- **Communication:** They are masters of communication, using powerful language and storytelling to convey their vision and inspire action.
- **Unconventional Behaviour:** Charismatic leaders often challenge the status quo and inspire followers to do the same.
- **Enthusiasm and Self-Confidence:** Their genuine enthusiasm and unwavering self-confidence are contagious, motivating followers to believe in themselves and the vision.

Characteristics: Here are some common characteristics of charismatic leaders:

- **Visionary:** They have a clear and inspiring vision for the future.
- **Articulate:** They can communicate their vision effectively and persuasively.
- **Enthusiastic:** They are passionate and excited about their ideas.
- **Self-Confident:** They believe in themselves and their ability to achieve their vision.
- **Persuasive:** They can convince others to follow them.
- **Risk-taking:** They are willing to take calculated risks to achieve their goals.

Merits: Charismatic leadership can be highly effective in certain situations. Here are some merits:

- **Inspiration and Motivation:** Charismatic leaders can inspire and motivate followers to achieve great things.
- **Visionary Change:** They can drive positive change by inspiring followers to challenge the status quo.
- **Strong Team Cohesion:** Their ability to inspire devotion can create a strong sense of team spirit and unity.

Demerits: While charismatic leadership has its advantages, there are also potential drawbacks:

- **Overdependence on Leader:** Followers may become overly reliant on the leader, hindering independent thinking and initiative.
- **Unethical Behaviour:** Charisma can be misused to manipulate or exploit followers for personal gain.
- **Uncertain Succession:** The departure of a charismatic leader can leave a significant void, causing instability within the organization.

Charismatic leadership can be a powerful force for positive change. However, it's crucial to be aware of the potential pitfalls. Effective charismatic leaders leverage their influence to empower followers, promote ethical behaviour, and ensure a smooth transition when they eventually step down.

Leadership Style Comparison: Key Traits

Leadership Style	Focus	Leader's Role	Follower Relationship	Motivation	Change	Strengths	Weaknesses
Trait	Inherent qualities & personality	Manager	Directive	Extrinsic (recognition, status)	Managed	Efficiency, Stability	Limited creativity, Potential for burnout
Transformational	Transform others with respect to his/her own leadership.	Motivator, Change Agent, Coach	Empowering, Developmental	Intrinsic (purpose, meaning)	Encouraged, Embraced	High Engagement, Innovation	Reliance on leader, Potential for manipulation
Transactional	Goals, Tasks, Performance	Manager, Supervisor, Organizer	Clear Expectations, Exchange	Extrinsic (rewards, punishments)	Managed, Incremental	Efficiency, Stability	Limited creativity, Low morale
Value-Based	Shared Values,	Role Model,	Trusting, Collaborat	Intrinsic (shared	Organic, Aligned	Strong Ethics,	Difficult to

	Ethics	Champion	ive	values)	with Values	Alignment	implement, Time-consuming
Cultural	Cultural Norms, Beliefs	Facilitator, Negotiator	Inclusive, Respectful	Intrinsic (cultural identity)	Contextual, Respectful	Harmony, Understanding	Can be slow, Conflict-avoidant
Psychodynamic	Unconscious Motivations	Mediator, Interpreter	Supportive, Understanding	Intrinsic (personal growth)	Individual, Self-discovery	Personal Growth, Well-being	Focus on leader, Unclear direction
Charismatic	Vision, Passion, Inspiration	Visionary, Inspire	Devoted, Inspired	Extrinsic (admiration, devotion)	Radical, Visionary	Motivation, Inspiration	Uncertain succession, Potential for abuse

3.1.6: LETS SUMUP

- **Meaning of Leadership in Educational Administration:** Leadership in educational administration refers to the ability of individuals within educational institutions to guide, inspire, and influence others towards achieving common goals related to educational excellence, student development, and organizational success.
- **Nature of Leadership in Educational Administration:** The nature of leadership in educational administration involves a complex interplay of skills, qualities, and strategies aimed at fostering positive change, promoting effective communication, and facilitating collaboration within educational settings.
- **Trait Approach:** Focuses on identifying and cultivating specific personal traits and characteristics that are believed to be inherent to effective leadership in education.

- **Transformational Approach:** Emphasizes the leader's ability to inspire and motivate followers through a shared vision, encouragement of creativity, and empowerment.
- **Transactional Approach:** Involves an exchange relationship between the leader and followers, where rewards and punishments are used to influence behaviour and achieve desired outcomes.
- **Value-Based Approach:** Centres on ethical principles, moral values, and a commitment to equity and social justice in guiding leadership practices within educational institutions.
- **Cultural Approach:** Recognizes the importance of understanding and respecting the cultural contexts within which educational leadership operates, and adapting leadership strategies accordingly.
- **Psychodynamic Approach:** Considers the psychological dynamics and unconscious processes that influence leadership behaviour and interactions within educational settings.
- **Charismatic Approach:** Focuses on the leader's ability to inspire and influence others through their charisma, vision, and personal charm.
- These approaches represent diverse perspectives and strategies for effective leadership in educational administration, each with its own strengths and implications for practice within educational institutions. Effective educational leaders often integrate elements from multiple approaches to adapt to the dynamic and complex nature of educational environments.

3.1.7: ASSIGNMENT

1. How do leaders apply psychodynamic principles to understand and address the psychological dynamics within educational organizations?
2. What are the characteristics of charismatic leaders, and how do they inspire and influence followers in educational administration?
3. How does value-based leadership contribute to ethical decision-making and moral development within educational institutions?
4. What is the meaning of leadership in educational administration, and how does it differ from leadership in other contexts?

5. What are the key characteristics and principles that define the nature of leadership in educational administration?

3.1.8: SUGGESTED READINGS

- Brown, T. (2019). Approaches to Leadership in Educational Administration: A Comparative Analysis. *Educational Administration Quarterly*, 43(3), 201-215. DOI: 10.1000/123456789
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BLOCK-3

Leadership in Educational Administration

Unit-2

Models of Leadership

CONTENT STRUCTURE

- 3.2.1: Introduction
- 3.2.2: Objectives
- 3.2.3: Models of Leadership
 - 3.2.3.1: Blake and Mouton's Managerial Grid
 - 3.2.3.2: Fiedler's Contingency model
 - 3.2.3.3: Tri-dimensional model
 - 3.2.3.4: Hersey and Blanchard's model
 - 3.2.3.5: Leader- Member Exchange Theory
- 3.2.4: Let Us Sum Up
- 3.2.5: Assignment
- 3.2.6: Suggested Readings

3.2.1: INTRODUCTION

Leadership is a complex phenomenon studied through various models aiming to understand its dynamics and effectiveness. Among these models are Blake and Mouton's Managerial Grid, which focuses on leadership styles, Fiedler's Contingency model, emphasizing situational factors, and the Tri-dimensional model, considering leadership from multiple perspectives. Hersey and Blanchard's model emphasizes adapting leadership styles to followers' development levels. Another significant theory is the Leader-Member Exchange Theory, which examines the evolving relationship between leaders and followers. Through these diverse models, scholars and practitioners strive to comprehend the multifaceted nature of leadership and its impact on organizational success.

3.2.2: OBJECTIVES

- Identify the five different leadership styles proposed by the Managerial Grid.
- Explain the concept of situational favourableness and its role in determining leadership effectiveness.

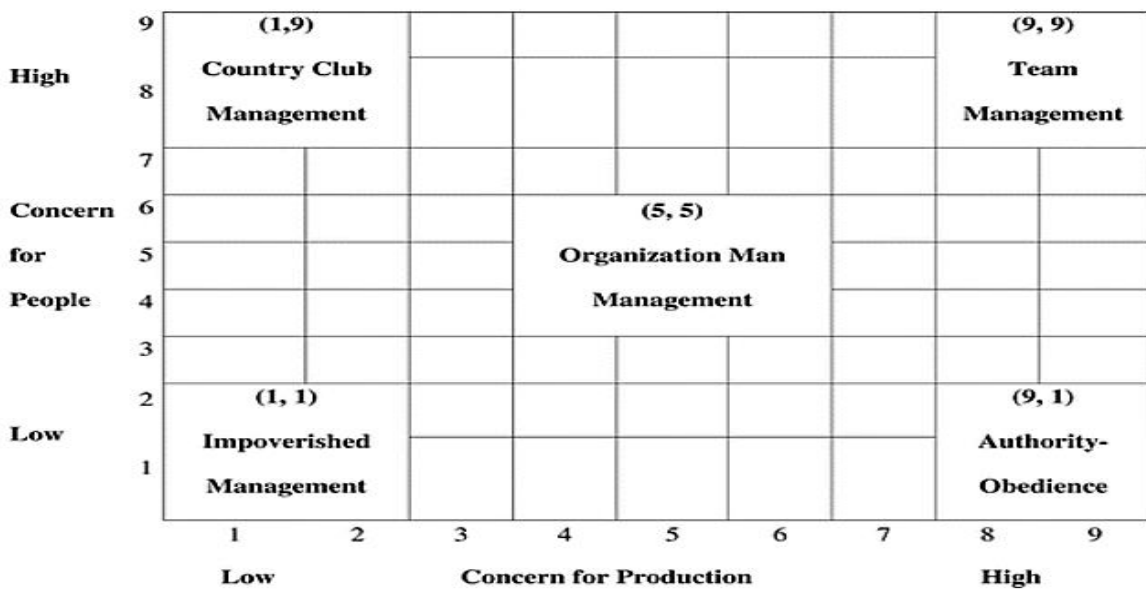
- Describe the three dimensions of leadership behaviour: task-oriented, relations-oriented, and change-oriented.
- Understand the concept of situational leadership and its focus on matching leadership style to the readiness level of followers.
- Explain the dyadic relationship between leaders and followers in the LMX theory.

3.2.3: MODELS OF LEADERSHIP

3.2.3.1: BLAKE AND MOUTON'S MANAGERIAL GRID

Robert R. Blake and Jane S. Mouton developed the Managerial Grid in the 1960s as a framework for understanding leadership styles based on the varying degrees of concern for people and concern for production. Their model has been widely used in organizational psychology and management studies to assess and develop leadership effectiveness. The Managerial Grid is a two-dimensional leadership model that classifies leadership styles along two axes: concern for people and concern for production. Concern for people refers to the leader's focus on interpersonal relationships, employee welfare, and morale, while concern for production relates to the leader's emphasis on task accomplishment, productivity, and results. The model provides a visual representation of different leadership styles based on the relative emphasis placed on these two dimensions. The Managerial Grid consists of two axes:

- **Concern for People:** This dimension reflects the leader's level of consideration, empathy, and support for the needs, interests, and well-being of their team members. Leaders with a high concern for people prioritize building relationships, fostering teamwork, and supporting the personal and professional development of their employees.
- **Concern for Production:** This dimension represents the leader's focus on achieving organizational goals, meeting deadlines, and maximizing efficiency and effectiveness in task performance. Leaders with a high concern for production emphasize goal attainment, resource allocation, and performance management to ensure the accomplishment of objectives.



Five Major Styles: The grid identifies five major leadership styles located at the corner points and the center of the grid:

- **(1,9): Country Club Management:** High concern for people but low concern for production. This style prioritizes employee satisfaction over results.
- **(9,1): Task Management:** High concern for production but low concern for people. This style emphasizes efficiency and achieving goals, potentially at the expense of employee well-being.
- **(1,1): Impoverished Management:** Low concern for both production and people. This style results in a passive and uninvolved leadership approach.
- **(5,5): The Middle Ground (Compromise):** Moderate concern for both production and people. This style emphasizes balancing efficiency with employee satisfaction.
- **(9,9): Team Management:** High concern for both production and people. This style is considered the most effective, fostering a collaborative environment where employees are motivated and committed to achieving goals.

Merits of the Managerial Grid:

- **Simple and Easy to Understand:** The visual framework of the grid makes it a user-friendly tool for understanding leadership styles.
- **Provides a Common Language:** The grid offers a common vocabulary for discussing leadership behaviours, facilitating communication and development.
- **Highlights the Importance of Balance:** The model emphasizes the need for leaders to balance concern for production with concern for people.

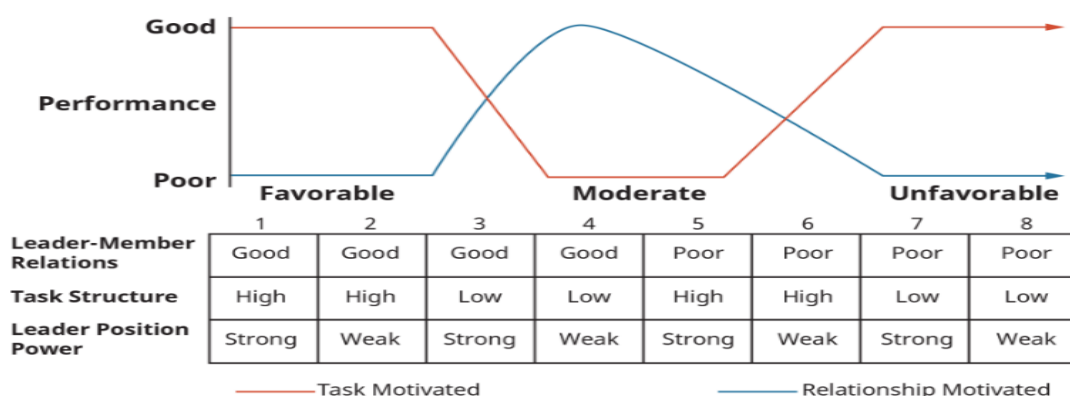
Demerits of the Managerial Grid:

- **Overly Simplistic:** The reality of leadership is complex, and the grid may not capture all the nuances of different situations.
- **Limited Scope:** The grid primarily focuses on task-oriented leadership styles, neglecting the importance of other leadership qualities like vision and charisma.
- **Static Model:** The grid doesn't account for the situational nature of leadership, where styles may need to adapt depending on the circumstances.

The Blake and Mouton Managerial Grid is a valuable tool for understanding leadership styles. While it offers a simplified framework, it highlights the importance of balancing concern for production with concern for people. Effective leaders can utilize the grid for self-reflection and identify areas for improvement in their leadership approach. However, it's important to remember that leadership is a complex phenomenon, and the grid should be used in conjunction with other models and frameworks for a more comprehensive understanding.

3.2.3.2: FIEDLER’S CONTINGENCY MODEL

Fiedler’s Contingency Model of Leadership, developed by Fred Fiedler in the 1960s, proposes that effective leadership depends on the interaction between the leader’s style and the situational



favourability. Unlike other leadership theories that focus solely on the traits or behaviours of the leader, Fiedler's model emphasizes the importance of considering situational variables when determining leadership effectiveness. Fiedler's Contingency Model, also known as the Least-Preferred Coworker (LPC) Theory, is a prominent leadership theory that proposes a leader's effectiveness depends on the match between their leadership style and the favourableness of the situation.

Key aspects of this model:

- **Leadership Styles:** Fiedler categorizes leaders as either task-oriented or relationship-oriented.
 - **Task-Oriented Leaders:** These leaders prioritize accomplishing tasks and achieving goals. They provide clear instructions, set high standards, and closely monitor performance.
 - **Relationship-Oriented Leaders:** These leaders focus on building positive relationships with their followers. They are supportive, approachable, and value teamwork.
- **Situational Favourableness:** This refers to the degree to which a situation allows a leader to exert influence and control. Fiedler considers three factors that determine situational favourableness:
 - **Leader-Member Relations:** The quality of the relationship between the leader and followers.
 - **Task Structure:** The clarity and structure of the task's followers are expected to perform.
 - **Position Power:** The formal authority and decision-making power vested in the leader's position.

Matching Leader Style and Situation:

- Fiedler suggests that task-oriented leaders perform best in **extremely favourable** or **extremely unfavourable** situations.
 - In highly favourable situations (strong relationships, clear tasks, high position power), task-oriented leaders can delegate effectively and focus on the bigger picture.

- In highly unfavourable situations (poor relationships, unclear tasks, low power), their directive approach provides needed structure and control.
- Relationship-oriented leaders, on the other hand, are most effective in situations with **moderate favourableness**. In these situations, their focus on building relationships fosters trust, collaboration, and problem-solving.

Criticisms of Fiedler's Model:

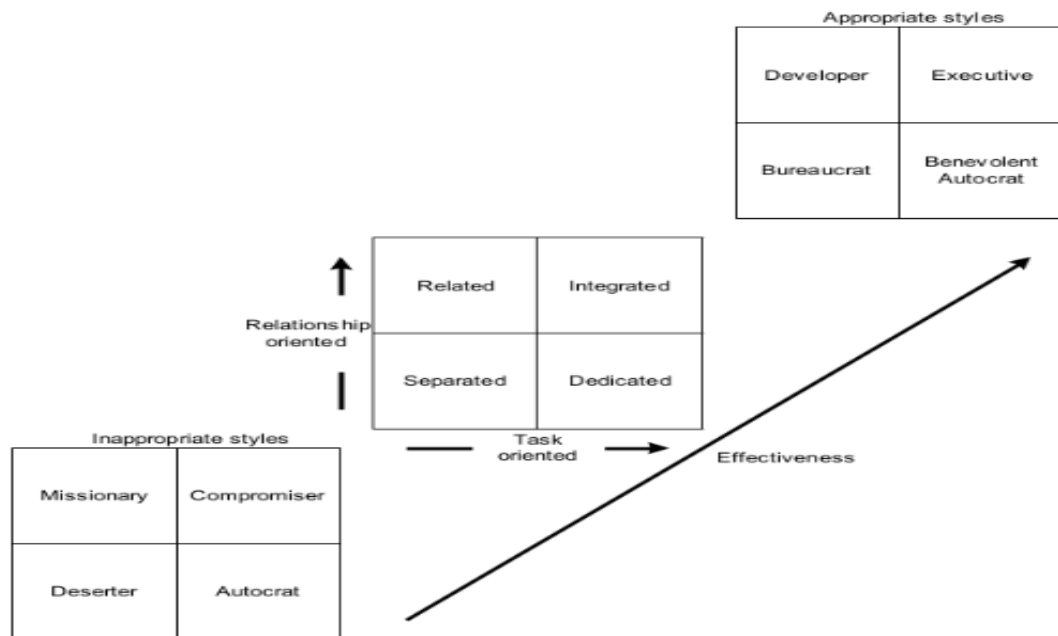
- The model has been criticized for being overly simplistic and not fully capturing the complexities of leadership.
- The LPC measure used to assess leadership style can be subjective and prone to bias.
- The model doesn't account for a leader's ability to adapt their style to different situations.

Despite these limitations, Fiedler's Contingency Model offers valuable insights. It highlights the importance of considering both leader style and situational factors when evaluating leadership effectiveness.

Fiedler's model encourages leaders to reflect on their strengths and weaknesses, and to consider how they can adapt their approach to different situations and follower needs. It's a reminder that there's no single "best" leadership style, and the most effective leaders are those who can adjust their approach to achieve optimal results.

3.2.3.3: TRI-DIMENSIONAL MODEL

The Tri-dimensional Model of Leadership, also known as the Reddin 3D Model, moves beyond simply classifying leadership styles. It moves into the effectiveness of those styles



based on the situation. Here's a breakdown of this comprehensive model:

Core Concept:

- Developed by Professor Bill Reddin, this model expands on the Managerial Grid by introducing a third dimension - effectiveness.
- The Managerial Grid focused on two key aspects of leadership behaviour: task-orientation (concern for getting things done) and relationship-orientation (concern for people and their well-being).
- The Tri-dimensional Model acknowledges that both task and relationship orientation are important, but their effectiveness depends on the specific situation.

The Three Dimensions:

1. **Task Orientation (TO):** This dimension reflects the leader's focus on achieving goals, completing tasks, and maintaining standards.

2. **Relationship Orientation (RO):** This dimension reflects the leader's concern for building relationships, fostering a positive work environment, and supporting team members.
3. **Effectiveness (E):** This dimension measures the leader's ability to use the appropriate leadership style based on the demands of the situation. An effective leader can adapt their approach to maximize both task accomplishment and team satisfaction.

Leadership Styles: The model identifies eight leadership styles based on the combination of high/low task orientation and high/low relationship orientation. However, the emphasis is not on labelling leaders with specific styles, but on understanding how to adjust their approach based on the situation's effectiveness needs.

Effectiveness and Situational Demands: The model suggests that certain leadership styles are more effective in specific situations.

- For example, a highly directive style (high TO, low RO) might be necessary in a crisis situation where immediate action is required.
- On the other hand, a more collaborative style (high RO, high TO) might be more effective for fostering innovation and creative problem-solving.

Benefits of the Tri-dimensional Model:

- Provides a framework for understanding leadership beyond just styles.
- Emphasizes the importance of adapting leadership behaviour to the situation.
- Encourages leaders to be flexible and versatile in their approach.
- Helps leaders assess their effectiveness and identify areas for improvement.

Criticisms of the Tri-dimensional Model:

- The model can be seen as overly simplistic, as real-world situations are often more complex.
- It may be challenging to accurately assess the effectiveness of different leadership styles.
- The model doesn't account for individual and cultural differences that can influence leadership effectiveness.

The Tri-dimensional Model of Leadership offers a valuable perspective on leadership effectiveness. By considering both task and relationship orientation, along with the situational context, leaders can develop a more nuanced and adaptable approach, ultimately leading to a more successful and thriving team environment.

3.2.3.4: HERSEY AND BLANCHARD'S SITUATIONAL LEADERSHIP MODE

The Hersey and Blanchard Situational Leadership Model, also known as the Situational Leadership Theory (SLT), is a widely used framework that suggests there's no single "best" leadership style. Effective leadership, according to this model, depends on the readiness of the followers (their competence and willingness) and the task at hand.

Key aspects of this model:

Leadership Styles: The model outlines four leadership styles, each characterized by the amount of task behaviour (providing clear instructions and close supervision) and relationship behaviour (providing support and encouragement) a leader exhibits.

- **Telling (S1):** High Task Behaviour, Low Relationship Behaviour - This style is suitable for situations where followers lack competence and commitment. The leader provides clear direction and close supervision.
- **Selling (S2):** High Task Behaviour, High Relationship Behaviour - Used when followers have some competence but may lack confidence. The leader offers clear instructions while also providing encouragement and support.
- **Participating (S3):** Low Task Behaviour, High Relationship Behaviour - Appropriate for situations where followers have some competence but may not be fully committed. The leader focuses on collaboration and shared decision-making.
- **Delegating (S4):** Low Task Behaviour, Low Relationship Behaviour - Ideal for followers who are both competent and committed. The leader delegates tasks and provides minimal supervision.

Follower Readiness: The model identifies four levels of follower readiness based on their competence (knowledge and skills) and commitment (motivation and willingness) for the task:

- **R1 - Unable and Unwilling:**

Followers at this level lack the skills and motivation to perform a task and may require significant direction and support from the leader.

- **R2 - Unable but Willing:**

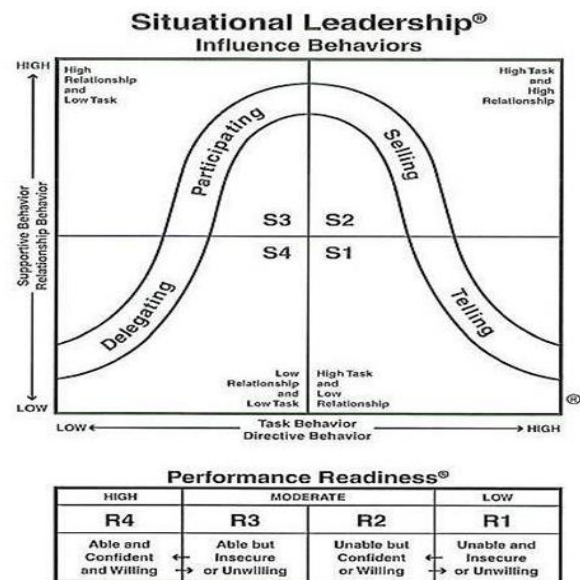
Followers at this level are motivated but lack the necessary skills to perform a task. They require coaching and guidance from the leader to develop their capabilities.

- **R3 - Able but Unwilling:**

Followers at this level have the skills but lack the motivation or confidence to perform a task. They require support and encouragement from the leader to overcome barriers and build confidence.

- **R4 - Able and Willing:**

Followers at this level are both skilled and motivated to perform a task. They require minimal direction and support from the leader and can work independently with confidence.



Key Points:

- The leader's role is to assess follower readiness and adapt their leadership style accordingly.
- The goal is to gradually increase follower independence and competence over time, ultimately moving towards a delegating (S4) style.
- This model is a valuable tool for leaders in various settings, from business management to education and coaching.

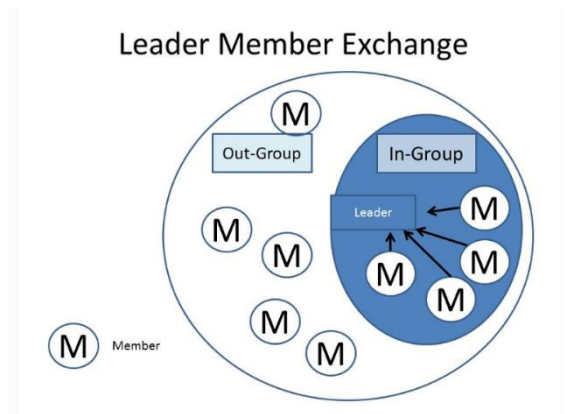
limitations of the Hersey and Blanchard model:

- It can be overly simplistic and doesn't account for all the complexities of leadership situations.
- Readiness may not always be clear-cut, and followers can exhibit varying levels of competence and commitment depending on the specific task.
- The model focuses on the leader adapting to followers, but it doesn't emphasize the importance of follower development.

Despite these limitations, Hersey and Blanchard's Situational Leadership Model provides a valuable framework for understanding how leadership styles can be adapted to different situations and follower needs.

3.2.3.5: LEADER- MEMBER EXCHANGE THEORY

The Leader-Member Exchange Theory (LMX), also known as the Vertical Dyadic Relationship Model, delves into the quality of relationships between leaders and their followers. It focuses on the **two-way (dyadic)** nature of these relationships and how they impact individual and team dynamics.



Core Tenets of LMX:

- **Leaders develop different relationships with each follower:** LMX theory posits that leaders don't treat all followers the same. They invest varying levels of time, support, and resources into relationships with individual followers.
- **Quality of the relationship matters:** The quality of the leader-member exchange (LMX) significantly impacts follower outcomes. Strong LMX relationships are characterized by trust, respect, mutual influence, and obligation. These relationships lead to increased motivation, job satisfaction, and performance.

- **In-Groups vs. Out-Groups:** LMX theory suggests that leaders categorize followers into in-groups and out-groups. In-group members have high-quality relationships with the leader, while out-group members have lower quality relationships. In-group members typically receive more benefits, support, and opportunities.
- **Development of LMX:** The quality of LMX is not static. Over time, through interactions and experiences, the leader-follower relationship can develop and strengthen.

Stages of Leader- Member Exchange Theory:

1. **Stranger phase:** In this initial stage, the leader and follower are getting to know each other. There is limited interaction and exchange between them. The relationship is formal, task-oriented, and based on general expectations.
2. **Acquaintance phase:** As the relationship progresses, the leader and follower start to exchange more information and build rapport. Trust begins to develop, and the leader may start to delegate more tasks to the follower. The relationship becomes more personalized, and there is an emerging sense of mutual respect.
3. **Mature partnership phase:** In this stage, the leader and follower have a high level of trust, understanding, and mutual respect. They collaborate effectively, communicate openly, and provide each other with support and feedback. The leader trusts the follower with greater responsibilities and autonomy, and the follower demonstrates a strong commitment to the leader's goals and vision.

It's important to note that LMX theory emphasizes the importance of these high-quality leader-member relationships in influencing various outcomes such as job satisfaction, organizational commitment, performance, and career advancement.

The Leader-Member Exchange Theory (LMX) can be understood through these three key stages:

- **Role-Taking:** This is the initial phase where the leader assesses a new team member's skills and capabilities. It's a period of getting acquainted, with both sides figuring out their roles and expectations within the working relationship.

- **Role-Making:** After the initial assessment, the leader starts to delegate tasks and responsibilities based on the understanding gained in the role-taking stage. This is a more dynamic phase where communication increases and trust begins to build. The leader observes the member's performance and may adjust roles or provide opportunities that align with the member's strengths.
- **Routinization:** As the leader and member work together effectively, a sense of routine and established expectations develops. Communication becomes more efficient, tasks are completed smoothly, and there's a mutual understanding of how things work within the relationship.

These stages represent a progression in the leader-member relationship, but it's important to remember it's not always a perfectly linear process. There can be overlaps or regressions depending on the situation and the dynamics between the leader and member.

Benefits of Strong LMX:

- **Increased Motivation and Performance:** Followers who feel valued and supported by their leader are more likely to be motivated and engaged, leading to higher performance.
- **Improved Decision-Making:** Strong LMX relationships foster open communication and trust, allowing for better information sharing and more informed decision-making.
- **Enhanced Creativity and Innovation:** When followers feel comfortable sharing ideas and taking risks, it can lead to greater creativity and innovation within the team.
- **Reduced Conflict:** Strong LMX relationships can help prevent or mitigate conflict within the team.

Challenges of LMX:

- **Perceived Favouritism:** If LMX is not managed effectively, followers in the out-group may feel resentful or demotivated if they perceive the leader favours certain individuals.
- **Limited Development for Out-Group Members:** Out-group members may have fewer opportunities for growth and development if they don't have a strong relationship with the leader.

- **Leader Burnout:** Building and maintaining strong relationships with all followers can be demanding, potentially leading to leader burnout.

Implications for Leaders:

- **Invest in Relationships:** Leaders should strive to build positive relationships with all followers, even if the quality may vary.
- **Focus on Fairness:** While LMX relationships will naturally differ, it's crucial to ensure everyone feels valued and has opportunities for growth.
- **Communication and Transparency:** Open communication and clear expectations can help manage perceptions and build trust with all followers.

The Leader-Member Exchange Theory provides valuable insights into the dynamics of leadership relationships. By understanding LMX, leaders can build stronger connections with their followers, fostering a more positive and productive work environment.

3.2.4: LET SUM UP

- **Blake and Mouton's Managerial Grid:** This model identifies five different leadership styles based on the degree of concern for production and people. The styles range from a low concern for both (impoverished management) to a high concern for both (team management), with variations in between such as country club management, authority-obedience management, and middle-of-the-road management.
- **Fiedler's Contingency Model:** Fiedler proposed that effective leadership depends on the match between the leader's style and the situation. He identified two leadership styles: task-oriented and relationship-oriented. The effectiveness of each style depends on three situational factors: leader-member relations, task structure, and leader's position power.
- **Tri-dimensional Model:** This model suggests that effective leadership involves three dimensions: task-oriented, relational-oriented, and change-oriented. It emphasizes the need for leaders to balance these dimensions to achieve success in leadership roles.
- **Hersey and Blanchard's Model:** Also known as Situational Leadership Theory, this model posits that effective leadership varies according to the readiness level of followers. It identifies four leadership styles: telling (high task, low relationship), selling (high task, high relationship), participating (low task, high relationship), and

delegating (low task, low relationship), which are matched to the readiness levels of followers.

- **Leader-Member Exchange (LMX) Theory:** This theory emphasizes the quality of the relationship between leaders and individual followers. It suggests that leaders form unique relationships with each of their followers, and these relationships influence follower outcomes such as job satisfaction, performance, and commitment.

These models provide different perspectives on leadership, highlighting the importance of considering various factors such as task orientation, relationship orientation, situational context, and the quality of leader-follower relationships in understanding and practicing effective leadership.

3.2.5: ASSIGNMENT

1. What are the key components of Blake and Mouton's Managerial Grid?
2. How does Fiedler's Contingency model propose to determine leadership effectiveness?
3. What are the three dimensions of the Tri-dimensional model of leadership?
4. How does Hersey and Blanchard's model classify leadership styles?
5. What are the fundamental principles of Leader-Member Exchange Theory?
6. How does Blake and Mouton's Managerial Grid classify leadership styles?
7. According to Fiedler's Contingency model, how does the situational favourableness impact leadership effectiveness?
8. Describe the key concepts of the Tri-dimensional model and how they influence leadership behaviour.
9. What are the implications of Leader-Member Exchange Theory for organizational leadership and effectiveness?

3.2.6: SUGGESTED READINGS

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COR-417

Educational Management, Administration and Leadership

Block-4

Quality Management

Unit-1

Quality Control and Quality Assurance

CONTENTSTRUCTURE

4.1.1: Introduction

4.1.2: Objectives

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4.1.1: INTRODUCTION:

Quality management is a pivotal aspect across various sectors, including education, with its significance underscored by both Indian and international perspectives. The evolution of quality management traverses through stages such as inspection, quality control, quality assurance, and Total Quality Management (TQM). Understanding the concept of quality entails examining its intricate dimensions and implications, particularly in educational settings.

4.1.2: OBJECTIVES

- Understand the concept of quality and its significance in education from both Indian and international perspectives.
- Trace the evolution of quality management from inspection to Total Quality Management (TQM) and its implications in educational settings.
- Gain insights into how quality management principles can enhance educational outcomes and organizational effectiveness.
- Analyse the relationship between quality management and resource allocation in educational settings.

4.1.3: CONCEPT OF QUALITY AND QUALITY IN EDUCATION

Quality management is a philosophy and set of practices focused on ensuring that an organization's products and services consistently meet or exceed customer expectations. But the concept of quality goes beyond just physical goods. It applies to the intangible realm as well, including education.

The Concept of Quality:

Quality is a multifaceted concept. It can be defined based on:

- **Fitness for Use:** Does the product or service serve its intended purpose effectively?
- **Conformance to Requirements:** Does it meet established standards and specifications?
- **Value to the Customer:** Does it provide a good return on investment and meet customer needs?
- **Freedom from Defects:** Does it have minimal errors or faults?

In essence, quality is about delivering what is promised and exceeding expectations whenever possible.

Quality in Education:

Applying quality management principles to education means focusing on continual improvement of the teaching and learning process. The goal is to ensure that students receive a high-quality education that equips them with the knowledge, skills, and values they need to succeed in life.

Here are some key aspects of quality in education:

- **Effective Teaching:** Teachers who are well-prepared, passionate, and skilled in delivering instruction.
- **Engaged Learning:** Activities that foster critical thinking, problem-solving, and collaboration among students.
- **Relevant Curriculum:** Content that is aligned with current standards and prepares students for future challenges.
- **Assessment and Evaluation:** Regular measurement of student progress and program effectiveness to identify areas for improvement.
- **Student Satisfaction:** Creating a positive learning environment where students feel supported and valued.

Benefits of Quality Management in Education

Implementing quality management practices in education can lead to several benefits, including:

- Improved student achievement
- Increased graduation rates
- Enhanced critical thinking and problem-solving skills
- Better prepared graduates for the workforce
- More efficient use of resources

Challenges of Quality Management in Education

There are also challenges associated with implementing quality management in education. These include:

- Defining clear and measurable standards for quality
- Obtaining consistent data on student progress

- Balancing standardization with the need for individualized instruction
- Securing resources to support continuous improvement efforts

Quality management is a valuable framework for improving educational outcomes. By focusing on the quality of teaching, learning, and the overall educational experience, schools can better prepare students for success in a competitive world.

4.1.3.1: CONCEPT OF QUALITY AND QUALITY IN EDUCATION INDIAN PERSPECTIVE

In the Indian context, the concept of quality in education is multifaceted and encompasses various dimensions that contribute to the overall effectiveness and impact of the educational system. Here's an overview of the concept of quality and quality in education from an Indian perspective:

1. **Access and Equity:** Quality education in India must ensure equitable access to education for all, irrespective of socioeconomic status, gender, caste, religion, or geographical location. This includes efforts to reduce disparities in enrollment, retention, and completion rates among different demographic groups.
2. **Curriculum and Pedagogy:** Quality education entails a well-designed curriculum that is relevant, engaging, and aligned with national educational goals and standards. It emphasizes active learning, critical thinking, problem-solving, and skill development, moving away from rote memorization towards a more holistic approach to education.
3. **Teacher Quality:** Teachers play a crucial role in delivering quality education. Therefore, investments in teacher recruitment, training, professional development, and support are essential to enhance teaching effectiveness and student learning outcomes. Quality education systems in India prioritize the continuous improvement of teacher quality and competence.
4. **Infrastructure and Resources:** Adequate infrastructure and resources are fundamental for delivering quality education. This includes well-equipped classrooms, libraries, laboratories, technology, and learning materials. In India, efforts to improve infrastructure and resource allocation in schools and higher education institutions are integral to ensuring quality education.

5. **Governance and Management:** Effective governance and management structures are critical for ensuring accountability, transparency, and efficiency in the delivery of education services. Quality education systems in India promote decentralized decision-making, community participation, and effective monitoring and evaluation mechanisms.
6. **Equitable Learning Outcomes:** Quality education goes beyond mere enrollment numbers and focuses on achieving equitable learning outcomes for all students. This involves addressing disparities in learning achievement based on factors such as socioeconomic background, language barriers, and learning disabilities.
7. **Innovation and Research:** Quality education systems foster a culture of innovation, experimentation, and research to continuously improve educational practices and outcomes. Encouraging innovation in curriculum design, teaching methodologies, and educational technology can enhance the quality and relevance of education in India.
8. **Lifelong Learning and Employability:** Quality education prepares students not only for academic success but also for lifelong learning and meaningful participation in society and the workforce. This includes developing 21st-century skills such as communication, collaboration, creativity, and digital literacy, as well as promoting entrepreneurship and vocational training.
9. **Socio-cultural Context:** Quality education in India recognizes the socio-cultural diversity of the country and incorporates local languages, cultures, and contexts into the curriculum and learning experiences. It values indigenous knowledge systems, promotes cultural sensitivity, and fosters a sense of national identity and global citizenship.

4.1.3.2: CONCEPT OF QUALITY AND QUALITY IN EDUCATION INTERNATIONAL PERSPECTIVE:

The concept of quality in education has evolved over time and varies across different international contexts. Generally, quality in education refers to the degree to which an educational system or institution meets predefined standards and objectives to ensure positive outcomes for students, educators, and society as a whole. Here's an overview of the concept of quality in education from an international perspective:

1. **Holistic Approach:** Quality in education encompasses various dimensions beyond academic achievement, including cognitive, social, emotional, and physical development. It emphasizes the importance of providing a well-rounded education that prepares students for success in life.
2. **Equity and Inclusivity:** Quality education is inclusive and equitable, ensuring that all learners, regardless of background or circumstances, have access to opportunities for learning and development. This includes addressing disparities in resources, opportunities, and outcomes among different groups of students.
3. **Relevance and Responsiveness:** Quality education is relevant to the needs of learners and responsive to societal changes and demands. It promotes critical thinking, creativity, problem-solving skills, and prepares students for active citizenship and participation in a rapidly changing world.
4. **Standards and Assessment:** Quality in education is often measured against established standards and benchmarks. Assessment methods may include standardized tests, teacher evaluations, student portfolios, and other forms of evaluation to monitor progress and ensure accountability.
5. **Continuous Improvement:** Quality education is a process of continuous improvement, where educational systems and institutions strive to enhance teaching and learning outcomes through ongoing reflection, evaluation, and innovation. This involves professional development for educators, curriculum refinement, and the adoption of best practices.
6. **Stakeholder Engagement:** Quality education involves the active engagement of various stakeholders, including students, parents, teachers, policymakers, and the broader community. Collaboration and communication among these stakeholders are essential for fostering a supportive learning environment and achieving shared educational goals.
7. **Global Citizenship:** In an increasingly interconnected world, quality education promotes global citizenship by fostering cross-cultural understanding, empathy, and appreciation for diversity. It encourages students to become responsible global citizens who are equipped to address global challenges and contribute positively to society.
8. **Resource Allocation:** Quality education requires adequate resources, including qualified teachers, appropriate instructional materials, safe and supportive learning

environments, and sufficient funding. Ensuring equitable distribution of resources is essential for addressing disparities and promoting educational quality.

Factors affecting the concept of quality and quality in education from both Indian and international perspectives:

FACTORS	INDIAN PERSPECTIVE	INTERNATIONAL PERSPECTIVE
Access and Equity	Socio-economic disparities	Equitable access for all learners
Curriculum Relevance	Alignment with national goals and local needs	Global competencies and 21st-century skills
Teacher Quality	Professional development and recruitment processes	Emphasis on high-quality teaching and teacher training
Assessment Practices	Focus on formative assessment and continuous evaluation	Fair, valid, and reliable assessment practices
Infrastructure	Addressing rural-urban disparities and facilities	Adequate resources and facilities for effective learning
Governance and Policies	Implementation of education policies and reforms	Setting clear standards and benchmarks for quality
Technology Integration	Promoting technology-enabled learning	Harnessing technology for innovation and research
Inclusive Education	Addressing disparities and promoting diversity	Ensuring inclusion for all learners
Parental Involvement	Engaging parents and communities in education	Partnering with stakeholders for support and engagement

4.1.4: EVOLUTION OF QUALITY

Time Period	Key Events and Milestones
Late 19th - Early 20th Century	- Emergence of industrialization and mass production
	- Craftsmen rely on visual inspection for quality control
1920s - 1930s	- Quality control methods, such as statistical process control (SPC), begin to emerge
	- Walter Shewhart develops statistical control charts for manufacturing processes
1940s	- Quality control practices gain momentum during World War II, with the focus on meeting military standards
	- W. Edwards Deming and Joseph M. Juran contribute to the development of statistical quality control methods
1950s	- Deming teaches statistical methods in Japan, influencing Japanese industry
	- The concept of "Kaizen" (continuous improvement) begins to take root in Japanese manufacturing
1960s	- Quality management gains recognition as a strategic business tool
	- Philip Crosby introduces the concept of "Zero Defects"
	- Armand Feigenbaum popularizes the idea of "Total Quality Control" (TQC)
1970s	- Japanese companies, such as Toyota, Honda, and Sony, gain competitive advantage through quality initiatives
	- Introduction of the concept of "Total Quality Management" (TQM)
	- Deming's 14 Points for Management and

	philosophy of continuous improvement gain attention worldwide
1980s	- Deming's principles gain widespread acceptance in the US and Europe
	- Japanese companies dominate global markets with superior quality products
	- ISO 9000 series standards for quality management systems are introduced
1990s	- TQM becomes a mainstream management approach in many industries
	- Recognition of TQM's role in improving organizational performance and customer satisfaction
	- Malcolm Baldrige National Quality Award is established in the US
	- Adoption of Six Sigma methodology for process improvement
	- Expansion of TQM principles to service industries and non-profit organizations
2000s - Present	- Globalization leads to the spread of TQM practices across international borders
	- Integration of TQM principles with other management approaches, such as Lean and Agile
	- Continued focus on innovation, sustainability, and customer-centricity in quality management practices

The evolution of quality refers to the progression and development of approaches, methodologies, and philosophies related to ensuring and improving the quality of products, services, processes, or systems over time. It involves the continuous refinement and adaptation of strategies, techniques, and practices to meet changing needs, expectations, and standards.

In various fields such as manufacturing, services, healthcare, and education, the evolution of quality has been shaped by factors such as advancements in technology, shifts in consumer preferences, globalization, and changes in regulatory requirements. Different stages of evolution often represent distinct paradigms or approaches to quality management, each building upon and refining the principles and practices of its predecessors.

The evolution of quality typically involves a progression from more rudimentary or reactive approaches to more sophisticated, proactive, and holistic strategies aimed at achieving excellence and customer satisfaction. This evolution may include the adoption of new tools, methodologies, and standards, as well as shifts in organizational culture, leadership philosophies, and stakeholder engagement.

The evolution of quality in educational management, particularly from the viewpoint of inspection, has undergone significant changes over time. Here's how inspection has evolved in the context of educational management:

4.1.4.1: INSPECTION

Inspection is a critical process utilized across various industries and domains to assess the quality, safety, functionality, and compliance of products, services, processes, or systems. It involves a systematic examination, observation, or review of elements to ensure they meet predetermined standards, regulations, or specifications. Inspection plays a pivotal role in maintaining quality control, preventing defects, enhancing efficiency, and ensuring customer satisfaction.

Key aspects of inspection include:

- **Quality Control:** Inspection is a fundamental component of quality control measures within manufacturing, construction, and service industries. It involves examining raw materials, components, intermediate stages, and final products to identify any deviations from established standards or specifications. By identifying defects early in the production process, corrective actions can be taken to minimize waste and ensure that only products meeting quality criteria are released to the market.
- **Safety Compliance:** In sectors such as manufacturing, construction, healthcare, and transportation, safety regulations are stringent. Inspection helps ensure compliance

with these regulations by assessing equipment, facilities, procedures, and practices to mitigate potential hazards and risks. Regular inspections of machinery, infrastructure, and workplaces help prevent accidents, injuries, and environmental damage.

- **Regulatory Compliance:** Many industries are subject to regulatory requirements imposed by governmental bodies or industry associations. Inspection ensures compliance with these regulations, standards, codes, and guidelines. For instance, food inspection agencies monitor food production facilities to ensure adherence to hygiene standards and prevent contamination, while building inspectors ensure that structures comply with local building codes and zoning regulations.
- **Functionality Assessment:** Inspection verifies whether products or systems perform their intended functions effectively and reliably. For example, in the automotive industry, vehicles undergo rigorous inspection procedures to validate performance, safety features, and emissions compliance. Similarly, software undergoes inspection to verify functionality, security, and usability.
- **Documentation and Record-Keeping:** Inspection processes often involve documenting findings, observations, and corrective actions taken. Detailed records help track compliance history, identify recurring issues, and demonstrate due diligence in meeting regulatory requirements. Digital inspection tools and software streamline documentation processes, enhance data accuracy, and facilitate real-time reporting.
- **Continuous Improvement:** Inspection findings can provide valuable insights for process improvement initiatives. By analysing inspection data, organizations can identify trends, root causes of defects, and opportunities for optimization. Implementing corrective and preventive actions based on inspection results fosters a culture of continuous improvement, driving efficiency, quality, and competitiveness.

Importance of Inspection:

1. Shift Towards Quality Improvement:

- Over time, there has been a shift from a punitive approach towards inspection to one that emphasizes quality improvement.
- Inspection began to focus more on identifying areas for improvement rather than solely identifying faults.

- There was a growing recognition of the importance of supporting educational institutions in their efforts to enhance teaching and learning practices.

2. Incorporation of Self-Assessment:

- As part of the evolution of inspection, there has been an increasing emphasis on self-assessment within educational institutions.
- Educational institutions are encouraged to conduct self-assessment exercises to identify strengths, weaknesses, and areas for improvement.
- Inspection processes may involve collaborative efforts between inspectors and educational institutions, with a focus on self-evaluation and action planning.

3. Adoption of Quality Assurance Principles:

- Quality assurance principles have become integral to inspection in educational management.
- Inspection processes now emphasize the importance of continuous improvement, quality standards, and evidence-based practices.
- There is a focus on ensuring that educational institutions have systems in place to monitor and evaluate their performance and make data-driven decisions.

4. Utilization of Technology:

- With advancements in technology, inspection processes have become more streamlined and efficient.
- Inspection teams may utilize digital tools and platforms for data collection, analysis, and reporting.
- Technology enables inspectors to conduct virtual inspections, access real-time data, and provide timely feedback to educational institutions.

5. Focus on Collaboration and Professional Development:

- Modern inspection approaches prioritize collaboration and professional development.
- Inspectors may work closely with educational leaders and teachers to identify areas for professional growth and development.
- There is an emphasis on providing support and resources to help educational institutions improve their practices and outcomes.

6. Emphasis on Student-Centered Outcomes:

- In recent years, there has been a growing emphasis on student-centered outcomes in inspection.
- Inspection processes may focus on assessing the impact of educational practices on student learning, engagement, and well-being.
- There is a recognition that the ultimate goal of educational management and inspection is to ensure positive outcomes for students.

The evolution of inspection in educational management has shifted from a focus on compliance towards a more collaborative, quality-focused approach. Inspection processes now emphasize continuous improvement, self-assessment, technology integration, and a student-centered approach to ensure that educational institutions provide high-quality learning experiences for all students.

Aspect	Inspection for Quality In Educational Management	Supervision for Quality In Educational Management
Purpose	Systematic evaluation to ensure +compliance with standards, identify areas for improvement	Ongoing monitoring and support to ensure effective implementation of standards and practices
Objective	Identify strengths, weaknesses, and areas for improvement within educational institutions	Provide guidance, feedback, and support to educators and staff for professional development
Process	Structured and systematic, involving data collection, analysis, and reporting	Ongoing and continuous, involving regular observation, feedback, and coaching
Methods	Site visits, interviews, observations, document reviews, data analysis	Classroom observations, meetings, performance reviews, professional development sessions
Focus Areas	Curriculum, instruction, assessment, learning environment, teacher quality	Teaching practices, curriculum implementation, student engagement, staff development
Outcomes	Identification of areas for	Support for professional growth,

	improvement, recommendations for enhancement	improvement in teaching practices, enhanced student outcomes
Impact	Improvements in educational quality, accountability, and student success	Enhanced teaching effectiveness, organizational effectiveness, and student learning outcomes

4.1.4.2: QUALITY CONTROL

Quality Control in Education: Maintaining High Standards

Quality control is a vital aspect of educational management. It's the process of ensuring that educational institutions deliver a consistent level of quality education that meets established standards. Here's a breakdown of key aspects:

Goals of Quality Control:

- **Standardization:** Maintain a baseline level of quality across all schools within a system.
- **Accountability:** Hold schools responsible for the quality of education they provide.
- **Improvement:** Identify areas for improvement and implement targeted interventions.

Methods of Quality Control:

- **Standardized Testing:** Measure student learning outcomes in core subjects. (**Limitations:** May not capture all aspects of learning)
- **Inspections:** External evaluations assess adherence to curriculum guidelines, teaching practices, and resource availability.
- **Data Analysis:** Analyse data on student performance, attendance, and school climate to identify trends and areas of concern.

- **Self-Evaluation:** Schools conduct internal assessments to identify strengths and weaknesses.

FACTOR	DESCRIPTION	BENEFITS	CHALLENGES
Standardized Testing	Standardized tests assess student learning outcomes in core subjects like math, reading, and science.	- Benchmark student achievement against national or regional standards.	- May not capture the full spectrum of student learning (creativity, critical thinking).
Inspections	External evaluations assess schools' adherence to curriculum guidelines, teaching practices, and resource availability.	- Identify areas of strength and weakness within a school.	- Can create a high-pressure environment for educators ("teaching to the test").
Data Analysis	Analysing data on student performance, attendance, and school climate to identify trends and areas of concern.	- Inform data-driven decision making about resource allocation and targeted interventions.	- Requires expertise in data analysis and interpretation.
Self-Evaluation	Schools conduct internal assessments to identify strengths and weaknesses, setting goals for improvement.	- Fosters ownership of improvement processes within schools.	- May lack objectivity or be influenced by internal pressures.
Curriculum Adherence	Ensures schools are delivering instruction aligned	- Guarantees consistent content coverage across	- May stifle innovation and adaptation to local

	with established curriculum frameworks and learning objectives.	schools within a system.	needs.
Teacher Qualifications	Evaluating teachers' credentials, experience, and professional development opportunities.	- Ensures a qualified workforce capable of delivering effective instruction.	- Limited focus on teaching practices and impact on student learning.
Learning Resources	Assessing the availability and quality of learning materials, technology, and facilities.	- Provides students with the necessary resources to support their learning.	- May neglect the importance of effective teaching strategies.

Benefits of Effective Quality Control:

- **Improved Student Learning:** Ensures all students have access to a high-quality education.
- **Efficient Resource Allocation:** Data can inform decisions about resource allocation to maximize impact.
- **Teacher Development:** Identifies areas where teachers need additional support and professional development.
- **Public Confidence:** Demonstrates a commitment to maintaining high standards in education.

Challenges of Quality Control:

- **"Teaching to the Test":** Overemphasis on standardized testing can lead to a narrowed curriculum.
- **High-Pressure Environment:** Fear of poor results can create stress for educators.
- **Limited Scope:** Standardized assessments may not capture the full picture of student learning.
- **Balance Between Accountability and Innovation:** Quality control shouldn't stifle creativity and experimentation in teaching methods.

Moving Beyond Quality Control: A Shift Towards Quality Assurance

While quality control is important, a more holistic approach is emerging - Quality Assurance. This focuses on building a culture of continuous improvement within schools, empowering educators to be change agents. It involves:

- **Professional Development:** Providing ongoing support and training for teachers.
- **Collaboration:** Encouraging collaboration between schools to share best practices.
- **Data-Driven Decision Making:** Using data to inform instructional practices and school improvement plans.
- **Focus on Student Outcomes:** Moving beyond standardized tests to measure broader skills like critical thinking and problem-solving.

The Future of Quality in Education Management

The future lies in a multi-pronged approach that combines quality control measures with quality assurance practices. Technology can play a role in collecting and analysing data for better decision making. Stakeholder involvement, including parents and community members, can further enrich the quality of education.

By striving for continuous improvement and fostering a culture of innovation, educational management can ensure all students have the opportunity to thrive in a dynamic and ever-changing world.

4.1.4.3: QUALITY ASSURANCE

Quality control, while important, focuses on maintaining a baseline standard. Quality assurance goes beyond that, fostering a culture of continuous improvement within schools. Quality assurance (QA) in education goes beyond simply checking for compliance with standards. It's a continuous process focused on building a culture of improvement within schools, empowering educators to become change agents. Here's a breakdown of the key elements involved:

Core Activities:

- **Self-Evaluation:** Schools conduct internal assessments to identify strengths, weaknesses, and areas for improvement. This can involve data analysis, reviewing student work, and gathering feedback from stakeholders.
- **Data-Driven Decision Making:** Data collected through various means (e.g., assessments, student surveys, observations) is used to inform instructional practices and school improvement plans.
- **Professional Development:** Ongoing support and training are provided for teachers to help them refine their skills, stay current in their field, and implement new strategies.
- **Collaboration:** Schools foster collaboration between teachers, administrators, and other stakeholders to share best practices and address challenges collectively.
- **Focus on Learning Outcomes:** The emphasis shifts from standardized test scores alone to measuring broader student skills like critical thinking, problem-solving, and communication.

Maintaining the Process:

- **Leadership Commitment:** Strong leadership support is crucial for establishing a culture of quality assurance and allocating necessary resources.
- **Clear Communication:** Clear communication channels keep all stakeholders informed about quality assurance goals, progress, and challenges.
- **Data Management and Analysis:** Effective data management systems and expertise are required to interpret data and use it for meaningful improvement.
- **Continuous Monitoring and Adjustment:** Regular evaluation of the QA process itself ensures it remains effective and adapts to changing needs.

Core Principles of Quality Assurance:

- **Focus on Continuous Improvement:** Schools actively seek to improve all aspects of their operation, from teaching and learning to student well-being and resource allocation.
- **Data-Driven Decision Making:** Data on student performance, teacher effectiveness, and school climate informs strategies and resource allocation.
- **Stakeholder Involvement:** Students, parents, educators, and community members are all involved in setting goals, developing improvement plans, and evaluating progress.
- **Empowering Educators:** Teachers are seen as professionals with valuable expertise, and they are empowered to experiment with innovative teaching methods.
- **Collaboration:** Schools collaborate with each other and external partners to share best practices and address common challenges.

Key Practices in Quality Assurance:

- **Professional Development:** Providing ongoing support and training for teachers to enhance their skills and knowledge.
- **Effective Feedback:** Implementing systems for regular and constructive feedback for educators and students.
- **Action Research:** Schools conduct research within their own context to identify effective practices and inform improvement strategies.
- **Internal School Reviews:** Schools conduct regular self-assessments to identify areas of strength and weakness.
- **Performance Management:** Evaluating teacher effectiveness based on student learning outcomes and teaching practices.

Factors related to Quality Assurance:

FACTORS	DESCRIPTION
Accreditation and Certification	Obtaining accreditation and certification from recognized accrediting bodies to ensure that educational programs meet established quality standards.
Curriculum Design and Development	Developing and designing curricula that are relevant, up-to-date, and aligned with industry needs, academic standards, and learning outcomes.
Teaching and Learning Processes	Implementing effective teaching methodologies, innovative pedagogical approaches, and student-centered learning experiences to enhance educational quality.
Assessment and Evaluation Practices	Employing fair, valid, and reliable assessment methods to measure student learning outcomes, provide feedback, and support continuous improvement.
Faculty Qualifications and Support	Recruiting and retaining qualified faculty members who possess expertise, experience, and commitment to teaching excellence. Providing faculty development and support for professional growth.
Student Support Services	Offering comprehensive support services such as counselling, advising, tutoring, and career guidance to enhance student success and well-being.
Research and Innovation	Encouraging research, innovation, and scholarly activities among faculty and students to advance knowledge, contribute to academic discourse, and foster intellectual growth.
Institutional Governance and Leadership	Establishing effective governance structures, policies, and leadership practices to promote transparency, accountability, and institutional effectiveness.
Continuous Improvement Processes	Implementing mechanisms for ongoing evaluation, review, and improvement of educational programs, services, and processes to ensure quality enhancement.

Benefits of a Quality Assurance System:

- **Improved Student Learning:** A focus on continuous improvement leads to better instruction and higher student achievement.
- **Empowered and Engaged Educators:** Educators feel valued and have a sense of ownership over school improvement.
- **Positive School Climate:** Collaboration and shared responsibility create a supportive learning environment.
- **Efficient Resource Allocation:** Data-driven decision making ensures resources are used effectively to maximize impact.
- **Transparency and Accountability:** Stakeholders are involved in the improvement process, fostering trust and accountability.

Challenges of Implementing Quality Assurance:

- **Resource Constraints:** Providing ongoing professional development and conducting internal reviews require resources.
- **Shifting Culture:** Moving from a compliance-based to a continuous improvement mindset can take time and effort.
- **Leadership Commitment:** Strong leadership is essential to drive and sustain a quality assurance system.
- **Data Literacy:** Educators and school leaders need the skills to effectively analyse and interpret data.

Quality assurance is a powerful framework for achieving and sustaining educational excellence. By focusing on continuous improvement, collaboration, and data-driven decision making, educational institutions can create a learning environment where all students have the opportunity to thrive. As technology advances and educational needs evolve, so too will quality assurance practices. The future holds exciting possibilities for leveraging technology and fostering a culture of innovation to ensure all students receive a high-quality education.

4.1.4.4: TOTAL QUALITY MANAGEMENT (TQM)

Traditionally, quality assurance in higher education focused on compliance and standardized measures. However, Total Quality Management (TQM) offers a more holistic approach, emphasizing continuous improvement and stakeholder satisfaction.

Exponents of TQM:

Several key figures have significantly contributed to the development and application of TQM principles. Here are some prominent exponent **W. Edwards Deming**, An American statistician and management consultant, Deming is widely considered the "father of TQM." He developed the PDCA cycle and emphasized the importance of continuous improvement, customer focus, and employee empowerment.

Core Principles of TQM in Higher Education:

- **Customer Focus:** Students, employers, and society are all considered "customers" whose needs must be met.
- **Continuous Improvement:** A culture of continuous improvement is fostered, where all processes are regularly evaluated and optimized.
- **Data-Driven Decision Making:** Data analysis is used to inform decision making regarding curriculum, teaching methods, and resource allocation.
- **Empowerment and Teamwork:** Faculty, staff, and students are empowered to participate in quality improvement initiatives.
- **Shared Vision and Values:** A shared vision for quality education and core values guide decision-making and resource allocation.

TQM Process: The Deming Cycle (PDCA Cycle)

TQM revolves around a continuous improvement cycle, often referred to as the Deming Cycle or PDCA Cycle (Plan-Do-Check-Act). This cyclical approach ensures continuous evaluation and refinement of processes to achieve quality.

- **Plan:**
 - Identify areas for improvement based on customer needs, data analysis, and stakeholder feedback.
 - Define clear goals and objectives for the improvement initiative.

- Develop a detailed plan outlining the actions to be taken, resources needed, and timelines.
- **Do:**
 - Implement the planned actions. This may involve piloting new initiatives, testing different approaches, and collecting data.
- **Check:**
 - Monitor and evaluate the effectiveness of the implemented actions.
 - Analyse data to assess progress towards goals and identify any unintended consequences.
- **Act:**
 - Based on the findings, take action to:
 - Standardize successful practices if they achieve positive outcomes.
 - Modify the plan if necessary to address unforeseen challenges.
 - Implement corrective measures if goals were not met.

Total Quality Management (TQM) principles alongside Deming's 14 principles:

TQM PRINCIPLES	DEMING'S 14 PRINCIPLES
Customer focus	1. Create constancy of purpose for improvement of product and service.
Leadership	2. Adopt the new philosophy.
Employee involvement	3. Cease dependence on inspection to achieve quality.
Continuous improvement	4. End the practice of awarding business on price alone.
Process approach	5. Improve constantly and forever the system of production and service.
Decision making based on data	6. Institute training on the job.
Supplier relationships	7. Institute leadership.
Systematic approach to management	8. Drive out fear.
Factual approach to decision making	9. Break down barriers between staff areas.
Mutually beneficial supplier relationships	10. Eliminate slogans, exhortations, and targets for the workforce.
Quality at all levels	11. Eliminate numerical quotas for the workforce and numerical goals for management.
Continuous training	12. Remove barriers that rob people of pride of workmanship.
Prevention over inspection	13. Institute a vigorous program of education and self-improvement for everyone.

Continuous improvement	14. Put everybody in the company to work accomplishing the transformation.
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The Importance TQM:

The cyclical nature of the TQM process ensures ongoing improvement, preventing stagnation and promoting adaptation to changing needs. By understanding the contributions of key exponents, educational institutions can choose the TQM principles that best align with their specific goals and context.

Benefits of Implementing TQM in Higher Education:

- **Improved Student Learning Outcomes:** Focus on continuous improvement leads to a more effective learning environment for students.
- **Enhanced Employability:** Curriculum and instruction are aligned with employer needs, preparing students for successful careers.
- **Increased Student Satisfaction:** Students have a greater voice in their education and experience improved services.
- **Faculty Development and Motivation:** Faculty are empowered to innovate and contribute to quality improvement initiatives.
- **Efficient Resource Management:** Data-driven decision making ensures resources are allocated effectively to meet priorities.
- **Stronger Institutional Reputation:** A commitment to quality attracts talented students, faculty, and resources.

Challenges of Implementing TQM in Higher Education:

- **Shifting from a Compliance-Based Culture:** Transitioning from a traditional hierarchical structure to a more collaborative environment can be challenging.
- **Resource Constraints:** Implementing TQM may require additional resources for training, data collection, and process improvement initiatives.

- **Faculty Workload:** Faculty may be hesitant to take on additional responsibilities for quality improvement due to existing workload.
- **Measurement and Evaluation:** Developing reliable and valid methods for measuring quality in higher education can be complex.

Strategies for Successful TQM Implementation:

- **Leadership Commitment:** Senior leadership must champion TQM and actively engage stakeholders.
- **Faculty and Staff Development:** Provide training and support for faculty and staff to effectively participate in TQM processes.
- **Clear Communication and Transparency:** Communicate the vision, goals, and benefits of TQM throughout the institution.
- **Data Collection and Analysis:** Implement robust data collection systems to monitor performance and identify areas for improvement.
- **Recognition and Reward:** Recognize and reward faculty, staff, and students who contribute to quality improvement initiatives.

By embracing TQM principles, institutions can move beyond a focus on simply meeting standards to creating a culture of continuous improvement. This holistic approach fosters student success, enhances institutional reputation, and ultimately contributes to a stronger future for higher education.

4.1.5: Let Us Sum Up

Quality Management involves a comprehensive approach to ensuring that products, services, processes, and systems consistently meet or exceed customers' expectations and requirements.

- Quality refers to the degree of excellence of something. In the context of products, services, or education, quality encompasses various factors such as reliability, performance, durability, and customer satisfaction.

- Quality in education emphasizes delivering effective teaching, learning experiences, and outcomes that meet the needs and expectations of students, parents, educators, and society at large.
- Both Indian and international perspectives recognize the significance of quality in education for the development of individuals and societies, although approaches and standards may vary.
- Inspection: Initially, quality management primarily involved inspection, where products or services were examined to ensure they met certain standards or specifications. However, this approach was limited as it only detected defects after they occurred.
- **Quality Control (QC):** QC introduced systematic methods to monitor and control the production process, aiming to identify and correct defects during manufacturing. This helped in reducing errors and ensuring consistency in quality.
- **Quality Assurance (QA):** QA expanded the scope beyond production processes to encompass all activities related to quality management. It involved implementing systems and procedures to ensure that products or services met predefined standards. QA focused on prevention rather than detection of defects.
- **Total Quality Management (TQM):** TQM is a holistic approach to quality management that involves the entire organization, emphasizing continuous improvement, customer focus, employee involvement, and process optimization. TQM aims to integrate quality principles into every aspect of an organization's operations, fostering a culture of excellence and innovation.

Overall, the evolution of quality management reflects a shift from reactive measures such as inspection to proactive approaches like TQM, highlighting the importance of continual improvement and customer satisfaction in achieving excellence in products, services, and education.

4.1.6: Assignment

- What is the concept of quality in education?
- How does quality in education differ between Indian and international perspectives?
- How has the concept of quality evolved over time in educational management?
- What are the key components of Total Quality Management (TQM) in education?

- How do inspection, quality control, and quality assurance contribute to improving educational quality?

4.1.7: Suggested Readings

- Juran, J. M. (1992). Juran on quality by design: The new steps for planning quality into goods and services. Free Press.
- Saravanan, G. (2018). Total quality management in education. PHI Learning Pvt. Ltd.

Block-4

Quality Management

Unit-2

Cost of Quality

CONTENT STRUCTURE

- 4.2.1: Introduction
- 4.2.2: Objectives
- 4.2.3: Cost of Quality: Appraisal Costs, Failure cost and Preventable costs
- 4.2.4: Cost Benefit Analysis
- 4.2.5: Cost Effective Analysis
- 4.2.6: Let Us Sum Up
- 4.2.7: Assignment
- 4.2.8: Suggested Readings

4.2.1: INTRODUCTION

Quality management is a multifaceted discipline that plays a crucial role in ensuring the success and sustainability of organizations across various sectors, including education. Beyond the fundamental concepts of quality and its evolution, understanding the associated costs is paramount for organizations striving to achieve excellence. The cost of quality encompasses various elements, including Appraisal Costs, Failure Costs, and Preventable Costs, which are integral components of effective quality management systems. Moreover, conducting Cost Benefit Analysis and Cost-Effective Analysis enables organizations to make informed decisions regarding investments in quality improvement initiatives. In this context, exploring the interplay between quality and costs provides valuable insights into optimizing processes, enhancing customer satisfaction, and ultimately driving organizational success. This essay delves into the intricacies of the cost of quality, its components, and the analytical frameworks employed to ensure efficient resource allocation and continuous improvement in quality management practices.

4.2.2: OBJECTIVES

- Understand the components of the cost of quality including appraisal costs, failure costs, and preventable costs.
- To know the process and steps of cost-benefit analysis
- To know the process and steps of cost-effective analysis
- Learn about cost-benefit analysis and cost-effective analysis as tools for evaluating the quality management practices.

4.2.3: COST OF QUALITY: APPRAISAL COSTS, FAILURE COST AND PREVENTABLE COSTS

Cost of Quality (The Cost of Quality in Higher Education Management):

Quality education doesn't come cheap. In higher education management, the Cost of Quality (COQ) framework helps institutions understand the financial implications of achieving and maintaining educational excellence. Here's a breakdown of the key aspects:

Categories of Cost of Quality:

- **Prevention Costs:** Investments made to prevent quality issues from arising in the first place. This includes:
 - Faculty development programs to improve teaching skills and pedagogy.
 - Curriculum design and revision to ensure relevancy and effectiveness.
 - Quality assurance processes like self-evaluation and data analysis.
 - Investment in technology and learning resources to support effective instruction.
- **Appraisal Costs:** Expenses associated with identifying and measuring quality issues. This includes:
 - Standardized testing and assessments (though limited due to potential drawbacks).
 - Student surveys and feedback mechanisms.
 - Faculty peer review and evaluation processes.
 - Accreditation fees and external reviews.

- **Failure Costs:** Financial consequences of not meeting quality standards. These can be:
 - Student attrition and low graduation rates.
 - Remediation programs for students who fail courses.
 - Negative reputation impacting enrollment and funding.
 - Legal costs associated with student complaints or lawsuits.

Benefits of Understanding COQ:

- **Resource Allocation:** Helps institutions prioritize investments in prevention activities that yield better long-term returns than simply reacting to failures.
- **Cost-Effectiveness:** Allows for analysing the cost-effectiveness of different quality improvement initiatives.
- **Data-Driven Decision Making:** Provides data to guide decision-making about curriculum, faculty development, and resource allocation.
- **Continuous Improvement:** By understanding COQ, institutions can identify areas where prevention efforts can be strengthened to reduce overall costs and improve quality.

Challenges of COQ in Higher Education:

- **Difficult to Quantify:** Many aspects of quality education are difficult to quantify in monetary terms (e.g., student engagement, critical thinking skills).
- **Long-Term Impact:** The impact of some prevention costs may not be immediately evident, making cost-benefit analysis challenging.
- **Data Availability and Management:** Collecting and analysing relevant data for COQ analysis can be complex and resource-intensive.
- **Balancing Costs and Quality:** There's a need to balance cost-saving measures with maintaining a high standard of education.

Strategies for Effective COQ Management:

- **Invest in prevention:** Prioritize investments in activities that prevent quality issues upfront.

- **Continuous monitoring:** Regularly monitor key quality indicators and adjust prevention efforts as needed.
- **Collaboration and communication:** Foster collaboration between faculty, staff, and students to identify and address quality issues.
- **Transparency and accountability:** Be transparent about quality assurance processes and hold all stakeholders accountable for maintaining high standards.

The Cost of Quality framework offers a valuable tool for higher education institutions to make informed decisions about resource allocation and continuous improvement initiatives. By carefully considering both costs and benefits, institutions can achieve quality education in a fiscally responsible manner.

While quantifying some aspects remains a challenge, the framework encourages a shift from reactive to proactive approaches to maintaining excellence in higher education:

Category	Description	Examples	Benefits	Challenges
Prevention Costs	Investments made to prevent quality issues from arising in the first place.	<ul style="list-style-type: none"> - Faculty development programs (e.g., teaching skills, pedagogy) - Curriculum design and revision for relevancy and effectiveness - Quality assurance processes (self-evaluation, data analysis) - Investment in technology and learning resources 	<ul style="list-style-type: none"> - Reduced failure costs in the long run - Improved student learning outcomes - Enhanced faculty skills and motivation 	<ul style="list-style-type: none"> - May require upfront investment with delayed return on investment - Difficulty in quantifying the impact of some prevention activities
Appraisal Costs	Expenses associated	- Standardized testing and assessments	- Early identification of	- Can be time-consuming and

	with identifying and measuring quality issues.	<ul style="list-style-type: none"> - Student surveys and feedback mechanisms - Faculty peer review and evaluation processes - Accreditation fees and external reviews 	<p>potential problems</p> <ul style="list-style-type: none"> - Data-driven decision making for improvement - Maintaining compliance with external standards 	<p>resource-intensive</p> <ul style="list-style-type: none"> - Standardized tests may not capture all aspects of learning - May create pressure on faculty and students
Failure Costs	Financial consequences of not meeting quality standards.	<ul style="list-style-type: none"> - Student attrition and low graduation rates - Remediation programs for failing students - Negative reputation impacting enrollment and funding - Legal costs associated with student complaints or lawsuits 	<ul style="list-style-type: none"> - Significant financial losses and decreased revenue - Decline in institutional reputation - Decreased student satisfaction and success 	<ul style="list-style-type: none"> - Difficult to quantify some aspects (e.g., reputation damage) - May have long-term consequences - Reactive approach to addressing quality issues

4.2.4: COST-BENEFIT ANALYSIS (CBA)

Cost-benefit analysis (CBA) in the context of education involves evaluating the costs and benefits associated with various educational projects, programs, policies, or interventions to determine their economic viability and overall value. It helps educational institutions, policymakers, and stakeholders make informed decisions about resource allocation,

investment priorities, and policy choices. Here's an overview of cost-benefit analysis in the viewpoint of education:

1. Costs:

- **Direct Costs:** These are tangible expenses directly incurred in implementing an educational project or program, such as salaries for teachers and staff, instructional materials, infrastructure development, and administrative overhead.
- **Indirect Costs:** These are less tangible expenses associated with the project or program but are still relevant for analysis. Examples include the opportunity cost of resources diverted from other uses, maintenance costs, and time spent by stakeholders.
- **Initial and Ongoing Costs:** Initial costs refer to the upfront expenses incurred at the beginning of the project or program, while ongoing costs include recurrent expenses over time, such as salaries, maintenance, and operational costs.

2. Benefits:

- **Direct Benefits:** These are the measurable positive outcomes directly attributable to the educational project or program. Examples include improved student performance, increased graduation rates, enhanced learning outcomes, and higher employability.
- **Indirect Benefits:** These are the additional positive impacts that may result indirectly from the project or program but are still valuable for analysis. Indirect benefits may include societal gains such as reduced crime rates, improved health outcomes, and increased social cohesion.
- **Short-term and Long-term Benefits:** Short-term benefits are realized in the immediate aftermath of implementing the project or program, while long-term benefits accrue over an extended period. Long-term benefits may include increased earning potential, higher economic productivity, and improved quality of life.

3. Analysis:

- **Quantitative Analysis:** Involves assigning monetary values to both costs and benefits and comparing them to determine the net present value (NPV) or return on investment (ROI) of the educational project or program.

- **Qualitative Analysis:** Considers non-monetary factors that may influence the decision-making process, such as social, environmental, and ethical considerations. Qualitative analysis may involve stakeholder consultations, expert opinions, and scenario planning.
- **Sensitivity Analysis:** Examines how changes in key variables, assumptions, or parameters affect the results of the cost-benefit analysis. Sensitivity analysis helps identify uncertainties and risks associated with the project or program and assess their potential impact on the overall outcome.

Steps involved in conducting Cost-Benefit Analysis (CBA):

1. **Define the Project/Program:** Clearly identify the educational program, initiative, or reform under consideration.
2. **Identify Costs:** List all the costs associated with the project, including both direct costs (e.g., teacher salaries, materials) and indirect costs (e.g., student time, teacher training).
3. **Identify Benefits:** Define the potential benefits of the project, both tangible (e.g., increased test scores, graduation rates) and intangible (e.g., improved critical thinking, social skills).
4. **Quantify Costs and Benefits (When Possible):** While some benefits are difficult to quantify in monetary terms, assign values where possible (e.g., future earnings based on increased graduation rates) to facilitate comparison.
5. **Compare Costs and Benefits:** Calculate the Cost-Benefit Ratio (Benefits divided by Costs) or other relevant metrics (e.g., Net Present Value) to assess the potential return on investment.
6. **Sensitivity Analysis:** Consider how variations in costs and benefits might affect the results, acknowledging uncertainties and potential risks.

Considerations:

- **Time Horizon:** Cost-benefit analysis should consider both short-term and long-term impacts of the educational project or program.

- **Discounting:** Future costs and benefits should be discounted to their present value to account for the time value of money.
- **Risk and Uncertainty:** Cost-benefit analysis should acknowledge and address uncertainties, risks, and assumptions inherent in the analysis.
- **Equity and Distributional Impacts:** The analysis should consider the distributional effects of the project or program on different stakeholders, ensuring equity and fairness in decision-making.

Cost-benefit analysis provides a systematic framework for evaluating the economic rationale and societal value of educational investments, enabling informed decision-making and resource allocation in the education sector.

4.2.5: COST-EFFECTIVE ANALYSIS (CEA)

Cost-effective analysis in the viewpoint of education involves evaluating the efficiency and effectiveness of educational programs, interventions, and initiatives in relation to their costs. It aims to determine the best use of resources to achieve desired educational outcomes while maximizing value for stakeholders. Here's an overview of cost-effective analysis in education:

Meaning:

Cost-effective analysis in education involves comparing the costs and benefits of different educational interventions or programs to identify those that provide the greatest impact for the resources invested. It assesses the relationship between the costs incurred and the outcomes achieved, considering factors such as student achievement, learning outcomes, retention rates, and other relevant measures of educational effectiveness.

Components:

- **Cost Analysis:** Involves identifying and quantifying all relevant costs associated with implementing an educational program or intervention, including personnel, materials, facilities, and other resources.
- **Effectiveness Analysis:** Examines the outcomes and benefits generated by the educational program or intervention, such as improvements in student performance, graduation rates, or other desired educational outcomes.

- **Cost-Effectiveness Ratio:** Calculates the ratio of costs to outcomes achieved, providing a measure of the efficiency of the educational intervention in producing desired results.

Methods:

- **Cost-Benefit Analysis (CBA):** Compares the total costs of an educational intervention to the total benefits generated, quantifying both costs and benefits in monetary terms to determine the net impact.
- **Cost-Utility Analysis (CUA):** Evaluates educational interventions based on their costs and their impact on outcomes that can be expressed in utility or quality-adjusted life years (QALYs), such as improvements in student well-being or satisfaction.
- **Cost-Effectiveness Analysis (CEA):** Compares the costs of alternative educational interventions to their effectiveness in achieving specific outcomes, providing a measure of the relative efficiency of different interventions.

Steps involved in conducting Cost-Effectiveness Analysis (CEA):

1. **Identify Alternative Programs:** Define the different educational programs or interventions you're comparing that have similar goals.
2. **Measure Costs:** Calculate the total cost of each program, including both direct and indirect costs.
3. **Measure Outcomes:** Define and measure the educational outcomes for each program using standardized metrics when possible (e.g., test scores, graduation rates). Consider including broader outcomes if relevant (e.g., student engagement).
4. **Compare Costs and Outcomes:** Calculate the Cost-Effectiveness Ratio (Cost of a program divided by its impact on student learning outcomes). This allows comparison of different programs to see which achieves the best results for a given cost.
5. **Consider Long-Term Impact:** While not directly quantified in CEA, acknowledge the potential long-term benefits (e.g., future earnings) of different programs.

Factors Considered:

- **Direct Costs:** Includes expenses directly incurred in implementing the educational intervention, such as salaries, materials, equipment, and facilities.

- **Indirect Costs:** Considers additional expenses indirectly associated with the intervention, such as administrative overhead, training, and support services.
- **Time Horizon:** Determines the duration over which costs and benefits are assessed, considering both short-term and long-term impacts of the intervention.
- **Discounting:** Accounts for the time value of money by adjusting future costs and benefits to their present value, reflecting the opportunity cost of investing resources in education.

Benefits:

- **Informs Resource Allocation:** Helps educational policymakers and administrators make informed decisions about allocating resources to maximize educational impact and value for money.
- **Enhances Accountability:** Provides stakeholders with transparent information about the costs and benefits of educational programs, promoting accountability and responsible stewardship of resources.
- **Supports Decision Making:** Guides decision-making processes by identifying cost-effective strategies and interventions that are likely to produce the greatest educational outcomes given available resources.

Cost-effective analysis in education plays a crucial role in ensuring the efficient use of resources, improving educational outcomes, and maximizing the return on investment in education. By systematically evaluating the costs and benefits of educational interventions, policymakers, administrators, and educators can make informed decisions to optimize resource allocation and enhance the quality and effectiveness of education for all stakeholders.

Cost-Effectiveness Analysis (CEA) versus Cost-Benefit Analysis (CBA) in the context of education:

Focus:

- **CEA:** Compares the **costs** of different educational programs with similar goals while considering their impact on **student learning outcomes**. It helps choose the most effective program for a given budget.

- **CBA:** Assesses the **overall value** of educational programs or initiatives by comparing both **costs** and **benefits** (tangible and intangible). It helps determine if the program delivers a positive return on investment compared to other options.

Outcomes:

- **CEA:** Focuses primarily on **educational outcomes** such as standardized test scores, graduation rates, or specific skill development.
- **CBA:** Considers a broader range of **benefits**, including economic benefits (e.g., increased future earnings) and social benefits (e.g., improved social mobility, reduced crime).

Applications in Education:

- **CEA:**
 - Choosing between two different reading intervention programs.
 - Comparing the cost-effectiveness of after-school programs for different age groups.
 - Evaluating the efficiency of professional development programs for teachers.
- **CBA:**
 - Assessing the overall return on investment of vocational training programs.
 - Analysing the long-term economic and social benefits of early childhood education programs.
 - Evaluating the cost-effectiveness of expanding school choice programs.

Benefits:

- **CEA:**
 - Promotes efficient resource allocation by identifying programs with the greatest impact on student learning for a given cost.
 - Provides a framework for prioritizing programs that deliver similar results at a lower cost.
 - Encourages data-driven decision making for program selection and improvement.
- **CBA:**

- Helps make informed decisions about resource allocation, considering both costs and potential benefits.
- Demonstrates the value of education to policymakers by highlighting its economic and social returns.
- Provides a framework for comparing education investments with other societal needs.

Challenges:

- **CEA:**
 - Difficulty in accurately measuring some educational outcomes (e.g., critical thinking, creativity).
 - Long-term impact of programs may not be immediately evident.
 - Overreliance on standardized testing can narrow the focus of education.
- **CBA:**
 - Assigning monetary value to intangible benefits can be challenging.
 - Difficulty in isolating the impact of education from other societal factors.
 - Standardized testing limitations apply here as well.

Choosing Between CEA and CBA:

- Use **CEA** when comparing programs with similar goals and the primary concern is maximizing educational outcomes for a given budget.
- Use **CBA** when assessing the overall value of education programs compared to other investments, considering both costs and broader societal benefits.

The calculations differ slightly due to their focus on benefits vs. effectiveness:

Cost-Benefit Analysis (CBA):

1. **Cost Identification:** Identify and quantify all direct and indirect costs associated with the educational program or initiative.
 - This may include teacher salaries, materials, technology, student time, and facility costs.

2. **Benefit Identification:** Identify and quantify (when possible) both tangible and intangible benefits of the program.
 - Tangible benefits: Increased test scores, graduation rates, future earnings potential.
 - Intangible benefits: Improved critical thinking, social skills, civic engagement (assigning a monetary value can be challenging).
3. **Benefit Valuation:** Assign a monetary value to tangible benefits whenever possible. This may involve using economic models or market data.
 - For example, you could estimate the increased lifetime earnings associated with higher graduation rates.
4. **Cost-Benefit Ratio:** Calculate the ratio of the total benefits to the total costs.
 - Ratio greater than 1 indicates potential benefits outweigh costs.
 - Ratio less than 1 suggests costs may outweigh benefits.

Cost-Effectiveness Analysis (CEA):

1. **Cost Identification:** Similar to CBA, identify and quantify all costs associated with the program.
 2. **Outcome Measurement:** Define and measure the educational outcomes achieved by the program.
 - This may involve standardized test scores, graduation rates, or specific skill development measures.
 3. **Cost-Effectiveness Ratio:** Calculate the ratio of the program's cost to its impact on student learning outcomes.
 - A lower cost-effectiveness ratio indicates a program achieves better results for a given cost (more cost-effective).
- Assigning monetary values to intangible benefits in CBA can be subjective and complex.
 - Some educational outcomes in CEA (e.g., critical thinking) may be difficult to quantify precisely.
 - These calculations provide a framework for comparison, but decisions should not be based solely on these ratios.

By understanding these calculations and their limitations, educators and policymakers can leverage CBA and CEA for informed decision making in education.

4.2.6: LET US SUM UP

COQ refers to the total costs incurred by an organization to ensure product or service quality. It encompasses costs associated with preventing defects, appraising quality, and addressing failures or defects.

The COQ framework typically includes:

- **Appraisal Costs:** Expenses related to evaluating products or services to ensure they meet quality standards. This includes testing, inspections, and audits.
- **Failure Costs:** Costs incurred due to defects or failures in products or services. These can be categorized into internal failure costs (costs incurred before delivery to customers) and external failure costs (costs incurred after delivery to customers).
- **Preventable Costs:** Costs that could have been avoided if proper quality measures were in place. Preventable costs include both appraisal costs and failure costs that could have been prevented through proactive quality management.

Cost-Benefit Analysis (CBA):

- CBA is a systematic approach to evaluating the costs and benefits of a proposed project, decision, or course of action. It involves comparing the total expected costs of implementing a quality improvement initiative against the anticipated benefits or savings resulting from improved quality.
- CBA helps organizations make informed decisions by quantifying both the financial costs and benefits associated with quality improvement efforts.

Cost-Effective Analysis (CEA):

- CEA involves comparing the relative costs and outcomes of different strategies or interventions aimed at achieving the same objective. In the context of quality management, CEA helps identify the most cost-effective approaches to improving quality.

Understanding the cost of quality and conducting analyses such as cost-benefit analysis and cost-effective analysis are essential for organizations to make informed decisions about

quality improvement initiatives, ensuring that resources are allocated efficiently to achieve desired quality outcomes while maximizing value.

4.2.7: ASSIGNMENT

- What are the components of the Cost of Quality?
- Explain the concept of Appraisal Costs in the Cost of Quality?
- What is Cost-Benefit Analysis (CBA) and why is it used?
- What is Cost-Effective Analysis (CEA) and how does it differ from Cost-Benefit Analysis?

4.2.8: SUGGESTED READING

- Deming, W. E. (1986). Out of the crisis. MIT Press.
- Juran, J. M. (1992). Juran on quality by design: The new steps for planning quality into goods and services. Free Press.
- Saravanan, G. (2018). Total quality management in education. PHI Learning Pvt. Ltd.

Cor-417

Educational Management, Administration and Leadership

Block-5

Change Management

Unit-1

General Conserved of Change Management

CONTENT STRUCTURTE

Unit-1: General Conserved of Change Management

5.1.1: Introduction

5.1.2: Objectives

5.1.3: Change Management

5.1.3.1: Meaning

5.1.3.2: Need for Planned change

Unit-2: Models of Change Management

5.2.1: Three Step-Model of Change (Unfreezing, Moving, Refreezing),

5.2.2: The Japanese Models of Change

5.2.2.1: Just-in-Time

5.2.2.2: Poka yoke

5.2.3: Let Us Sum Up

5.2.4: Assignment

5.2.5: Suggested Readings

5.1.1: INTRODUCTION

Change Management refers to the structured approach and processes employed by organizations to navigate transitions, implement strategic initiatives, and adapt to new circumstances effectively. It encompasses various methodologies and models aimed at understanding, planning, and executing changes within an organization. Key aspects include recognizing the necessity for planned change, as well as employing models such as the Three-Step Model of Change, involving Unfreezing, Moving, and Refreezing stages. Additionally, the Japanese models of change, including Just-in-Time and Poka yoke,

highlight innovative approaches to streamlining operations and minimizing errors, contributing to the broader discourse on organizational adaptation and improvement.

5.1.2: OBJECTIVES

- Define Change Management and its significance in educational contexts.
- Highlight the need for planned change within organizations to adapt to evolving environments.
- Introduce the Three-Step Model of Change, encompassing Unfreezing, Moving, and Refreezing stages, as a framework for managing organizational change effectively.
- Explore the Japanese Models of Change, including Just-in-Time and Poka yoke, and their application in improving operational efficiency and quality control.

5.1.3: CHANGE MANAGEMENT

Change management is the process, tools, and techniques used to manage the people-side of change within an organization. It's all about effectively guiding individuals and teams through transitions, from the current state to a desired future state. Here's a breakdown of key aspects:

5.1.3.1: MEANING

“Change management” refers to the structured approach organizations use to transition individuals, teams, and systems from a current state to a desired future state in a smooth and effective manner. It involves planning, implementing, and sustaining changes while considering the impact on people, processes, and culture within the organization.

Core Principles of Change Management:

- **Focus on People:** Change management recognizes that successful change depends on people understanding, accepting, and adapting to the new way of working.
- **Communication and Transparency:** Clear and consistent communication throughout the change process is essential to address concerns and build trust.

- **Stakeholder Engagement:** Actively involve key stakeholders (employees, managers, customers) in the change process to gather feedback and build ownership.
- **Leadership Commitment:** Strong leadership support for the change is critical for successful implementation.
- **Continuous Improvement:** Change management is an ongoing process, requiring monitoring and adaptation based on feedback.

The Change Management Process: There are various change management models, but some common stages include:

1. **Define the Need for Change:** Clearly identify the problem or opportunity that necessitates change.
2. **Develop a Change Vision and Strategy:** Articulate a clear vision for the desired future state and outline a strategy for achieving it.
3. **Communicate the Change:** Communicate the vision, rationale, and impact of the change effectively to all stakeholders.
4. **Manage Resistance:** Identify potential sources of resistance and develop strategies to address them.
5. **Empower and Train Employees:** Provide employees with the necessary skills and support to adapt to the new way of working.
6. **Monitor and Evaluate:** Monitor progress towards the desired state and adjust the change management strategy as needed.

Why is Change Management Important?

- **Minimizes Resistance:** Change can be disruptive. Change management helps identify and address potential resistance, fostering a smoother transition.
- **Increases Adoption:** By involving stakeholders and addressing concerns, change management increases the likelihood of successful program adoption.
- **Improves Communication:** Effective communication is crucial during change. Change management provides a framework for clear and consistent messaging.
- **Reduces Risk:** By proactively managing the human aspects of change, organizations can minimize disruptions to operations and morale.

Benefits of Effective Change Management:

- Increased employee engagement and buy-in
- Improved adoption rates for new initiatives
- Reduced resistance to change
- Enhanced organizational agility and adaptability
- Increased likelihood of achieving desired outcomes

Challenges of Change Management:

- **Resistance to Change:** People may be naturally resistant to change due to fear of the unknown or potential disruption.
- **Poor Communication:** Unclear or inconsistent communication can create confusion and frustration.
- **Lack of Leadership Support:** Without strong leadership commitment, change initiatives can lose momentum.
- **Underestimating the Impact on People:** Failing to consider the human aspects of change can lead to implementation failures.

Change is inevitable in today's dynamic business environment. By implementing a structured change management approach, organizations can create a more positive and productive experience for everyone involved, ultimately increasing the chances of successful change and achieving desired results.

5.1.3.2: NEED FOR PLANNED CHANGE

In Change Management, the Need for Planned Change is significant due to several reasons:

1. **Alignment with Organizational Goals:** Planned change ensures that organizational changes are aligned with the strategic goals and objectives of the educational institution. By carefully planning change initiatives, educational leaders can ensure that resources are directed towards initiatives that support the overall mission and vision of the institution.
2. **Minimization of Disruption:** Planned change allows educational institutions to minimize disruption to operations and mitigate potential risks associated with change. By anticipating potential challenges and developing strategies to address them,

planned change can help organizations navigate transitions more smoothly and effectively.

3. **Maximization of Benefits:** Planned change enables educational institutions to maximize the benefits of change initiatives. By taking a systematic approach to identifying goals, defining success criteria, and measuring outcomes, organizations can ensure that change initiatives deliver tangible results and contribute to improved performance and effectiveness.
4. **Engagement of Stakeholders:** Planned change provides opportunities for stakeholders, including teachers, students, parents, and community members, to participate in the change process. By involving stakeholders in the planning and implementation of change initiatives, organizations can increase buy-in, build support, and foster a sense of ownership and commitment to change.
5. **Risk Management:** Planned change allows educational institutions to proactively identify and mitigate potential risks associated with change. By conducting thorough risk assessments and developing contingency plans, organizations can minimize the likelihood of negative impacts and ensure that change initiatives proceed as smoothly as possible.
6. **Resource Optimization:** Planned change helps educational institutions optimize the use of resources, including time, budget, and personnel. By carefully planning change initiatives, organizations can allocate resources effectively, prioritize initiatives based on their strategic importance, and ensure that resources are directed towards initiatives that deliver the greatest value.

The need for planned change in Change Management is essential for educational institutions to effectively navigate transitions, achieve strategic objectives, minimize disruption, engage stakeholders, manage risks, and maximize the benefits of change initiatives. By taking a proactive and systematic approach to change management, organizations can position themselves for success and ensure that change initiatives contribute to long-term organizational growth and improvement.

Block-5

Change Management

Unit-2

Models of Change Management

5.2.1: THREE-STEP MODEL OF CHANGE

The Three-Step Model of Change, developed by psychologist Kurt Lewin, proposed this model in the 1940s. provides a framework for understanding and managing organizational change. The model consists of three stages: Unfreezing, Moving, and Refreezing. Here's a detailed explanation of each stage, along with examples in an educational context:

1. Unfreezing: (Creating a Sense of Need)

- This stage involves preparing individuals and the organization for change by creating awareness of the need for change and overcoming resistance to change.
- Strategies used during this stage include communication, education, and involving stakeholders in the change process.
- Unfreezing requires breaking down existing norms, attitudes, and behaviours that may hinder the change process.

Example in educational context: An educational institution decides to implement a new technology-based learning management system (LMS) to enhance student engagement and learning outcomes. Before introducing the new system, the institution conducts informational sessions and workshops for teachers and staff to explain the benefits of the new technology and address any concerns or reservations they may have. By creating awareness and addressing resistance, the institution prepares stakeholders for the upcoming change.

2. Moving: (Implementing the Change)

- This stage involves implementing the change initiatives and making necessary adjustments to processes, systems, and behaviours.

- Strategies used during this stage include training, coaching, and providing support to individuals as they adapt to new ways of working.
- Moving requires active involvement and participation from all stakeholders to ensure successful implementation of change initiatives.

Example in educational context: After completing the unfreezing stage, the educational institution begins the implementation of the new technology-based LMS. Teachers and staff receive comprehensive training on how to use the new system effectively. The institution also establishes support mechanisms, such as help desks and peer mentoring programs, to assist individuals in overcoming challenges and barriers during the transition. As the new system is rolled out, stakeholders gradually adopt new processes and behaviours associated with the technology.

3. Refreezing: (Making the Change Stick)

- This stage involves stabilizing the changes and integrating them into the organization's culture, norms, and practices.
- Strategies used during this stage include reinforcing new behaviours, recognizing and rewarding individuals for their contributions to the change process, and embedding changes into organizational policies and procedures.
- Refreezing ensures that the changes become permanent and sustainable over the long term.

Example in educational context: As the implementation of the new technology-based LMS progresses, the educational institution monitors the effectiveness of the system and gathers feedback from teachers, students, and other stakeholders. Based on feedback and performance metrics, the institution makes continuous improvements to the LMS and identifies best practices for its use. The institution also updates its policies and procedures to incorporate the use of technology in teaching and learning practices. Through ongoing reinforcement and integration, the institution ensures that the new system becomes ingrained in its culture and practices, leading to lasting change and improvement in educational outcomes.

Benefits of Using the Three-Step Model in Education:

- **Structured Approach:** Provides a clear roadmap for implementing educational reforms and innovations.
- **Increased Teacher Buy-In:** Engaging teachers in the unfreezing stage fosters understanding and ownership of the change.
- **Focus on Sustainability:** The refreezing stage ensures new practices become embedded in the educational environment.

Limitations to Consider

- **Oversimplification:** Change in education can be complex and influenced by various factors beyond the model's scope.
- **Time Constraints:** Implementing and solidifying change in education can take longer than the linear model suggests.
- **External Pressures:** Standardized testing or curriculum mandates can create challenges in implementing desired changes.

The Three-Step Model remains a valuable tool for planning and managing educational change. By understanding and addressing its limitations, educators and administrators can leverage its structure to create a more effective and sustainable approach to transforming educational practices for the benefit of students and teachers.

5.2.2: THE JAPANESE MODELS OF CHANGE

Japanese models of change management are often characterized by their emphasis on continuous improvement, teamwork, and respect for people. Two prominent Japanese models of change are:

5.2.2.1: JUST-IN-TIME (JIT)

The Japanese model of change, particularly Just-in-Time (JIT), is a management philosophy originating from the manufacturing sector in Japan. It revolutionized production processes by emphasizing the elimination of waste, continuous improvement, and efficient resource utilization. Taiichi Ohno, a Toyota executive, is considered the main exponent of the Just-in-

Time philosophy. He developed the JIT system in the 1950s as part of the Toyota Production System (TPS). Ohno's innovative approach focused on minimizing waste, reducing inventory, and improving efficiency in production processes.

Main Principle: The JIT philosophy aims to eliminate waste in all forms, including excess inventory, overproduction, waiting time, unnecessary transportation, excessive processing, unnecessary motion, and defects.

- **Minimization of Inventory:** JIT advocates for the reduction of inventory to the absolute minimum required for production. By minimizing inventory levels, organizations can free up resources, reduce storage costs, and improve cash flow.
- **Pull System:** JIT operates on a pull system, where production or delivery is triggered by actual customer demand, rather than by forecasts or schedules. This helps to minimize inventory levels, reduce lead times, and ensure that resources are used efficiently.
- **Continuous Improvement:** JIT promotes a culture of continuous improvement, where employees are encouraged to identify and address inefficiencies in processes. By continuously striving for improvement, organizations can achieve higher levels of efficiency and productivity.
- **Quality Control:** JIT emphasizes the importance of quality control at every stage of the production process. By focusing on quality, organizations can reduce defects, rework, and waste, resulting in higher customer satisfaction and lower costs.
- **Focus on Demand:** In manufacturing, JIT emphasizes producing goods only when there's actual demand, eliminating the need for excess inventory storage and associated costs.
- **Minimize Waste:** JIT manufacturing aims to eliminate any activity that doesn't add value to the final product. This includes things like excessive production lead times, defects, and unnecessary movement of materials.

Application of JIT Principles:

- **Customized Learning Materials:** The school offers customized learning materials tailored to the specific needs and interests of students. Instead of using standardized textbooks, teachers compile course materials from various sources, including online resources, articles, and multimedia content.
- **On-Demand Printing:** The school adopts an on-demand printing system for textbooks and study materials. Students can access digital versions of textbooks online and choose to print only the chapters or sections they need. This reduces waste and ensures that resources are used efficiently.
- **Flexible Scheduling:** The school adopts a flexible scheduling system that allows students to enroll in courses based on their individual interests and preferences. By offering a wide range of elective courses and extracurricular activities, the school maximizes student engagement and satisfaction.
- **Continuous Improvement:** The school encourages teachers to continuously review and update their teaching materials to incorporate new developments and best practices in education. By embracing a culture of continuous improvement, the school ensures that its educational programs remain relevant and effective.

By implementing Just-in-Time principles in managing educational resources, the school achieves several benefits, including cost savings, improved resource utilization, increased student engagement, and enhanced learning outcomes. Additionally, the school fosters a culture of innovation, collaboration, and continuous improvement among teachers and students.

Examples of JIT in Educational Practice:

- **Personalized Learning:** Adaptive learning platforms and differentiated instruction allow students to progress at their own pace, eliminating the need for repetitive tasks for advanced learners or remedial exercises for those who grasped the concept.
- **Project-Based Learning:** Students work on projects that require them to apply knowledge and skills to real-world problems. This eliminates the "waste" of rote memorization and fosters deeper understanding.
- **Formative Assessment:** Regular formative assessments provide ongoing feedback on student progress, allowing teachers to adjust instruction and resources in real-time, minimizing wasted time on ineffective strategies.

- **Technology Integration:** Technology can be used to personalize learning, provide immediate feedback, and optimize resource utilization by creating readily accessible learning materials.

Benefits of JIT in Education:

- **Increased Student Engagement:** By focusing on individual needs and real-world applications, JIT can make learning more engaging and relevant for students.
- **Improved Learning Outcomes:** Targeted instruction and timely feedback can lead to a deeper understanding of concepts and improved academic performance.
- **Efficient Resource Management:** JIT helps optimize resource allocation by minimizing waste and tailoring resources to specific learning needs.
- **Promotes a Growth Mindset:** The emphasis on continuous improvement encourages students to view learning as an ongoing process, fostering a growth mindset.

Challenges of Implementing JIT in Education:

- **Teacher Training:** Teachers may need training and support to effectively implement differentiated instruction and data-driven approaches.
- **Standardized Testing Pressures:** Focus on standardized tests can create pressure to prioritize test preparation over personalized learning.
- **Resource Constraints:** Personalized learning tools and technology may require additional resources that schools may not have readily available.

The Just-in-Time approach offers valuable insights for educators seeking to optimize learning processes and improve student outcomes. By adopting its core principles and adapting them to the educational context, educators can create a more efficient, student-centered learning environment that promotes deeper understanding and continuous improvement. Remember, it's not about blindly replicating a manufacturing model, but rather about extracting valuable principles for a more resource-conscious and impactful educational approach.

5.2.2.2: POKA YOKE (MISTAKE-PROOFING)

Poka Yoke, a term originating from Japanese manufacturing practices, refers to error-proofing or mistake-proofing techniques aimed at preventing errors or defects from occurring in processes. While initially developed for manufacturing, Poka Yoke principles have found applications in various industries, including education. Poka-yoke was invented by Shigeo Shingo, a Japanese industrial engineer. Shingo is credited with developing the Poka-yoke concept while working at Toyota in the 1960s. He identified the importance of mistake-proofing in manufacturing processes to improve quality and efficiency. This concept has since been applied to various fields, including education, to minimize errors and enhance overall effectiveness. The term "Poka Yoke" translates to "mistake-proofing" or "error-proofing" in English.

Main Principle:

The main principle of Poka Yoke is to design processes, systems, or tools in a way that prevents errors from occurring or makes errors immediately apparent, allowing for quick detection and correction. Poka Yoke techniques focus on identifying and addressing potential sources of errors through proactive measures rather than relying solely on human vigilance or intervention.

Steps of Poka- Yoke:

1. **Identify Potential Errors:** The first step in the Poka Yoke process is to identify potential sources of errors or defects in the process. This may involve conducting a thorough analysis of the process, observing workflow, and gathering feedback from stakeholders to identify common mistakes or areas of concern.
2. **Analyse Causes of Errors:** Once potential errors have been identified, the next step is to analyse the root causes of these errors. This may involve using tools such as root cause analysis, fishbone diagrams, or failure mode and effects analysis (FMEA) to identify underlying factors contributing to errors.
3. **Develop Poka Yoke Solutions:** Based on the analysis of potential errors and their causes, the next step is to develop Poka Yoke solutions to prevent or mitigate these errors. Poka Yoke solutions may involve changes to processes, equipment, tools, or procedures to eliminate sources of error or to make errors immediately apparent.

4. **Implement Poka Yoke Solutions:** Once Poka Yoke solutions have been developed, they are implemented in the process. This may involve redesigning processes, modifying equipment or tools, providing training to employees, or implementing new procedures to incorporate Poka Yoke techniques.
5. **Test and Validate Poka Yoke Solutions:** After implementing Poka Yoke solutions, it is essential to test and validate their effectiveness. This may involve conducting pilot tests, running simulations, or implementing small-scale trials to evaluate the impact of Poka Yoke solutions on error prevention and process improvement.
6. **Monitor and Continuously Improve:** The final step in the Poka Yoke process is to monitor the effectiveness of Poka Yoke solutions and continuously improve them over time. This may involve collecting data, measuring key performance indicators, soliciting feedback from stakeholders, and making adjustments to Poka Yoke solutions as needed to optimize their effectiveness.

Poka Yoke process is a systematic approach to error-proofing that involves identifying potential errors, analysing their causes, developing solutions to prevent or mitigate errors, implementing these solutions, testing and validating their effectiveness, and continuously monitoring and improving Poka Yoke solutions over time.

Application of Poka Yoke Principles:

- **Rubric-Based Grading:** The professor develops detailed grading rubrics that clearly outline the criteria and expectations for each assignment. By providing clear guidelines and criteria, the rubric serves as a Poka Yoke device that helps prevent subjective grading errors.
- **Double-Checking:** Before finalizing grades, the professor implements a double-checking process where a second faculty member reviews and verifies the grades assigned. This serves as an additional layer of error prevention by providing a second set of eyes to identify any discrepancies or errors.
- **Use of Technology:** The professor utilizes grading software or online platforms that automatically calculate grades based on predefined criteria and formulas. This minimizes the risk of calculation errors and ensures consistency in grading across different assignments and sections.

- **Feedback Mechanisms:** The professor encourages students to review their graded assignments and provide feedback or seek clarification on grading discrepancies. This creates an additional opportunity to detect and correct errors in grading.

By implementing Poka Yoke techniques in grading assignments, the professor ensures accuracy, consistency, and fairness in the grading process. Students receive clear and consistent feedback, and grading errors are minimized, leading to improved student satisfaction and learning outcomes. By incorporating Poka Yoke principles into educational practices, institutions can improve efficiency, accuracy, and quality, ultimately enhancing the learning experience for students and educators alike.

5.2.3: Let Us Sum Up

Change Management involves the structured approach to transitioning individuals, teams, and organizations from their current state to a desired future state. It encompasses various processes, tools, and techniques to effectively manage change initiatives.

Meaning and Need for Planned Change:

Planned change refers to intentional and systematic efforts to bring about change within an organization. It is necessary to adapt to evolving environments, improve efficiency, and achieve strategic goals. Planned change helps organizations anticipate and address challenges, minimize resistance, and maximize the likelihood of successful implementation.

- **Three-Step Model of Change (Unfreezing, Moving, Refreezing):** This model, proposed by Kurt Lewin, outlines three key stages of change:
Unfreezing: In this stage, existing attitudes, behaviours, and structures are disrupted to create readiness for change. It involves breaking down existing norms, perceptions, and resistance to prepare individuals and the organization for change.
Moving: This stage involves implementing the desired change. It includes introducing new processes, systems, or behaviours and addressing any challenges or obstacles that arise during the transition.
Refreezing: In this stage, the change is reinforced and integrated into the organization's culture and practices. It involves stabilizing the new state, reinforcing the change through rewards and recognition, and ensuring that the change becomes the new norm.

- **The Japanese Models of Change: Just-in-Time (JIT) and Poka Yoke:**
Just-in-Time (JIT): JIT is a production strategy pioneered by Japanese companies such as Toyota. It aims to minimize waste by producing goods only as needed, thereby reducing inventory costs and improving efficiency. JIT relies on close coordination between production processes and supply chain management to deliver products with minimal delay.
Poka Yoke: Poka Yoke, also known as mistake-proofing or error-proofing, is a quality management technique used to prevent errors or defects during the manufacturing process. It involves designing systems, processes, or equipment in a way that makes errors impossible or immediately detectable, reducing the likelihood of defects and enhancing product quality.

Change Management involves planned efforts to transition organizations through stages such as unfreezing, moving, and refreezing. Japanese models like JIT and Poka Yoke exemplify innovative approaches to managing change and improving efficiency in production processes.

5.2.4: ASSIGNMENT

- What is the concept of Change Management and why is it important in organizational contexts?
- Explain the Three-Step Model of Change (Unfreezing, Moving, Refreezing) and its relevance in managing organizational change.
- Describe the Japanese Models of Change, including Just-in-Time and Poka Yoke. How do these models contribute to organizational efficiency and effectiveness?
- What are the main principles of Poka Yoke (error-proofing) and how do they contribute to error prevention in organizational contexts?

5.2.5: SUGGESTED READING

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Educational Management, Administration and Leadership

Block-6

Quality Assurance Agencies

Unit-1

International Quality Assurance Agencies

COURSE CONTENT

Unit-1: International Quality Assurance Agencies

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6.1.2 Objectives

6.1.3 Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives

6.1.3.1 International Quality Assurance Agencies

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6.2.1: Indian Quality Assurance Agencies

- National Assessment Accreditation Council [NAAC]
- NBA
- NIRF
- Quality Council of India [QCI]

6.2.2: Let Us Sum Up

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6.1.1: INTRODUCTION

Quality Assurance Agencies play a pivotal role in ensuring the standards and quality of education, both nationally and internationally. In India, organizations like the National Assessment and Accreditation Council (NAAC) and the Quality Council of India (QCI) are entrusted with the responsibility of evaluating and accrediting educational institutions. These

agencies aim to uphold quality standards, improve institutional performance, and foster continuous enhancement in higher education. Internationally, bodies such as the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) facilitate collaboration and exchange of best practices among quality assurance agencies worldwide. Through their objectives, functions, roles, and various initiatives, these agencies contribute significantly to the enhancement of educational quality and the overall development of the education sector.

6.1.2: OBJECTIVES

- To understand the objectives of Indian and international quality assurance agencies in higher education.
- Identify Key National and International Quality Assurance Agencies.
- Assessing the quality and effectiveness of higher education institutions in India.
- Providing accreditation to institutions based on predefined quality parameters and standards.

6.1.3: INDIAN AND INTERNATIONAL QUALITY ASSURANCE AGENCIES: OBJECTIVES, FUNCTIONS, ROLES AND INITIATIVES

Indian and International Quality Assurance Agencies play a crucial role in ensuring and maintaining the quality and standards of educational institutions. Here are the objectives, functions, roles, and initiatives of these agencies:

Objectives:

- **Promoting Excellence:** To promote excellence and continuous improvement in the quality of education provided by institutions.
- **Quality Assurance:** To establish and implement quality assurance mechanisms and processes to assess and accredit educational institutions.
- **Standardization:** To establish and maintain standards for educational programs, infrastructure, and governance.

- **Global Recognition:** To align with international standards and practices to ensure global recognition and acceptance of accredited institutions.
- **Enhancing Reputation:** To enhance the reputation and credibility of educational institutions at the national and international levels.

Functions:

- **Assessment and Accreditation:** Conducting assessments and evaluations of educational institutions to determine their quality and performance.
- **Development of Standards:** Developing and revising accreditation criteria, guidelines, and standards for various aspects of educational institutions.
- **Consultancy and Support:** Providing consultancy and support services to educational institutions for quality improvement initiatives.
- **Capacity Building:** Conducting workshops, seminars, and training programs to create awareness and build capacity in quality assurance.
- **Research and Publications:** Conducting research and publishing reports on quality assurance practices and trends in higher education.

Roles:

- **Regulatory Oversight:** Overseeing the accreditation process and ensuring compliance with established standards and guidelines.
- **Advisory Role:** Advising educational institutions on quality enhancement strategies and best practices.
- **Quality Advocacy:** Advocating for the importance of quality assurance and accreditation in higher education.
- **Collaboration and Networking:** Collaborating with national and international stakeholders and quality assurance agencies to share best practices and experiences.
- **Continuous Improvement:** Monitoring and evaluating the effectiveness of accreditation processes and standards and making recommendations for improvement.

Initiatives:

- **Introduction of Revised Frameworks:** Introducing revised accreditation frameworks and guidelines to align with changing educational landscapes and global trends.
- **Capacity Building Programs:** Organizing capacity building programs, workshops, and training sessions for stakeholders involved in quality assurance processes.
- **International Collaboration:** Collaborating with international quality assurance agencies to benchmark accreditation processes and standards.
- **Research and Publications:** Conducting research studies and publishing reports on emerging trends and best practices in quality assurance.
- **Advocacy Campaigns:** Launching advocacy campaigns to raise awareness about the importance of quality assurance and accreditation in higher education.

By fulfilling these objectives, functions, roles, and initiatives, both Indian and International Quality Assurance Agencies contribute significantly to maintaining and enhancing the quality and standards of educational institutions, thereby ensuring better outcomes for students and stakeholders.

QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION	
Indian	International
NAAC (1994)	INQAAHE (1991)
QCI (1997)	Q&S
NIRF	THE
NBA	Shanghai

6.1.3.1: INTERNATIONAL QUALITY ASSURANCE AGENCIES

- **INTERNATIONAL NETWORK FOR QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION (INQAAHE):**

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) was established in 1991 as a global association of organizations involved in quality assurance in higher education. It serves as a platform for collaboration, networking, and exchange of best practices among quality assurance agencies worldwide. INQAAHE aims to promote

quality assurance and enhancement in higher education institutions globally by fostering cooperation and sharing expertise among its members.

Objectives:

- Promote international cooperation and collaboration among quality assurance agencies in higher education worldwide.
- Share best practices in quality assurance processes across different countries.
- Develop guidelines and standards that set a global framework for quality assurance in higher education.
- Advocate for the importance of quality assurance in higher education globally.

Functions and Roles:

- Organize conferences and workshops for quality assurance professionals from various countries.
- Facilitate exchange programs and joint research initiatives between national quality assurance agencies.
- Develop regional and international frameworks for quality assurance, fostering consistency and comparability.
- Provide a platform for quality assurance agencies to share best practices, address common challenges, and learn from each other's experiences.

Structure:

- INQAAHE is a membership organization with quality assurance agencies from different countries as members.
- It has a General Assembly that meets periodically to set the overall direction and elect governing bodies.
- A Steering Committee oversees daily operations and implements decisions made by the General Assembly.
- Working groups are established to focus on specific areas like program evaluation, institutional accreditation, or qualifications frameworks.

INQAAHE does not directly grant accreditation or assess individual institutions.

However, its work in promoting international collaboration and setting global standards indirectly benefits institutions by:

- Ensuring a more consistent approach to quality assurance across different countries.
- Facilitating recognition of qualifications obtained from accredited institutions worldwide.
- Encouraging institutions to continuously improve their quality based on shared best practices.

Remember:

- INQAAHE membership is for quality assurance agencies, not individual institutions.
- It focuses on collaboration and knowledge sharing, not direct accreditation.
- Its work contributes to a global landscape of quality assurance in higher education.

- **QUACQUARELLI SYMONDS (QS):**

QS was founded in 1990. QS is a leading global higher education company renowned for its expertise in university rankings, educational events, and student recruitment. It provides insights, evaluations, and rankings of universities worldwide.

Objectives: QS aims to offer transparent and reliable information to help students, academics, and policymakers make informed decisions about higher education institutions. It strives to promote excellence, diversity, and innovation in the global education sector.

Functions: QS conducts extensive research and analysis to produce various rankings, including the QS World University Rankings, QS World University Rankings by Subject, and QS World University Rankings by Region. Additionally, QS organizes educational events, conferences, and seminars to facilitate networking and collaboration among stakeholders in higher education.

Roles: QS serves as a trusted source of information for students seeking higher education opportunities abroad, as well as for universities and policymakers seeking insights into global trends and best practices in higher education.

Ranking Parameters: QS rankings are based on several key parameters, including academic reputation, employer reputation, faculty/student ratio, citations per faculty, international faculty ratio, and international student ratio. These parameters reflect various aspects of institutional excellence, research impact, and global engagement.

- **TIMES HIGHER EDUCATION (THE):**

THE was founded in 1971. THE is a prominent provider of data, analysis, and rankings for higher education institutions worldwide. It offers a range of services, including university rankings, data analytics, and consultancy services, to support decision-making in the education sector.

Objectives: THE strives to enhance transparency, accountability, and performance in higher education by providing comprehensive and reliable information on universities' strengths, achievements, and contributions to society.

Functions: THE publishes the World University Rankings, which assess institutions based on various criteria such as teaching, research, knowledge transfer, and international outlook. Additionally, THE conducts research and analysis on key issues affecting higher education, including funding, governance, and academic excellence.

Roles: THE serves as a valuable resource for students, academics, policymakers, and institutional leaders seeking insights into global trends and best practices in higher education. It fosters collaboration and knowledge sharing among universities and stakeholders worldwide.

Ranking Parameters: THE rankings consider factors such as teaching quality, research output, citations, industry income, and international outlook. These parameters reflect universities' overall performance and impact on society.

- **SHANGHAI RANKING CONSULTANCY (SHANGHAI):**

Shanghai Ranking Consultancy was established in 2009. Shanghai Ranking Consultancy is a research organization based in China that specializes in higher education evaluation and

ranking. It is best known for its Academic Ranking of World Universities (ARWU), also known as the Shanghai Rankings.

Objectives: Shanghai Ranking Consultancy aims to provide objective and transparent evaluations of universities worldwide, with a focus on research performance and academic excellence. It seeks to promote international collaboration and competition in higher education.

Functions: Shanghai Ranking Consultancy compiles and publishes the ARWU, which ranks universities based on indicators such as academic publications, citations, research output, and prestigious awards. The organization also conducts research on trends and developments in higher education, particularly in the fields of science and technology.

Roles: Shanghai Ranking Consultancy serves as a leading authority on global university rankings, offering valuable insights and benchmarking opportunities for universities, policymakers, and other stakeholders in the education sector. It contributes to the internationalization and quality enhancement of higher education institutions.

Ranking Parameters: The ARWU rankings primarily focus on research-related indicators, including the number of Nobel laureates and Fields Medallists affiliated with the institution, the number of highly cited researchers, and the number of papers published in prestigious journals such as Nature and Science. These parameters emphasize universities' research productivity, impact, and reputation in the academic community.

Block-6

Quality Assurance Agencies

Unit-2

Indian Quality Assurance Agencies

6.2.1: INDIAN QUALITY ASSURANCE AGENCIES

- **NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)**

The National Assessment and Accreditation Council (NAAC) was established in 1994 by the University Grants Commission (UGC) of India. It is an autonomous body tasked with assessing and accrediting higher education institutions in India. The National Assessment and Accreditation Council (NAAC) is a government body in India that assesses and accredits Higher Education Institutions (HEIs). Its primary function is to promote quality in higher education through a rigorous evaluation process.

Objectives of NAAC:

- To assess and accredit HEIs for overall quality enhancement.
- To identify strengths and weaknesses of institutions for continuous improvement.
- To set performance indicators for higher education.
- To promote innovation and creativity within institutions.
- To enhance public confidence in the quality of higher education.

Functions and Roles of NAAC:

- Develop and refine a framework for assessment and accreditation.
- Visit institutions for self-study evaluation and data collection.
- Appoint expert committees for institutional evaluation.
- Analyze data and reports to determine accreditation status.
- Award accreditation grades (A++, A+, A, B++, B+, B, C) based on established criteria.
- Publish a national list of accredited institutions.

- Organize workshops and seminars on quality improvement initiatives.

NAAC Application Process:

1. **Eligibility Check:** HEIs must meet minimum eligibility criteria like existence for a specific period, affiliation with a recognized university, etc.
2. **Registration:** Eligible institutions register online on the NAAC website.
3. **Self-Study Report (SSR) Preparation:** Institutions prepare a detailed SSR outlining their performance against NAAC criteria.
4. **Data Submission:** Documents and data supporting the SSR are submitted online.
5. **Evaluation and Scrutiny:** NAAC appoints expert committees to visit the institution and verify the SSR.
6. **Outcome and Accreditation:** NAAC awards an accreditation grade based on the evaluation.

ACCREDITATION PARAMETERS WITH WEIGHTAGE:

NAAC assesses institutions based on seven broad criteria with weightage assigned to each:

1. Curricular Aspects

- Relevance and currency of curriculum
- Integration of industry trends and emerging technologies
- Interdisciplinary approach in course offerings

2. Teaching-Learning and Evaluation

- Pedagogical methods and techniques
- Use of innovative teaching-learning practices
- Student feedback mechanisms
- Continuous assessment and evaluation practices

3. Research, Consultancy and Extension

- Research output and publications
- Collaboration with industries and research organizations
- Extension activities and community engagement
- Consultancy projects and services provided to external stakeholders

4. Infrastructure and Learning Resources

- Adequacy and functionality of physical infrastructure
- Availability of library resources, laboratories, and ICT facilities
- Accessibility and usability of learning resources

5. Student Support Services

- Support services for students, including counselling and guidance
- Student retention and progression rates
- Opportunities for co-curricular and extra-curricular activities
- Placement and career guidance services

6. Governance, Leadership and Management

- Effectiveness of governance structures and processes
- Transparency and accountability in decision-making
- Leadership qualities and initiatives for institutional development
- Financial management and resource utilization

7. Institutional Values and Social Responsibility

- Implementation of innovative practices and initiatives
- Recognition and adoption of best practices in teaching, research, and governance
- Institutional initiatives for quality enhancement and continuous improvement

These performance indicators are assessed through a combination of quantitative data, qualitative inputs, self-assessment reports, and peer evaluations during the accreditation process. Institutions are evaluated based on their performance against these indicators, and accreditation grades are awarded accordingly.

GRADES AND GRANTS:

‘A’ grade qualifier is kept for the institution on qualify for valid accreditation. In order to qualify for any Grade (C to A++) Institution needs to score at least 1.51 CGPA aggregated score (quantitative and qualitative) in each criterion.

RANGE OF INSTITUTIONAL CGPA	LETTER GRADE	STATUS
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
≤ 1.50	D	Not Accredited

NAAC awards accreditation grades (A++, A+, A, B++, B+, B, C) based on the overall score achieved. Higher grades indicate a higher level of quality. Accreditation can lead to:

- Enhanced institutional reputation and public recognition.
- Improved student enrolment and access to scholarships.
- Increased eligibility for government funding and grants.
- Greater opportunities for international collaborations.

While NAAC accreditation is not mandatory, it is a highly valued recognition that signifies an institution's commitment to quality education.

- **NIRF (NATIONAL INSTITUTIONAL RANKING FRAMEWORK):**

NIRF was launched by the Ministry of Education (formerly Ministry of Human Resource Development) in 2015. NIRF is a framework developed by the Government of India to rank higher education institutions in India based on various parameters and metrics.

Objectives:

- To provide a platform for institutions to showcase their strengths, weaknesses, and areas of improvement.

- To help students and parents make informed decisions about higher education institutions.
- To encourage institutions to strive for excellence and continuous improvement.

Functions:

- Conducting an annual ranking exercise for various categories of institutions, including universities, colleges, and institutes.
- Developing a methodology for ranking institutions based on objective criteria and parameters.
- Collecting and analysing data from participating institutions.
- Publishing the rankings and making them accessible to the public.

Roles:

- Oversees the implementation of NIRF and provides policy directions.
- Responsible for coordinating the ranking process, collecting data, and conducting analysis.
- Provide data and information required for the ranking exercise.

Ranking Parameters:

- **Teaching, Learning & Resources:** Includes parameters such as faculty-student ratio, student-teacher ratio, and faculty qualifications.
- **Research and Professional Practice:** Considers factors like research publications, patents, and collaborations.
- **Graduation Outcomes:** Assesses metrics related to student outcomes such as placement, median salary, and graduation rate.
- **Outreach and Inclusivity:** Evaluates initiatives taken by institutions for outreach, diversity, and inclusivity.
- **Perception:** Measures the perception of institutions among peers, employers, and other stakeholders.
- **NBA (NATIONAL BOARD OF ACCREDITATION):**

NBA was established in 1994 by the All-India Council for Technical Education (AICTE), an autonomous body under the Ministry of Education. NBA is an autonomous body responsible for the accreditation of technical education programs offered by institutions in India.

Objectives:

- To assess the quality and relevance of technical education programs.
- To encourage institutions to adopt best practices and quality standards.
- To enhance the employability of graduates by ensuring that programs meet industry requirements.

Functions:

- Accrediting technical education programs based on predefined criteria and standards.
- Developing accreditation norms and guidelines in consultation with stakeholders.
- Conducting accreditation visits and assessments of institutions and programs.
- Periodically reviewing and updating accreditation criteria to reflect changes in industry requirements and educational practices.

Roles:

- Responsible for the accreditation process and decision-making.
- Formed by NBA to conduct evaluations and assessments of institutions and programs.
- Seek accreditation for their technical education programs and provide necessary data and information.

Ranking Parameters:

- **Curriculum Design and Delivery:** Evaluates the relevance and effectiveness of the curriculum in meeting industry needs.
- **Infrastructure and Facilities:** Considers factors such as laboratory facilities, library resources, and student amenities.
- **Faculty Quality and Development:** Assesses the qualifications, experience, and professional development activities of faculty members.
- **Student Performance and Success:** Measures outcomes such as pass rates, placement statistics, and alumni feedback.
- **Continuous Improvement:** Examines the institution's mechanisms for feedback, review, and enhancement of programs and processes.

NIRF and NBA play crucial roles in assessing and ensuring the quality of higher education institutions and technical education programs in India through ranking and accreditation processes, respectively.

- **QUALITY COUNCIL OF INDIA (QCI):**

The Quality Council of India (QCI) is a national body established by the Government of India and industry to promote quality consciousness in various sectors, including education. The Quality Council of India (QCI) was established in 1997 as an autonomous body under the Department of Industrial Policy and Promotion, Ministry of Commerce and Industry, Government of India. Its establishment was a joint initiative of the Government of India and the Indian industry represented by the three premier industry associations – the Associated Chambers of Commerce and Industry of India (ASSOCHAM), the Confederation of Indian Industry (CII), and the Federation of Indian Chambers of Commerce and Industry (FICCI).

Objectives of QCI:

- Establish and operate a national accreditation system for various sectors.
- Promote quality consciousness in Indian industry and service sectors.
- Develop human resources for the national quality system.
- Collaborate with international organizations on quality-related matters.

Functions and Roles of QCI:

- Develop accreditation standards and schemes for different sectors, including education (through its National Board for Education and Training - NBET).
- Accredite organizations providing certification, testing, inspection, and calibration services. These accredited organizations then certify individual institutions or programs within the education sector.
- Organize training programs on quality management principles for various sectors.
- Promote awareness of quality concepts and practices through workshops, conferences, and publications.

Structure of QCI:

- **Governing Council:** Sets policy and oversees the overall functioning of QCI.
- **Executive Committee:** Implements policies and decisions of the Governing Council.
- **Sector Skills Councils (SSCs):** Develop accreditation standards and schemes for specific sectors like education.
- **Accreditation Bodies:** Accredite organizations that provide certification, testing, inspection, and calibration services.

QCI Application Process for Educational Institutions (Through NBET):

The specific application process might vary depending on the type of accreditation sought. Here's a general outline:

1. **Eligibility Check:** Institutions must meet minimum eligibility criteria set by the NBET for the specific program or institution accreditation.
2. **Selection of Accreditation Body:** Institutes choose an accredited organization by QCI to conduct the evaluation.
3. **Self-Assessment:** Institutions conduct a self-assessment based on the accreditation standards.
4. **Application and Fees:** Institutions submit an application along with required documents and fees to the chosen accreditation body.
5. **Evaluation and Scrutiny:** The accreditation body conducts a site visit and evaluates the institution against the standards.
6. **Outcome and Accreditation:** The accreditation body recommends accreditation status (accredited/not accredited) to QCI.
7. **QCI Approval:** QCI grants the final accreditation decision based on the recommendation.

Focus on Education (Through NBET):

- NBET, under QCI, offers accreditation for various programs and institutions in the education sector. This may include:
 - Teacher training programs
 - Skill development programs
 - Standalone institutions offering specific vocational or technical programs

Parameters for Accreditation (May vary depending on the program):

- Curriculum design and development
- Faculty qualifications and training
- Infrastructure and learning resources
- Teaching-learning methodologies
- Student assessment and evaluation
- Industry linkages and placement opportunities
- Institutional governance and management

Grades and Grants:

- QCI itself doesn't award grades. Accreditation is typically a binary outcome (accredited/not accredited).
- However, some QCI-accredited organizations might assign grades based on their specific schemes.
- Accreditation by QCI-approved bodies can enhance an institution's reputation and potentially lead to:
 - Increased student enrollment
 - Improved access to funding and grants
 - Recognition by industry partners

Key Distinctions QCI from NAAC:

- Broader sectoral focus beyond higher education
- Accreditation of organizations providing certification services rather than directly accrediting institutions
- Focus on various educational programs, including vocational and technical training

QCI plays a vital role in promoting quality standards across various sectors in India, including education. By collaborating with accredited organizations, educational institutions can strive for continuous improvement and enhance their reputation in the educational landscape.

6.2.2: LET US SUM UP

National Assessment and Accreditation Council (NAAC):

Objectives: To assess and accredit institutions of higher education in India.**Functions:** Conducts assessments based on predefined criteria to evaluate the quality of institutions.**Roles:** Provides accreditation status based on assessment outcomes, promoting quality enhancement in higher education.**Initiatives:** Develops performance indicators and benchmarks for quality assessment.

Quality Council of India (QCI):

Objectives: To promote and monitor quality standards across various sectors in India.**Functions:** Develops frameworks, standards, and certification processes for ensuring quality.**Roles:** Acts as a nodal agency for coordinating quality-related activities and initiatives.**Initiatives:** Implements quality certification schemes and conducts audits to uphold standards.

International Network for Quality Assurance Agencies in Higher Education (INQAAHE):

Objectives: To enhance quality assurance practices globally in higher education.**Functions:** Facilitates collaboration and exchange of best practices among quality assurance agencies worldwide.**Roles:** Provides guidelines, resources, and support for improving quality assurance mechanisms.**Initiatives:** Organizes conferences, workshops, and research activities to promote quality enhancement in higher education internationally.

National Board of Accreditation (NBA):

Objectives: To accredit technical education programs in India.**Functions:** Evaluates technical education institutions and programs based on predefined criteria.**Roles:** Grants accreditation status to programs meeting quality standards, fostering excellence in technical education.**Initiatives:** Develops accreditation frameworks and guidelines for ensuring quality in technical education.

National Institutional Ranking Framework (NIRF):

Objectives: To rank institutions of higher education in India based on predefined parameters.**Functions:** Conducts surveys and collects data to assess the performance of

institutions across various domains.**Roles:** Publishes annual rankings to provide stakeholders with insights into the quality and performance of institutions.**Initiatives:** Implements methodologies for ranking institutions and continuously improves the ranking framework.

Quacquarelli Symonds (QS), Times Higher Education (THE), Shanghai Ranking Consultancy:

Objectives: To provide global rankings of universities and institutions based on different criteria and methodologies.**Functions:** Conducts assessments and analyses to rank institutions worldwide.**Roles:** Offers insights into the performance and reputation of institutions at a global level.**Initiatives:** Regularly updates rankings and conducts research to refine ranking methodologies.

These agencies play crucial roles in assessing, accrediting, and ranking institutions to ensure and promote quality in higher education, both nationally and internationally. They develop standards, conduct evaluations, and provide valuable insights to stakeholders, contributing to the enhancement of educational quality and excellence.

6.2.3: ASSIGNMENT

- What are the functions of the Quality Council of India (QCI) in the context of quality assurance in higher education?
- What are the objectives of Indian and International Quality Assurance Agencies such as NAAC, QCI, and INQAAHE?
- What roles do NAAC, QCI, and INQAAHE play in promoting quality assurance and enhancement in higher education?

6.2.4: SUGGESTED READING

- Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1999). Enhancing complex change: A multiple perspective approach. *Academy of Management Journal*
- Kotter, J. P. (1996). *Leading change*. Harvard Business School Press.
- Lewin, K. (1947). *Field theory in social science*. Harper.

- Shingo, S. (1986). Zero quality control: Source inspection and the Poka-Yoke system. Productivity Press.

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Educational Management, Administration and Leadership

Block-7

Institutional Management and leadership

Unit-1

Institutional Management and Planning

CONTENT STRUCTURE:

Unit-1: Institutional Management and Planning

7.1.1: Introduction

7.1.2: Objectives

7.1.3: Institution Building

7.1.3.1: What is an Institution

7.1.3.2: Institution Building

7.1.4: Institutional Management and Planning

7.1.4.1: Institutional Management

7.1.4.2: Institutional Planning

Unit-2: Resources Management in Educational Institutions

7.2.1: Resources Management in Educational Institutions

7.2.1.1: General Process of Institution-based process of Continuous Improvement

7.2.1.2: Budgeting

7.2.2: Human Resources Management (HRM) in Educational Institutions

7.2.2.1: HRM at Educational Institution

7.2.3: Time (Resource) Management in Educational Institutions

7.2.4: Information Management in Educational Institutions

7.2.5: Some Strategies for Institutional Improvement

7.2.6: Let Us Sum Up

7.2.7: Suggested Reading

7.2.8: Assignments

7.1.1: INTRODUCTION

We have been acquainted with the process as well as function of management in Unit 7 of Module 4 of Paper – VI. We in this Unit, are approaching to understand management at the institution level. Here, by ‘institution’ we mean educational institutions –school, college or university- as an organization with its set rules, procedures, norms and even culture in terms of its business of activities in order to achieve its goal (s).

Our common experience is that in a particular locality, the public school or higher education system (say Government aided secondary school with + 2 course, or publicly maintained colleges and universities) is fostered and controlled through some rules and regulation as well as teachers and other staff members are appointed in almost similar manner but the schools within a particular school system are not equally acceptable to the parents and students as good schools. And ultimately some schools perform better than other schools. If we think that, if possible, a bunch of schools (or colleges) are equally furnished and equipped, provide almost the same facilities but the men at the helm of affairs of the schooling differ and resultantly the performance of the schools vary widely. People attribute that schools with consistently good performance index are well managed schools and the quality of learning in these schools is superior. This difference may also be observed among the Government – aided colleges or even amongst different universities. The dissimilar pictures among schools, colleges or universities may be explained in many ways. One such explanation may be the differences in nature and quality of management of such educational institutions. Moreover, management does never mean without men or personnel or individuals. Hence, the managerial functions vary among educational establishments. Going further we may also explain that the leadership qualities of educational managers vary and this variation is reflected in the variation of the performance level of the educational institutions.

In reality schools also vary in other resources like laboratories, libraries, playing fields, classrooms too. Such paucity contributes to limited services provided to the students. But it is assumed that a good manager with his/her higher competence, superior commitment and will to work can make a weak school more strong in the matter of students’ cognitive gains as well as greater satisfaction. For instance, a good house-wife may satisfy the members of her family and guests if she manage her household with a limited resources and menus.

With this orientation we are developing our own ideas about institutional management. Or managing educational organizations. Institutional management is one kind of micro- management or unit-management limited to a particular school, college or university. Thus, institutional (educational) management is said be management of change. It is a process for advancement, not maintaining status quo. It is not educational administration which focuses on keeping order, exercising stereotype conditions as instructed by some authorities, so on. It is moving forward from one point of existence of the institution to a state that is more vibrating, dynamic and fresh in thinking and acting.

Prof. M. Mukhopadhyay puts : What research proves across cultures is the role of leadership in managing change and sustaining it over a period of time. This initiating change, more so sustaining the culture of innovation and change, is ascribed to *process capability* of the organization. Institution building aims at generating this ‘process’ capability.

7.2.2: OBJECTIVES

You will be able to:

1. understand institutional management in totality;
2. understand specifically what institution building is for quality learning and education;
3. get acquainted thoroughly with institutional planning;
4. develop critical ideas about resources management in educational institutions; and
5. have orientation to information management systems in educational institutions.

7.2.3: INSTITUTION BUILDING

7.2.3.1: WHAT IS AN INSTITUTION?

In a broader sense, we mean by institutions the established forms or conditions of procedures characteristic of group activity. (MacIver and Page). For example, when men create associations they must also create rules and procedures for dispatch of the common business and for the regulation of the members to one another. Such forms are distinctively institutions. Therefore, we belong to associations but not to institutions.

In order to understand the term ‘institution’ here we are to learn what an organization is as sometimes these two are used interchangeably. Kaiser (1985) says, “*Organization can be defined as **resourcepools**. They come into existence when individuals place the resources available to them (such as skills, money ...) under some sort of central control, rather than using them individualistically. Organization must establish certain rules of the use and distribution of the resources. These rules may be based on an autocratic hierarchical principle, whereby one person assumes the role of central coordinator or they may be cooperative democratic, in which case all the members participate on equal terms in coordinating and distributing decision-making . Most organizations fall somewhere between the two extremes, and in reality an organization may combine hierarchical and market features.*”

Parsons, put, that educational institutions (schools, colleges, universities, etc), on the other hand, have a definite structure, indicating interrelationships among its various components; for example, personnel are

organized in a hierarchical fashion, indicating the reporting relationships. There are also set of written (some times conventions) rules and regulations that guide organizational activities and personnel management. Thus, schools, colleges, universities, etc are organizations. They, however, vary of their formality –formal or less formal.

But within an educational institution some aspects of social life, in which distinctive value orientations and interest, centering upon large and important social concerns generate are accompanied by distinctive modes of social interaction... An institution like schools there are two common – sensical images – it contains people and also social process.

An institution is never static. It is always in a course of evolution and formation. In this regard,“ institutions are simply patterns of behaviors which persist and crystallize in the course of tie and which people become attached to as a result of their role in the formation of identity, or to investments of energy for social interest.. The functionalists’ account of institutions saw them as essentially a ‘good thing ‘assisting society to perform its necessary activities, but both Goffman’s concept of the ‘total institution’ and the more recent focus on institutionalization as a process point up to a greater moral ambivalence in the term” (Roy, 1985)

The term institution, as different from organization, denotes some special characteristics. Blaise identifies three common elements in the concept of institutions:

- prescription of norms of behaviors
- their relative performance , independent of individuals, and
- their applicability to both a small group as well as the entire society...

Let us now see an interesting distinction between institution and organization :

Organization	Institution
A pre-designed system for coordinated activities, also an instrumentality for certain functions.	Responsive, adaptive organism to respond to social needs and pressures
Strives to maximize efficiency and management– remains outside the system.	Adaptive proactive part of the continuity and larger society.

Finally, we may say, institutions are “organizations which incorporates, foster and protect normative relationships and action patterns and perform functions and services which are valued in the environment”, (Ezman and Blaise).

An institution is characterized by some of these attributes and functions

- Incorporation of conditions contributing to initiate, foster, protest and sustain process capability and normative relationships and actions and services which are valued in the environment,

- Prescription of norms
- Relatively permanent change management independent of individuals but engined by determined cultural practice model of the organization
- Self-identity through formation of patterns of behaviors which persist and crystallize in the course of time and to which people become attached
- Individuals feel proud being attached to
- Responsive and adaptive
- Linkage with the environment
- Individual model is evolved through sustained journey.

7.2.3.2: INSTITUTION BUILDING

“Institution building implies the process of developing certain capabilities which makes the organization continue not only its ongoing operations but also innovate and continuously improve on its performance.”- Mukhopadhyay. It develops and sustains best and unique practices which may be attractive to others to engage in such proactive developmental programme in their own organizations. To that extent, institution building is developing the process capability of the organization for self-renewal and traversing the path of continuing change.

According to Professor Marmar Mukhopadhyay the difference in the developmental experiences among the schools, colleges and universities are primarily due to the differential emphasis on and different processes of institution building. A large majority of the institutions do not experience any deliberate and planned effort in institution building. They like to maintain status quo. Or some of them enjoy dependency syndrome and think some one external to them will push them to move further. Or even a few suffers from *‘learned helplessness’*, anomie or alienation. Few institutions that experience growth and development indeed experience institution building. It continues to grow with or without changes of its personnel; and change happens automatically.

Further, an institution is concerned both with its internal development as well as with external linkages, including making impact on the larger part of the society... In this sense, an institution is an organization within a big organization or mega organization. An institution embodies, fosters and protects normative relationships and performs functions and services for its and the benefits of megaenvironment in which it is embedded. An institution undergoes changes and it attempts to change the mega environment –society.

Exclusive from the Indian perspective Prof. Udai Pareek, a noted management researcher of IIM, Ahemadabad, has worked meticulously on institution building. He has noticed two meanings of the term. “One meaning refers to the process of development of some institutions by an outside expert institution, as

total systems, including the development of values and norms which is relevant for the type of work the institutions have been doing... The second meaning in which the term is used relates to the internal development of an institution to be able to play its role effectively.”

In our country since Wood’s Despatch (1854), educational institutions are set up for the community. They are also generally controlled and maintained by the State. Institutions are obliged to respond to the service needs of the community. From this standpoint, institution building is the “*process of establishing or transforming an organization into an integrated and organic part of the community* in a way that will help the organization play proactive role in projecting new values and become an agent of change in the community.” (Pareek). If we analyze the above view of Pareek we may explain it as:

- (i) institution building covers both the processes of establishing and transforming an established (educational) organization ;
- (ii) it makes the organization an integrated and organic part of the community;
- (iii) it facilitates the organization to take on a proactive role;
- (iv) it helps the organization project values ; and
- (v) it encourages the institutor to becoming an agent of change.

Pareek has given us a framework for decision-making for institution building which is shown as:

Framework for Decision-making

Framework	Orientation	Relationship	Motivation
Feudal Bureaucratic	Ownership, Rules, and Procedures	Dependency, Independence	Dependency Status
Political	Power	Clique membership	Power and affiliation
Managerial	Efficiency	Task interdependence	Creativity
Institution building	Effectiveness and health for organic growth	Achievement cooperation	Ownership

It appears that in terms of orientation the emphasis in institution building framework is on effectiveness and health for organic growth as compared to ownership, rules, and procedures, power and efficiency in the other frameworks. The institution building framework is characterized by cooperation and achievement; and motivation is ownership of decisions, in general, and the organization, in particular. This framework provides institution building as a dynamic process, process of adoption of innovation and management of change. Fullan (USA) believes that most people do not develop new understanding until they are

involved in the process. *Ownership*, in the sense of clarity and commitment, is a progressive process achieved by individual until a 'critical mass' is achieved.

Pareek speaks of a cyclic model of institution building comprising six stages: ***Idea formulation, Preparation, Innovation, Consolidation, Multiplication and Review***. Finally, an institution has a life and if an institution continues to be successful, it will survive successive generations of leadership and almost take on a life of its own. Such stability results when organizations go beyond fulfilling their original goals and take on larger functions- they come to play a role in the community, and they develop ideologies and myths about themselves.

Life of an Institution

Clark classified organizations in terms of the state of growth, namely:

- *Formative Period* : when an institution is conceptualized and first established,
- *Rapid Growth Period*: usually three years of institution immediately after establishment , when it experiences tremendous energy and fast growth,
- *Period of Stability*: after the initial period of establishment and rapid growth, institutions settle down and tend to continue within a dynamic equilibrium,
- *Period of Decline and Decay*: as the traditions set in, institutions tend to follow the tradition and appoint innovation; with the changing times, complexity and demand of the community and the client, the practices and programmes become inadequate, also institutions tend to lose energy.

How to manage change for institution building?

In fact there will be the process of institution building at all the stages of life of the institution; however, at every stage the core values will differ and also the challenges of managing change in different stages of the organization are qualitatively different. Like other organizations, educational institutions are also dynamic and they too experience status quo, organizational decay and organizational development. Organizational growth and development is indeed the core of institution building. There are several varieties of experiences within the ambit of institution building. One of such core variety is an out-of-crisis institutional transformation, usually by a newly appointed educational leader with a new vision and mission. A second variety of experience is that of steadily transition of an institution from the status quo and the average to higher level of performance. At this instance, the institution may take a qualitative shift – introduction of new programmes, improving teaching-learning, modifying curriculum, examination, etc, initiating regular teacher appraisal by students, linking closely with the parents and employers, etc. The third variety of experience may be repositioning and redefining institutional mission and goals. At this instance the institution discover “treasure within” and creates and foster environment for the best understanding and utilizing the treasure within it. .The fourth and indeed the most outstanding core experience is in the shaping of a vision of an institution. This may include all the three development experience mentioned above, though it essentially means much more. It is particularly true for a new institution...

On the other hand Chowdhury proposed Master– plan approach (or strategic–plan approach)

and Organization-around – man approach (or around-the man approach) or models for institution building and leadership. The first one refers to development of a master plan and then setting up institution. Fullan advocates for it. However, Mukhopadhyay calls it a sound grammar book style. And comments that the Indian institution builders primarily adopt around-the-man approach which has all the potentialities of subsuming inspirational model.

Leadership for Institution Building

Mukhopadhyay maintains that education is a culturally embedded and so also the educational institutions too reflect social values, cultures and ethics. Thus, he argues that the nature of leadership for institution building is culture-specific based upon qualitative research on the Indian leaderships. Since ‘Learning’ is the central theme of academic institutions, the common denominator is that the leaders or institution builders are eminent scholars/learners academically either better than or equal to their colleagues and good classroom teachers. They derive power out of their personal values and ethics. They maintain fairness to all in the organization and keep themselves equi-distant from everyone, without allowing the coterie to grow, though they do not hesitate to appreciate the right persons. Further, he suggests that the leaders who build institutions:

- Are good classroom teachers,
- Pursue scholarly pursuit; they are self-regulated learners,
- Are men and women of higher human values,
 - Derive strength from their personal style and quality rather than from their official positions, Are people of natural creative instinct,
 - Enjoy involved visioning,
 - Rarely strategic, they are natural and genuine,
 - Act like fathers who are highly task-concerned and obsessed with production emphasis, but are genuinely and deeply concerned about the personal well-being of the staff,
 - inspire staff, and
 - Despite a well-developed personally preferred style, are resilient without sacrificing the core values.

The centrality of instructional building: managing change.

Fullan also calls ‘interactive communities of practice’. In any change situation 25% is knowing what to do and 75% is the more difficult area of developing effective processes and conditions as there are many forces maintaining the status quo. Leadership for change requires a ‘bias for action, a sense of urgency’ and a mix of ‘pressure and support’.

Fullan believes that most people do not develop new understanding until they are involved in the process. *Ownership*, in the sense of clarity and commitment, is a progressive process achieved by individual until a 'critical mass' is achieved. This developmental process applies as much to an individual or a class as to a school. Educational change, Fullan says, is very much the 'science of muddling through' a process of trying things out and keeping what is best.

Institutional building of Pareek is synonymous to 'Management of Change' of Fullan in context of educational organization. This concept holds the notion that change is axiomatic to organizational life of school, college or university and the organization that ceases to respond effectively is balanced on the line between stability and stagnation. Neither state is expected in educational institutions. Specific conclusions emerged from an initial study (Hord, Rutherford, Huling-Austin and Hall, 1987, pp. 5-6): indicates the nature of change as:

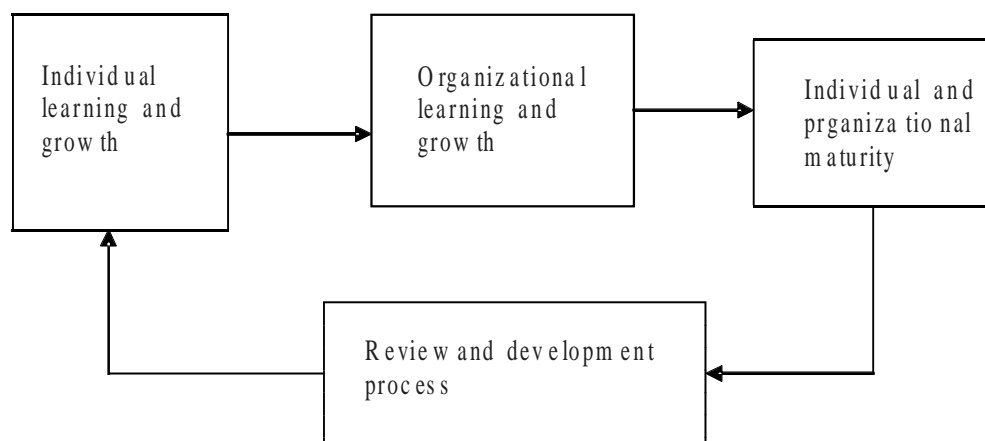
1. Change is a process, not an event;
2. Change is accomplished by individuals;
3. Change is a highly personal experience; Change involves developmental growth;
4. Change is best understood in operational terms.

The focus of change facilitation should be on individuals, innovations, and the context in which change will take place. The real picture is that of 'category mistake' –schools have general tendency to respond to new demands as these demands are viewed as additional to the existing activities. Moreover, educational organizations attempt to deal with the new developments in context of traditional structures and behaviors. The mistake is seeing change as a distinctive phenomenon rather than a natural and inevitable social process to which the organizational and individual behavior should be attuned. To day managing change is seen as a highly complex and sensitive area ; a significant number of approaches and models have emerged in order to facilitate the introduction of change. Therefore, institution building in management of change sense has to face barriers and challenges. The **barriers to change** may be any one or some combination of the following forces or factors.

1. Conservatism: Schools or any other educational institutions are said to be naturally conservative. Teachers have passivity to assimilate changes in such a way to perpetuate existing modes or styles of working. There is always a tendency to maintain status quo.
2. Resources: A frequent complaint in education is that demands for change are rarely accompanied by what is perceived to be appropriate resources and facilities as well as learning to be met. Educational finance is rarely adequate. The problem is compounded by the lack of clarity in what the school actually to do, inappropriate methods of resources management and allocation and the political perspective that often dominates resources allocation. The situation is further exacerbated by a lack of training in institutional and personnel resource management.

3. Volume of Demands: The students, parents, community and other stakeholders demand and also renew their demands inconstantly. The educational organizations and the personnel within them frequently feel overloaded and over-burdened.
4. Inappropriate Management: In fact educational managers are not professionally developed managers though have to manage changes of many things or even to maintain the daily menu of the institutions appropriately and systematically. Research data indicate the schools which have not been able to respond effectively generally display some special characteristics : (a) lack of leadership , an absence of explicit goals, recognition and empowering ; (b) limited understanding and application of the principles of planning, budgeting, managing motivation and evaluating; (c) inappropriate working procedures ; (d) immature social networks based; (e) lack of effective delegation; (f) restricted and poor quality communication; and (g) a deference to experience rather than knowledge, skills, ability to act and experimentation.

Institution building in the perspective of managing change and grow continuously may be observed as a fundamental cultural shift which moves the educational organizations to respond to change in a positive and creative way. This implies a process which may be explained as given below.



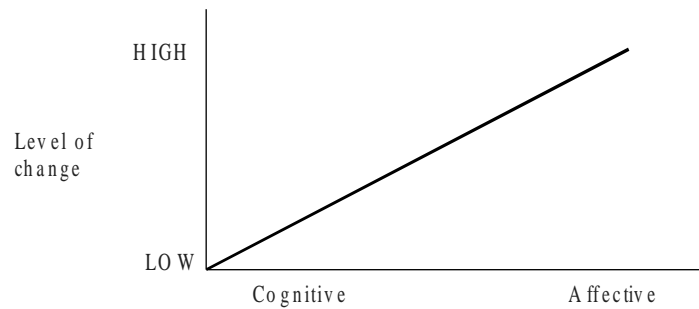
Developing the Capacity to Respond to Change

The lesson is that if institutional development (building) is to be successful then it must begin with the individuals. However, such process assumes effective leadership because without a clear vision and an explicit view of what the organization is going to look like in future after exercise of deliberate actions.

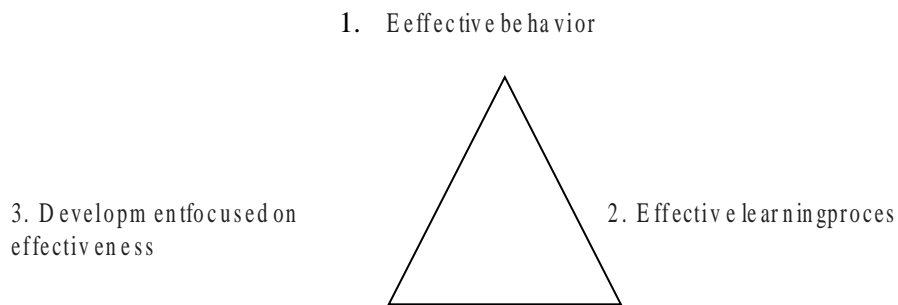
Fullan argues that any change process involves three levels of transition: the use of new resources, the existence of appropriate practices or behaviors and, finally fundamental shifts in beliefs and understanding. He goes on to emphasize that working with new resources is essentially superficial, in that it is external to the

individual , whereas changes in behavior and attitudes are internal and therefore , concerned with learning. Hence, the institution building develops an educational organization as a learning organization.

The above conception has been further expanded by a model (Lorsch).



Balance of Cognitive Vs Affective



The Triangle of Effectiveness

These elements are explained by Mumford as:

1. establishing objectives and identifying the behavior necessary to achieve them
2. an emphasis on the appropriate learning process necessary to achieve it
3. an emphasis upon actions leading to the attainment of objectives rather than the acquisition of a body of knowledge.

Michael Fullan (2001) has expanded his views and he advocates that the key to successful change is the improvement in relationships between all involved and not simply the imposition of top down reform. The principal is the key player to develop this ‘capacity’ in each school. The challenge is how to share and sustain ideas about change so as to transform what is essentially an conservative system. Teachers and schools need to be seen as ‘moral change agents’ making democratic communities possible - this is the vision that Fullan believes is ‘worth fighting for’.

Fullan says that nothing may be more important in the 21st century than learning to manage change. In his latest book, “Change Agent” Michael Fullan draws from decades of experience in international education reform to reveal his own six secrets on managing

change and advocates for six secrets as given below...

1. Secret One: Love Your Employees
2. Secret Two: Connect Peers with Purpose
3. Secret Three: Capacity Building Prevails
4. Secret Four: Learning Is the Work
5. Secret Five: Transparency Rules
6. Secret Six: Systems Learn

Let Us Check Our Progress

1. Write a suitable definition of Institutional Building.
2. Mention at least three strategies that may facilitate educational institutions

7.1.4: INSTITUTIONAL MANAGEMENT AND PLANNING

4.1.4.1: INSTITUTIONAL MANAGEMENT

Institutional management refers to a unit level management when the unit stands for school, college, university department or the entire university. The managers as well as the leaders also stand for, generally the teachers, and the aspects of management embrace both human and non-human resources and facilities for realizing the mission, goals and objectives of an institution. It has linkages to the students, parents, donors, employers, local bodies, government departments and even industry as well as private bodies including NGOs. It is one sort of micro-management or now sometimes, particularly in USA, called school-based management.

The motto and ethos of institutional management may be grasped with the following comments.

Significant educational improvement of schooling, not mere tinkering, requires that we focus on entire schools, not just teachers or principals or curricula or organizations or school-community relations but all of these and more.” (Goodlad, 1984, p. xvi)

The concept of school (the term ‘school’ would be read to mean all kinds of educational institutions) based management revolves around the central theme of moving the decision-making process closer to those educators the decisions will ultimately affect. Marburger (1985, p. xi) sees school based management as a “decentralized form of organization, in which decisions are made by those who know and care most about the quality of education students receive—the principal, teachers, parents and citizens, and the students themselves.”

Lindelow (1981) defines school based management as a system of educational administration in which the school is the primary unit of educational decision-making. David (1989, p. 3) states that “the backbone of school based management is the delegation of authority from district to schools.” Clune and White (1988) report that school based management appears to be a superior blend of autonomy and accountability characterized by increased school decentralization, flexibility, and shared decision-making.

These general definitions represent a broad theme which runs throughout the implementation of school based management, but they do not convey the breadth and depth of diversity seen in various school based management designs. Then “*The ultimate power to change is-and always has been-in the heads, hands, and hearts of the educators who work in the schools...Decisions must be made where the action is.*”

(Sirotnik and Clark, 1988, p. 33). In our country this idea had been expressed by the term institutional management. In this conceptualization the head of the institution along with other significant personnel including teachers with the support of the governing council perform the all the managerial activities and leadership exercises, though he/she is never a professionally tuned and trained manager. The broad classes of managerial functions include, decision-making, planning, implementing programmes, staffing, leading, communicating, training and development, etc which are the integral to administration, supervision and controlling the institution –men, machine, finance, facilities and other resources for the achievement of the goals of an institution. Of all these managerial functions, the most vital and basic to all other functions is *institutional planning*.

7.1.4.2: INSTITUTIONAL PLANNING

Education Commission (1964-66) and two eminent persons in educational administration namely Prof. M.B. Buch and Prof. J.P.Naik have advocated strongly for institutional planning. In the most simplified terms we can say that institutional planning means the preparation and implementation of plans of the institution, by the institution and for the institution. The heart of institutional planning is that every educational institution has capacity to identify its own problems with a view to finding out solutions to the problems unique to a particular institution and to assist its own development and improvement... Through it the institution may also distribute its resources available to it in the best possible manner and develop programmes accordingly. In this way an institution may gain experiences and enterprise so that it may enhance quality with equity. Subsequently the institution and its personnel will be more accountable to the stakeholders and be more committed to serve its purposes.

Prof. Buch about forty years ago observed that *Institutional Planning is a programme of developmental 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/college/university programmes and practices, and constitutes plans for the institution.*

It is based on the principle of optimum utilization of the available resources in the school/college/University and the community. Moreover, the plan may be small or big, for a short –time or long-time. It may be curricular, co-curricular or financial or man-power development and empowerment within the institution. It is a fact that an educational institution has many masters (bosses) but is always starves for money, information, resources and facilities. Successive All India Education Surveys (NCERT) highlights the general deplorable conditions of Indian schools even after Operation Black Board. Similarly, colleges and universities are not healthy enough with adequate staffing and finance. Hence, in a very realistic term Prof. J.P. Naik says that institutional planning is understood “as taking decisions for future actions with a view to achieving pre-determined objectives through the optimum use of scarce resources”. The scarce resources, according to him, are time, talent, and money. Education Commission (1964-66) asserts that even within its existing resources, however, limited educational institutions may do better job through better planning and hard work to improve the quality of education it provides. The Commission has conceptualized institutional planning as school improvement movement and comments that no comprehensive programme

of educational development can be put across unless it improves every educational institution and all the human factors connected with it (teachers, students and the community). The periphery of the planning must give special attention to teaching, learning, evaluation, extension and use of infrastructure and other facilities and even budgeting time.

Recent cross-cultural survey on corruptions in education made by the Institute for Educational Planning (UNESCO) has identified various kinds of wastage of resources and asserts that a greater amount of such wastages can be reduced through systematic institutional planning and management.

General Planning Model of an Institution

Institutional planning generally follows the planning process which consists of five elements.

Each element may be shaped by different group of people.

1. Setting Primary and Intermediate Goals.
2. Search for Opportunities.
3. Formulators of Plans...
4. Target Setters...
5. Follow-up of Plan.

This general planning model has been discussed in Unit 9 of Module 5 of this Paper. Time is another element in planning that must be taken into account in this process.

1. It takes time to prepare plans. The complexity of the subject planned and the techniques used affect this time.
2. The length of time between the preparation of plans and the beginning of implementation, often called lead-time, may be significant. It is the phase of incubation and logical verification of faults in design of the plans.
3. The time needed to place the plan into full effect is important, as the speed of implementation may affect the degree of details covered in the original preparation.
4. The length of the time period a manager attempts to plan for is a big question.

Cost of planning necessarily affects the degree of specific details to be covered, the completeness of factors to be considered, the formality of necessary approval and the amount of data to be studied.

Let Us Check Our Progress

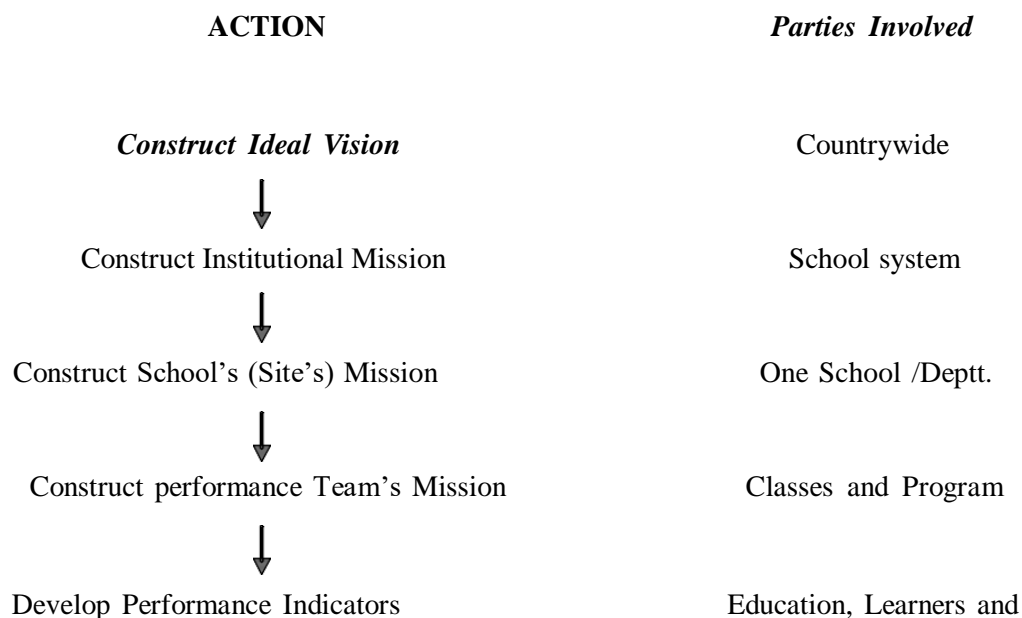
1. Write in your own words 'what institutional planning' is.
2. Give a brief roadmap for improving a government aided school.

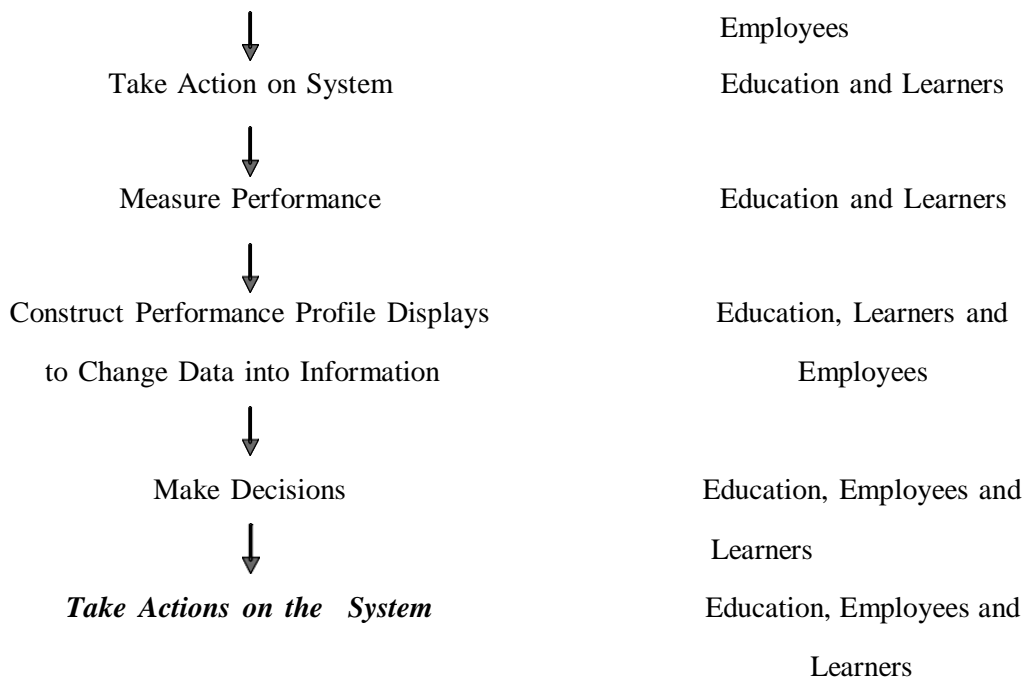
Block-7
Institutional Management leadership
Unit-2
Resources Management in Educational Institutions

7.2.1: RESOURCES MANAGEMENT IN EDUCATIONAL INSTITUTIONS

7.2.1.1: GENERAL PROCESS OF INSTITUTION-BASED PROCESS OF CONTINUOUS IMPROVEMENT

Indeed an educational establishment has a life though it has to face continuous changes emerged from both within and outside of it. These drivers of changes are complex in nature and vary in momentum. An effective institution must negotiate all these for maintenance as well as improving the organizational health. So school-based process of continuous improvement is the menu of all institutional managers. The process is complicated though it may be shown it as shown in the next page :

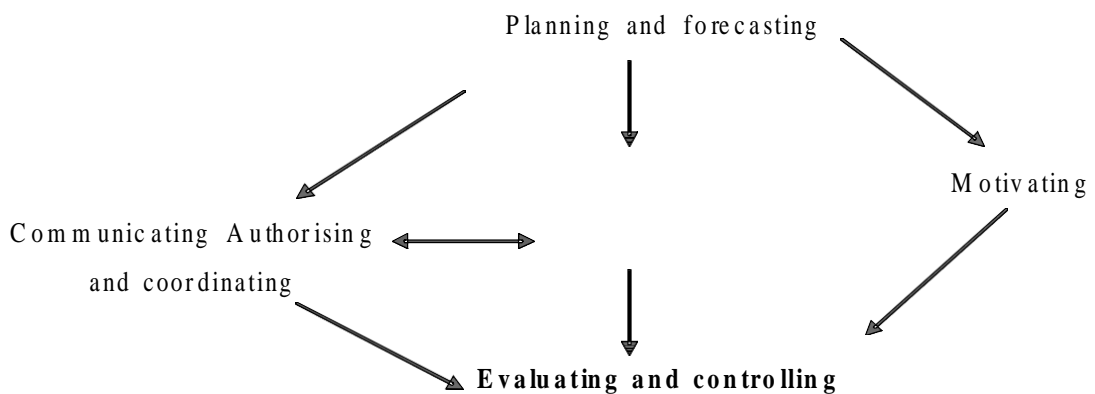




An Example of School (Site)-based Continuous Improvement

7.2.1.2: BUDGETING

We shall discuss management of financial resources at the disposal of the educational institutions. Thus, budgeting will be discussed. Budgeting has been conceived as a process for systematically relating expenditure of funds available to the institution for the accomplishment of planned activities. According to Irvine “A budget, as a formal set of figures written on a piece of paper, is itself merely a quantified plan for future activities. However, when budgets are used for control, planning and motivation, they become instruments which cause functional and dysfunctional consequences both manifest and latent which determine how successful the tool will be.” A budget system enables a management more effectively to plan, coordinate, control and evaluate the activities of the organization. The functions of budgets may be explained as below-



Functions of Budgets

Seven questions in budget preparation are:

1. Which are the key groups that compete for resources in the budgetary process?
2. What differences in values and interests exist among them and how are these expressed in budgetary process?
3. What of power can groups and key individuals bring to bear on the budgetary process?
4. Who controls the budgetary process itself and what means do they use to do so?

5. What political strategies and tactics are used to influence budget allocations?
6. What kind of coalitions are formed and bargains struck?
7. Who gains and who loses from the budgetary process?

Seven key factors in a budget, thus, are involved which are:

1. Acquisition
2. Allocation
3. Spending
4. Control
5. Planning
6. Choice
7. Evaluation.

7.2.2: HUMAN RESOURCES MANAGEMENT (HRM) IN EDUCATIONAL INSTITUTION

7.2.2.1: HRM at Educational Institution

Hersey and Blanchard comment, although the managerial skills can be of three kinds – technical, human and conceptual -, the common denominator that appears to be crucial at all levels is human skills. Further, West- Burnham comments that the principles, processes and skills of human resource management are the most neglected and misunderstood aspects of education management. Therefore; there is a need to consider the range of possible models of human resource management drawn from outside education. Various perspectives like leadership, team management, performance management and organizational design are selectively helpful in this regard.

The changing context of educational management requires educational institutions to adopt staff management strategies in order to come to terms with a range of complex issues.

1. The introduction of performance management through appraisal linked staff development.
2. The need to have staffing strategies appropriate to needs of the educational institutions. The needs to develop equal opportunity policy.
3. The recognition that institutional improvement and quality management have to be reflected in staffing policies and processes.
4. The recognition of an ageing cohort of teachers and the need to manage morale and motivation.

5. The recognition of good staff interpersonal relationships as fundamental to all management processes and important a model for pupils.
6. The need to incorporate non-teaching staff into all aspects of the effective institutional management.
7. The need to develop systematic succession planning linked to individual career development.
8. The need to develop management procedures which are understandable and credible to the institution's environment.
9. The need to recognize and treat adults as adults.
10. The need to recognize good work, talent and good practices.

The term Personnel Management (PM) has been used widely for about 50 years or so to describe a range of activities, a body of knowledge and a set of skills associated with the recruitment, administration and development of staff. But HRM emerged in the 80s of the last century to compensate the shortcomings of PM. However, HRM does not invalidate the procedures and skills of PM but rather, places them in a different conceptual framework. In HRM staff is looked an asset in which to invest to be developed so as to help the organizations achieve its aims and objectives. This conceptual shift is, therefore, from control to enabling to providing people with the resources, targets and opportunities to contribute to the growth of the organization whilst enhancing them.

Meanwhile Total Quality Management (TQM) has been an approach to management based largely on the work of Crosby and Deming. The essence of TQM is the process of reducing costs by improving quality, so enhancing customer satisfaction. Crosby and Deming though differ in some areas but they generally advocate that quality is the primary responsibility of the senior management who must transmit quality and values to all but must build quality into managerial relationships especially through communication, commitment recognition and providing facilitating structures in the context of explicit objectives. Secondly, quality is achieved through effective teams. Thirdly, quality is possible where every component of the organization's needs is defined and appropriate trained procedures are identified and implemented in order to improve staff selection process. Fourthly, detailed evaluation and monitoring procedures must exist which are used as the basis for managing change. Finally, there needs to be a commitment to continuous improvement through development.

Then combining the principles of human resources management, management of excellence and total quality management, West-Burnham suggest four principles for human resource management in education. These are:

1. **Leadership**: concerned with vision and growth rather than sustaining systems.
2. **Team management**: concerned with task and process and the quality of personal relationships.
3. **Performance management**: providing the means to enhance competency and

stimulate development in order to achieve institutional objectives.

4. **Organizational design:** establishing structure where form follows functions and which contributes directly to institutional purposes and processes.

All the components are interdependent and each principle in turn depends upon the effective management of appropriate processes which require relevant skills.

A. Leadership

Leadership is central to the effective management of educational institutions. Leadership is about vision, motivating, managing teams, creating appropriate structures and being as concerned with the people. Effective leadership is determined by the variables operating in a given situation (Adair). These are :

1. Task achievement: attaining objectives, planning the work, allocating resources and monitoring progress.
2. Team development: creating a cohesive unit enhancing morale and team consciousness, improving communication and setting and monitoring standards.
3. Individual needs: giving praise and recognition, resolving conflicts and facilitating individual growth and development.

Effective leadership seeks to integrate these three elements so each is optimized and enhances the other two. However, if the leadership in educational institutions is to be effective then a number of fundamental changes are needed. There must be a systematic and detailed definition of the qualities appropriate to a particular post which recognizes the leadership content of the role. Secondly, it is necessary to identify the leadership function which permeates all levels of the institution and thus develop a culture of creativity. Thirdly, appropriate training and development strategies must be established which are based on analysis and creating the capability to act; this capacity building. Fourthly, selection procedures must be introduced which are accurate and predictive. Finally, appraisal procedures must be established which monitor and enhance the individual's ability to work to minimum effectiveness.

Putting these in a systematic manner, the practical manifestation of leadership to manage a school includes:

1. Communicating explicit and attainable objectives.
2. Displaying a positive commitment to the vision of the institution and the people.
3. Recruiting, reinforcing and developing talent.
4. Celebrating and learning from success and failures.

5. Delegating as much as is reasonable and sharing responsibilities.
6. Building and working through teams.
7. Recognizing and rewarding success.
8. Working through personal relationship.

We shall learn more about leadership in Unit 12 of Module 6 of this Paper.

B. Team Management

Team management in educational institution is not so strongly visible though modern management theories and practices advocate team building, sharing responsibilities, forming and sustaining network among faculties, resolving conflicts, harnessing communication, etc. The crucial determinant of team effectiveness is the extent to which teams are deliberately formed and managed to be means by which the organization functions as opposed to being purely symbolic structures. However, effective team must have a specific and real function, is an integral part of the organizational structure and proactively managed as a social entity. This approach involves:

- the deliberate selection of members of the team,
- the training and development of the members of the team,
- the development of the team itself,
- managing relationships with other teams,
- relating the team to the organization as a whole,
- relating team objectives to organizational objectives.

Managing effective team is thus a matter of achieving synergy between a variety of elements like individuals, development, other teams, desired outcomes, the organization, etc.

Team Building

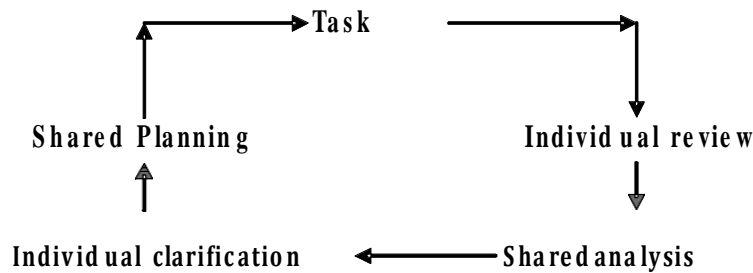
Team management involves team building. The steps in team building consist of –

Forming	Identification of task, classification of relationships
Storming	Debate over procedures and outcomes
Norming	Establishment and consolidating of working
Performing	principles and interpersonal processes Effective completion of tasks and enhancement of personal relationship.

However, in effective team building process the greatest time is spent on the first two stages. By contrast, an ineffectively constituted team spends a maximum time in the ‘performing’ stage.

Team Maintenance

The enhancement of team relationships can only be achieved if team maintenance is perceived as a learning process following the model presented bellow.



How Team Learn

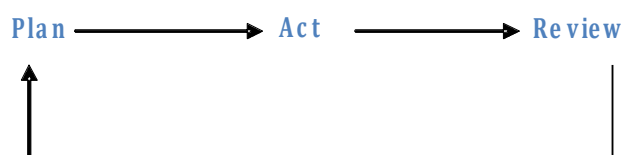
The qualities which are required to maintain and enhance a team include:

- specific, understood and accepted objectives,
- open, and authentic communication,
- a high level of mutual trust and reciprocal concern,
- recognition of conflicts and direct resolution of them,
- detailed understanding of the knowledge, skills, and qualities of the team,
- consensus decision making,
- distributed leadership,
- respect for individuality,
- team relationship which are dynamic, growing and derived from personal and team learning.

In essence, effective teams spend as much time on how as on the Achieving this situation is not a random outcome but is the result of adopting a proactive process-based approach to all aspects of team working and the provision of appropriate training. Such training needs to be centered on a range of skills including active listening, consensus decision making, conflict management, negotiating agreement, creative problem solving, self-appraisal, and group dynamics. These skills not only facilitate the functioning of the team but the training process itself becomes a team maintenance activity.

Team Review

Review is axiomatic to the working of effective teams and is not a post facto activity but is implicit in every aspect of the team in terms of task and process. The place of review may be summarized as:



Management of Team Process

Such a process is essential to help a team mature because it is only through reflection that a team can emerge from the forming and storming stages. The major inhibitions to this process are a natural reserve, the fact that people may not be used to being open about their feelings, a lack of trust caused by limited understanding and finally reserve brought about by the relative status of team members, personality and gender issues and a lack of training; even some times some hidden interferences and pressures, especially in educational institutions.

These difficulties may be overcome in a number of ways:

1. The use of active learning, experiential training techniques so that skills are developed in a non-threatening environment.
2. The use of a facilitator to lead analytical review session and to provide data on team behavior.
3. The use of an analytical inventory to provide a focus for review sessions.
4. The use of motivational techniques for the adults.

Effective teams are one of the most powerful tools for effective management of institutions.

However, team development is not substitute for individual development.

C. Performance Management

Tomlinson (2004) puts: *“Performance management is about planning for performance, developing to improve performance, measuring performance and rewarding performance. It involves strategic and integrated approach to delivering sustained success to schools by improving performance of all staff and by developing the capabilities of teams and individuals....The process required to achieve these results develops the knowledge, skills and competencies of teams and individuals”*

Performance management can achieve strategic change, build new cultures and make quality improvement happen. This is not only assessing the quality and level of activities of the team and the individuals but the process results in initiating and sustaining an institutional culture for offering individuals opportunities for action learning also. Secondly, it is a kind of motivation engineering in order to involve in the expected tasks to be performed. In real term such type of institutional culture is rare to find. In this context, Fullan comments: “Despite being in the learning business, schools and local education authorities (LEAs) are notoriously poor knowledge sharers. There are structural and normative reasons for this, built-in to the history and evolution of schools. Structural in that teachers have little time in the course of the day to get together to share ideas and refine their teaching. Normatively because teachers do not have habits of giving and receiving information. Indeed in many cases, the cultures of schools discourage such sharing.” But modern institutional management systems weigh value in performance management in order to change it as a learning organization.

There is no clear theoretical model to explain the relationship between motivation, job satisfaction and performance. But it is a fact that motivation and performance are related. Motivation is therefore, a causal

relationship between efforts expended. A person's behavior is determined by a subjective evaluation of the strength of the correlation between

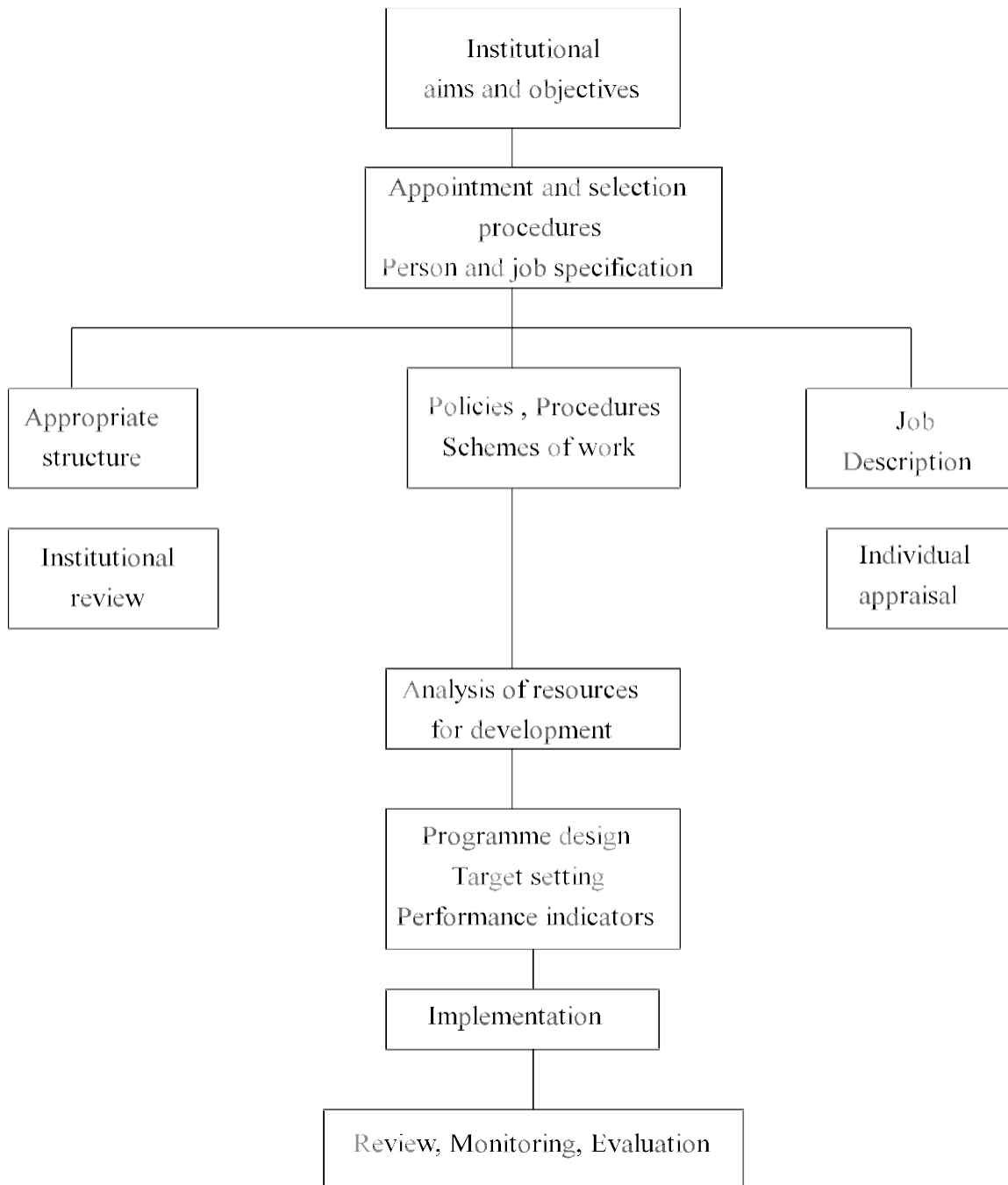
Effort —————> Performance —————> Outcome

Managers cannot motivate, they have to operate procedures which allow them to identify support and reinforce individual perception and this is best done through appraisal linked to professional and personal development. In order to improve and enhance performance, appraisal must conform to the following criteria:

- it is developmental but diagnostic and job structure must be defined,
- it is formative,
- it is continuous and based on qualitative judgments – a basis for future action,
- it is negotiated – based on shared perceptions of performance relative to agreed criteria,
- it is hierarchical,
- it is internal.

Appraisal is thus a process of negotiating individual targets in order to improve personal performance and so enhance the quality of educational provision. If appraisal meets the above stated criteria, then a number of benefits accrue : more systematic identification of agenda for staff development improved communication, enhanced self-awareness and improved self-analysis , improved management of learning and greater opportunities for recognition and praise.

The structure for managing performance in educational institutions can be illustrated as shown in the Figure of the next page.



The above structure requires that aims and objectives are explicit and differentiated. Many educational institutions do not make explicitly the objectives, formulate global aims and do not bother about if the deduced objectives are actually feasible to achieve.

Secondly, in order to work this process effective leadership is required.

In fine, we recall that performance management system is virtually absent in our public schools. However, in the institution of higher education as per UGC's standing rules performance appraisal of teachers exists, especially for further career advancement. In this system annual self-appraisal report of teachers are being submitted to the authority which contains among many other things teachers' performance related to publications, participation of seminars, workshops, etc, research project completed or carrying out , attending Orientation and Refresher course, receiving awards. etc

D. Organizational Design

No amount of leadership, team development or performance appraisal will work unless the educational institutions are structured in such a way as to support, reinforce and facilitate the development of people. Organizational design gives guidelines and directions for what will be done in an organizational development effort and how the programmes will evolve and be sustained and also what will be the responsibility for whom. Urwick comments, "Lack of design is illogical, cruel, wasteful and inefficient." Drucker, father of organizational design, puts: "Good organization structure does not of itself produce good performance ... But a poor organization structure makes good performance impossible, however good the managers ... improving organization structure will always improve performance." An organization with inappropriately structured can experience the following problems:

- low motivation and morale and in extreme cases of anomie,
- poor quality decision making,
- ineffectual coordination,
- potential conflict,
- inability to convert principles into action,
- role conflict,
- inflexibility when faced with change,
- inhibition of potential,
- a waste of resources of talent, money, and time.

In fact most of our educational institutions lack explicit organizational structure and suffer from the above stated problems.

Some fundamental questions in our traditional hierarchical model of educational institutions are relating to the following criteria:

1. Do the educational institutions practice in their structures what they

2. Is there clear management? Is it the right of the individuals to know for what they are responsible and for whom and to whom they are accountable ?
3. Do duties, authority, responsibilities and relationships correlate?
4. How large are work team ? In most educational institutions teams are imbalanced ?
5. How much authority is delegated ?
6. Is the structure balanced ?
7. Are working relationships defined and public?8.

Does the structure facilitate development?

A genuinely professional core can be related which has a specific focus for the educational organization.

Drucker developed **Organization development** (OD) which is a planned, top-down, organization-wide effort to increase the organization's effectiveness and health. OD is achieved through interventions in the organization's "processes," using behavioural science knowledge. Putting in other words , OD is a complex strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges. It is a particular kind of change process designed to bring about a particular kind of end result. OD involves organizational reflection, system improvement, planning, and self-analysis. OD is a long range effort to improve organization's problem solving and renewal processes, particularly through more effective and collaborative management of organizational culture, often with the assistance of a change agent or catalyst (usually the leader) .

The term "Organization Development" is often used interchangeably with Organizational effectiveness, especially when used in a department or a part of the Human Resources function within an organization.

Broadly, OD objects to improve the organization's capacity to handle its internal and external functioning and relationships and self-renewal – through feedback as a regulatory and corrective mechanism. OD attempts to increase organizational effectiveness, manage changes and develop resources (human and non-human) through collaborative action learning.

Wendell L French and Cecil Bell define organization development (OD) at one point as "organization improvement through action research conceptualized by Kurt Lewin and later elaborated and expanded on by other behavioral scientists. Concerned with social change and, more particularly, with effective, permanent social change. In examining change Lwein identified three phases of the change process – *unfreezing, changing and refreezing*. The process can be planned, executed and evaluated with the employment of action research. A system model of which is shown in the followin

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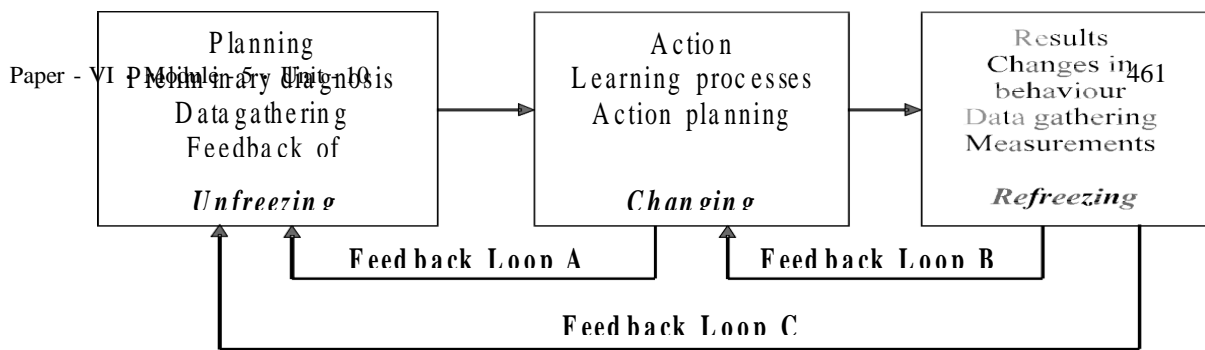


Figure : Systems Model of Action-Research Process for Organization Lewin's description of the process of change involves three steps:

Unfreezing : Faced with a dilemma or disconfirmation, the individual or group becomes aware of a need to change. The aim is to motivate and make the individuals or the group ready to change and also learn. Unfreezing, according to Schein, is necessary if some common elements seem to be present : (a) the physical removal of the individuals being charged from their accustomed routines, sources of information, and social relationships; (b) the undermining or destruction of all social supports; (c) demeaning and humiliating experience to help individuals being changed to see their old attitudes or behaviours as unworthy and thus be motivated to change; and (d) the consistent linking of rewards with willingness to change and of punishment with unwillingness to change. In brief unfreezing is the breaking down of the mores, customs and traditions of individuals – the old ways of doing things – so that they are ready to accept new alternatives.

Changing : The situation is diagnosed and new models of behavior are explored and tested. This process is most likely to occur by one of the two mechanisms- *identification and internalization* Identification occurs when one or more models are provided in the environment (say the leader, herehead of the institution or any other significant person). Internalization occurs when the individuals are placed in a situation in which new behaviors are demanded of them if they are to operate successfully in that situation New standards of professional activities, in case of educational institutions, internally evolved or externally demanded by the higher authorities or other significant stakeholders. Thus, they learn new behavior patterns not only because they are necessary to survivebut because of new high strength needs induced by coping behaviors.

Refreezing : Application of new behavior is evaluated, and if reinforcing, adopted. The processby which the newly acquired behavior comes to be integrated as patterned behavior into the individual's personality and/or ongoing emotional relationships is referred to as refreezing. Schein contends , if the new behavior has been internalized while being learned, "this has automatically facilitated refreezing ..." This will be reinforcing to the individuals.

The above figure summarizes the steps and processes involved in planned change through action research which is depicted as a cyclical process of change.

The cycle begins with a series of *planning* actions initiated by the client and the change agent working together. The principal elements of this stage include a preliminary diagnosis, data gathering, feedback of results, and joint action planning. In the language of systems theory, this is the input phase, in which the client system becomes aware of problems as yet unidentified, realizes it may need outside help to effect changes, and shares with the consultant the process of problem diagnosis.

The second stage of action research is the *action, or transformation,* phase. This stage includes actions relating to learning processes (perhaps in the form of role analysis) and to planning and executing behavioral changes in the client organization. As shown in the figure, feedback at this stage would move via Feedback Loop A and would have the effect of altering previous planning to bring the learning activities of the client system into better alignment with change objectives. Included in this stage is action-planning activity carried out jointly by the consultant and members of the client system. Following the workshop or learning sessions, these action steps are carried out on the job aspart of the transformation stage.

The third stage of action research is the *output*, or results, phase. This stage includes actual changes in behavior (if any) resulting from corrective action steps taken following the second stage. Data are again gathered from the client system so that progress can be determined and necessary adjustments in learning activities can be made. Minor adjustments of this nature can be made in learning activities via Feedback Loop B. Major adjustments and reevaluations would return the OD project to the first, or planning, stage for basic changes in the program. As indicated in the figure, the planning stage is a period of unfreezing, or problem awareness. The action stage is a period of changing, that is, trying out new forms of behavior in an effort to understand and cope with the system's problems. (There is inevitable overlap between the stages, since the boundaries are not clear-cut and cannot be in a continuous process). The results stage is a period of refreezing, in which new behaviors are tried out on the job and, if successful and reinforcing, become a part of the system's repertoire of problem-solving behavior.

A relevant concept is OD interventions which describes some of the principal learning processes or interventions in the "action" stage (see Figure) of organization development. Interventions are structured activities used individually or in combination by the members of a client system (humans/personnel) to improve their social or task performance. They may be introduced by a change agent (leader) as part of an improvement program, or they may be used by the client following a program to check on the state of the organization's health, or to effect necessary changes in its own behavior. "Structured activities" mean such diverse procedures as experiential exercises, questionnaires, attitude surveys, interviews, relevant group discussions, and even lunchtime meetings between the change agent and a member of the client organization (staff). Every action that influences an organization's improvement program in a change agent-client system relationship can be said to be an intervention.

There are many possible intervention strategies from which to choose. Several assumptions about the nature and functioning of organizations are made in the choice of a particular strategy. Beckhard lists six such assumptions:

1. The basic building blocks of an organization are groups (teams). Therefore, the basic units of change are groups, not individuals. An always relevant change goal is the reduction of inappropriate competition between parts of the organization and the development of a more collaborative condition.
2. Decision making in a healthy organization is located where the information sources are, rather than in a particular role or level of hierarchy.
3. Organizations, subunits of organizations, and individuals continuously manage their affairs against goals. Controls are interim measurements, not the basis of managerial strategy.
4. One goal of a healthy organization is to develop generally open communication, mutual trust, and confidence between and across levels.

5. People support what they help create. People affected by a change must be allowed active participation and a sense of ownership in the planning and conduct of the change.

Interventions range from those designed to improve the *effectiveness* of individuals through those designed to deal with teams and groups, intergroup relations, and the total organization. There are interventions that focus on task issues (what people do), and those that focus on process issues (how people go about doing it). Finally, interventions may be roughly classified according to which change mechanism they tend to emphasize: for example, feedback, awareness of changing cultural norms, interaction and *communication*, *conflict*, and *education* through either new knowledge or skill practice. One of the most difficult tasks confronting the change agent (leader) is to help create in the client system (teachers and other personnel) a safe climate for learning and change.

The change agent must address himself to all hazards and obstacles. Some of the things which will help him are:

1. A real need in the client system to change
2. Genuine support from management
3. Setting a personal example: listening, supporting behavior
4. A sound background in the behavioral sciences
5. A working knowledge of systems theory A belief in man as a rational, self-educating being fully capable of learning better ways to do things.

Let Us Check Our Progress

1. Suggest team building strategies in educational institutions.
2. State importance of action research for improving quality of an educational organization.
3. Leadership is the catalyst for HRM .- Explain in context of educational institution.

7.2.3: TIME (RESOURCE) MANAGEMENT IN EDUCATIONAL INSTITUTIONS

Educational programme is a timed activity.” Time is also a resource... cannot rent, hire, buy or otherwise obtain more time. The supply of time is totally inelastic.” Drucker says, effective managers start by finding out how they use time and then manage it. This is also true in educational organizations. The time management process comprises four stages:

- recording

- analyzing
- managing
- consolidating.

Managing the use of time, according to Mackenzie, involves:

1. to increase efficiency when reading documents or any other information sources,
2. to increase opportunity to delegate,
3. to organize information systems to improve communication and decision making,
4. to create more time for planning,
5. to make meeting more worthwhile,
6. to allow more creativity in the use of time,
7. to plan and arrange work according to priorities.

Some Suggestions for Effective Time Management –

A good education manager should follow the rules for effective time management.

1. Have a ‘flying start’ – get going first thing with something which can be accomplished.
2. If a maximum amount of brain work is needed, carry out the task when at one’s best.
3. Prioritize, putting off the less important tasks but do not put off important matters.
4. Learn to say ‘No’.
5. Do it, delegate it, ditch it.
6. Collect all information in one accessible place.
7. Finish a job if possible.
8. Make a habit of completing a task which is over and above the daily routine.
9. Regularly check the use of time.

Time Table and Academic Calendar as tools of Time Management

In educational institution managing time also comprises the development of two tools and to use them neatly with a least deviation as far as possible. These are time table and academic calendar.

A **time table** refers to a plan or chart showing daily allotment of time among several subjects, grades, and teachers. It also indicates, day of the week, hour of the day and generally conforms to curricular demands with utmost equity and equality in distribution of load to the individual teachers.

While framing time table some points are taken into account. It considers matter of fatigue, principle of

variety, the length of time, sharing workload; directions form the official curriculum, age of the students, etc. Time table is a multi-dimensional schedule. It integrates dimensions like – time, personnel assigned to tasks, levels of education imparted in the education set up, grade-units for teaching groups. For the whole educational institution drawn for the activities distributed over the working days and hours in a single day of a week. Its formulation is determined by two other factors- curriculum and official instructions, and some basic psychological and management principles of equity, equality and expertise.

Another tool is *academic calendar* which shows the all activities what an institution does in a particular academic session or a year, especially for a course. Basically, it demonstrates how the course activities have been furnished and distributed through out the course- from the commencement to the end. It includes also admission, term/course-end examination, educational tours, co curricular activities, working with the community, NSS/NCC activities, if any.

An academic calendar is also a framework consisting of activities to be executed in the entire academic session usually of about 200 working days (or about 30-36 weeks) and about 5- 7 hours a day depending upon the nature and type of the course work. It generally reflects how various academic activities are distributed among the working days or weeks through out the academic session for a particular course. A cursory observation of an academic calendar of a particular course reveals data of the academic activities to any internal or external observers including teachers, parents, government officials who control and monitor, employers, fund provider and also quality managers and evaluators. It should always be in compatible with the curriculum.

Currently, NCTE (for teacher training institutions), NAAC (for colleges and Universities / University departments. institutes/centres) demands without fail design and drawing academic calendar of higher education institutions. Similarly, the boards of school educations emphasize use of it.

7.2.4: INFORMATION MANAGEMENT IN EDUCATIONAL INSTITUTIONS

If managerial functions are to be carried out both efficiently and effectively, then it is prerequisite that a high quality information is available to inform decision making at the various managerial levels within an educational institution. Regarding quality information Laudon and Laudon draw our attention to the fact:

“The work of the organization depends increasingly on what its information systems are capable of doing.”

Various modern theories of organization admit that any organization including educational organization is embedded as well enmeshed with many sources of complexity, both internal and external. Secondly, the organization carries within itself representations of external environment. Thirdly, the nature of environment is itself changing rapidly. All these conditions and forces make an organization more and more complex. A complex organization breeds uncertainty and Galbraith, 1977, p.39) says, “The greater the uncertainty, the greater the amount of decision making and information processing” and there is a greater need for information management. The theorization of

Galbraith is valid in educational organization. Obviously, today *right to information* is now a buzz word even in educational establishments.

As information is of various kinds and quality information management almost in all locations is now computer and inter net dependent for gathering, sorting, storing, retrieving and disseminating information. However, in traditional set up needed information management with the support of traditional tools, devices and techniques, though which is not so promptly useful.

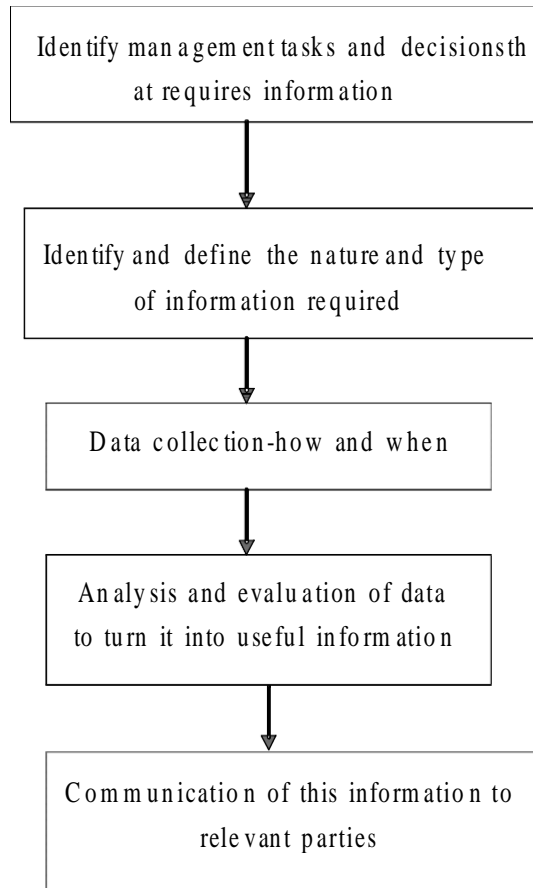
Therefore, an information system should be reliable and provide:

1. the right information
2. to the right people
3. at the right time
4. in the right way
5. to achieve clear objectives and to serve the clients and stakeholders and the personnel within the systems.

Information gathering and processing

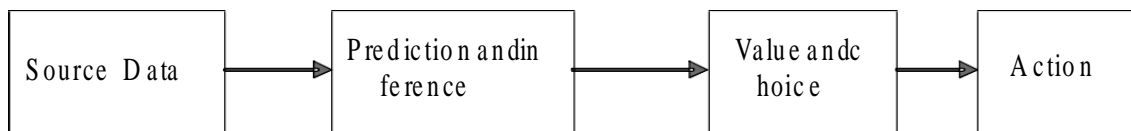
Information is looked as power in the organization. Currently, management information system is defined as an integrated, structured complex of people , machine, and procedures for supplying relevant data (information) from both external and internal sources to aid managers in planning, staffing, communicating, controlling, and decision –making. The heart of this concept is creation and preserving a data base. A data base is an organized repository of the organization’s information resources (internal and external), including raw data and procedures. The logical stages for the developing management information system may be – system analysis, Construction of a conceptual design, Specifying in details how the system will work, constructing the integrated information system in every details, and Test and implementation.

The most vital aspect of information management is information gathering and processing. In brief, we may show these as



Stages in the Information – gathering Process

The relationship between information and decision making is very strong. This relationship may be shown as:



A basic information system and a good example is the pupil record system which is kept in the office of the institution. It contains specific information for particular students. Similarly, data record system of another kind keep specific information about teachers, or staff or pupils record of examination results, etc. Retrieval of specific information at the time of need becomes more easy if the educational organization use modern technology of computer systems supported by network software and telephone lines.

A second approach, a predictive information system, can be used where the information system may have a degree of prediction and inference built in it. An example may be the use of spreadsheet for calculation of allocation of government grants to the departments in the university.

Good management information practice is very useful for institutional planning, decision-making, problem shooting and further improvement if the system is established and used.

Let Us Check Our Progress

1. Write down the importance of information management in educational organizations.

7.2.5: SOME STRATEGIES FOR INSTITUTIONAL IMPROVEMENTS

We are now going to understand some other strategies for improvement of educational institution or a group of institutions organized in a locational network.

School Complex

To remove isolation between primary, middle and high schools and to establish harmonious and functional relationship among school communities, the Indian Education Commission (1964-66) has suggested the formation of School complexes. In rural areas having a radius of 5/10 km, there are one secondary school, about 5 middle schools and about 30 primary school. The total number of teachers may be about 80 to 100. These school will act as cluster to plan, design and initiate many education promotion activities of different kinds.

A school complex may function as a two-tier organization. In the first tier each middle school should be integrally related to eight or ten primary schools that exist in the neighborhood so that they may form one complex of educational facilities. The head master of the middle school will provide extension services to the adjoining primary schools and to monitor their functioning. For this there shall be a committee under his chairmanship of which head master of every primary school shall be its member. The committee shall be responsible for planning development and promotion of educational facilities under the complex.

The second tier would be a committee under the chairmanship of the headmaster of a secondary school (all headmaster of the middle school would be its members). This committee will plan and do programme for the whole complex. Autonomy and creativity would be the charter of activities to be undertaken.

Such an organization will have several advantages in helping promote educational advance. It will break the institutional isolation. It will help develop cooperation among school for educational improvement. It will ensure solidarity and internal strength in education development and school improvement.

The school complex is the most vital organ where teachers can develop professionalism in and through different school improvement activities. Trial and errors, sense of experimentation towards this end among teachers will help in promoting and sustaining a healthy educational climate in the community.

This concept was formulated in India for inviting an education revolution but practically in a limited area this was implemented. Might be there were some barriers. But lack of educational leadership at grassroots level and some senses of lack of commitment of the concerned army of plan implementers the idea did never bloomed into a functional form.

School Cluster

This is an idea similar to that of school complex. Its main intention is to develop and sustain equity in distribution of school facilities. We generally found that some schools are well equipped with good laboratory, library, playing field, swimming pool and other infrastructure facilities. They have been developed over the year's toil and hardship of some local leaders or headmasters or community. They are called good schools and parents like to admit their wards readily but some of them can not get that facility as school strength is limited to contain all children. Consequently parents are compelled to admit their wards in any 'not good' schools that are lacking adequate infrastructure facilities. It is also our experience that there are some schools where there is good infrastructure facility but they are underused or even are not used. Infrastructure of such school may be utilized by the neighboring schools that are wanting that facilities for imparting good lessons. It is now a fact that in a school there is a subject teacher but students do not offer that subject while a neighboring school is lacking that subject teacher and running the course poorly. The problem can be economically and judiciously solved if the neighboring schools can share facilities among themselves under certain control and guidance of a properly constituted committee.

The concept was introduced in Tamil Nadu in the year 1978. The main objectives of school cluster may be stated as: -

1. sharing the laboratory, library, etc in the schools. Students from less-equipped schools may go to well-equipped schools for practical and reading materials. Costly equipment need to be bought by every school but shared among the cluster schools.
2. sharing equipment
3. conducting discussion, lectures, etc for professional improvement of teachers
4. arranging unit tests, revision tests, etc
5. conducting exhibitions and science fairs
6. building common film library
6. developing a network for mutual benefits and development.

Of late West Bengal Board of Secondary Education is on the way of introduction of school cluster

as one of its set of micro-planning menu. It has suggested constitution of a committee, named Coordination Body for implementation of school Cluster in the community. The members of this body shall consist of –

1. Headmaster /mistress of all participating schools
2. Secretary/ President of the managing committee
3. A teacher representative nominated by the staff –council
4. A retired headmaster /assistant teacher residing in the area
5. A representative of the local autonomous body

Mode of Operation

- A headmaster shall be convener of the Coordination Body. His /her school gives space for its office.
- Coordination Body may be changed after at stipulated interval
- Democratic consensus-based decision shall be operational principle
- Members of school will donate some funds as subscription to meet expenditure of the Body and running cost of School Cluster
- A number of sub-committees may be formed as per volume of work to be performed
- Main committee and subcommittees shall convene meeting at stipulated intervals.
- It will be a voluntary programme but Board will have its assent.

Tasks Management Process-

1. to identify and list problems/difficulties encountered by the member schools
2. to find out alternate solutions and to take up the best one
3. to solve the problem or remove difficulties
4. to find out the way out on the basis of consensus and data
5. to motivate the member schools to perform rightly and promptly.

Tentative Programmes to be Undertaken

1. preparation of a comprehensive academic calendar
2. preparation of comprehensive time table for the session including holiday list
3. slicing down total syllabus of any subject and matching them to time span
4. preparation of uniform examination schedule for all member schools
5. framing up uniform question papers and evaluation modalities organizing uniform and integrated, where possible, uniform co-curricular activities
6. planning sharing of specialized teachers' services in all member schools.

- arranging special classes for the disadvantaged students
7. preparation of uniform booklist
 8. development and use of Book Bank for the poor and needy students
 9. making sure that students of the community get admission any one of the member schools
 10. planning and organizing cooperative learning among the colleagues
 11. motivating students to maximize learning
 12. building sense of cooperation and competition among the member schools in the matter of school effectiveness
 13. organize joint programmes, seminar, workshop etc for professional improvement of all teachers / section of a teacher at regular interval for self-learning.

College Complexes

Like the school complex, a college complex /cluster is a strategy for intensive utilization of facilities and resources which are available in colleges by a group of colleges imparting higher education in a particular locality or region. It has the following objectives :

1. to optimize the utilization of available resources,
2. to improve the academic standards of a pool of colleges by continuous programmes of faculty improvement,
3. to enable teachers at different colleges to strive for the betterment of educational activities within the boundary of the cluster of colleges more or less uniformly,
4. to break the isolation among colleges,
5. to reduce wastages,
6. to develop collaborative spirit and cooperation for advancement of learning and also for community development.

Similarly, a university may collaborate with other university, institute, organization or industry for research, exchange of faculties, using libraries and laboratories, etc for progressive improvement.

Roadmap for Quality Improvement in Higher Educational Institutions – NAAC

Let us now understand as well as get some tips how colleges and universities can prepare their institutional planning just setting focus on the external criteria set by the national quality manager.

Currently the National Assessment and Accreditation Council (NAAC) is the national quality monitor in case of higher education – general colleges and universities in India. Such higher education institutions may get

some standardized guideline for planning institutions for maintaining and sustaining quality. New methodology of NAAC has assessed some specified aspects of colleges and universities and offer grade to each institution which serves as benchmarking for five years. Therefore, such institution may look forward to improve institutional effectiveness with the exercise of some programmes for improvement.

The guidelines may be clear to us if we understand the following Criteria as the Key Aspects of Weightage

5.

Criteria	Key Aspects	University	Autonomous College	Affiliated College
			Weightages	
1. Curricular	Curriculum design and Aspects of development	90	50	10
	Academic flexibility	30	20	15
	Feedback on curriculum	10	10	10
	Curriculum update	10	10	05
	Best practices in curricular aspects	10	10	10
	Total	150	100	50
2. Teaching Learning and	Admission process and Student profile	20	30	30

Evaluation	Catering to diverse needs	20	35	45
	Teaching-learning process	90	170	270
	Teacher quality	60	65	65
	Evaluation process and Reforms	50	40	30
	Best practices in teaching-learning and evaluation	10	10	10
	Total	250	350	450

3. Reserach, Constancy and Extension	Promotion of research	40	30	15
	Research and publication output	90	50	25
	Consultancy	20	10	05
	Extension activities	30	40	40
	Collaborations	10	10	05
	Best practices in research, Consultancy and Collaboration	10	10	10
	Total	200	150	100
4. Infrastructure ans Learning Resources	Physical facilities for learning	20	20	20
	Maintenance of infrastructure	10	10	10
	Library as a learning resources	35	35	35
	ICT as learning resources	15	15	15
	other facilities	10	10	10
	Best practices in the development of Infrastructure and learning resources	10	10	10
	Total	100	100	100

5. Student Support and Progression	Student progression	30	30	30
	Student support	30	30	30
	Student activities	30	30	30
	Best practices in student support and progresion	10	10	10
	Total	100	100	100

6. Governance and Leadership	Institutional vision and leadership	15	15	15
	Organizational arrangements	20	20	20
	Strategy development and deployment	30	30	30
	Human resources management, Financial management and resource mobilization, Best practices in governance and leadership	40	40	40
		35	35	35
	Total	150	150	150
7. Innovative Practices	Internal quality assurance system	20	20	20
	Inclusive practices	15	15	15
	Stakeholders relationships	15	15	15
	Total	50	50	50
	TOTAL	1000	1000	1000

Form a systematic assessment of all the above aspects an institution gets a Grade as well as Institution's Performance Descriptor. A simple description of it is given below.

NAAC now assigns to a higher education institutions both Grade Point Average (GPA) and also Letter grades as : GPA in the range : 3.01-4.00 (A- Very Good, Accredited); 2.01-3.00 (B, Good, Accredited); 1.51-2.00 (C, Satisfactory, Accredited); and Below 1.50 (D, Unsatisfactory, Not Accredited).

Thus, knowing the key aspects and the relative weights to them, the leader of a higher education institution may design its programme of action for qualitative improvement in three hundred sixty degrees. This can be performed if the institution constitutes an internal quality assurance cell consisting of significant personnel. This cell is expected to build a team, develop team spirit, take data-based decisions after reviewing institutional weaknesses, strengths, and formulating a realistic road map for continuous improvement. Sometimes it may carry out action research too. The most important assumption is that every body is a quality manager and is committed to work hard, no external agent will cause institutional improvement. The whole process is within institution personnel around growth, renewal and improvement.

Let Us Check Our Progress

1. State merits of school cluster in school improvement programme.
2. Write down how a principal can improve learning-teaching in a college in the light of NAAC.

7.2.6: LET US SUM UP

In this Unit we have learnt essentially how to improve quality of an educational institution with the judicious application of knowledge and principles of management as a discipline.

The Unit has ramified its wings of discussion in three broad categories – Institution building and planning, Resources management in educational institution and Information management system in educational institutions. The institution building pertains to managing changes and developing ultimately an institutional culture for continuous progressive development so that the institution can make significant impact on the internal members as well as the external environment. Our Indian model of institution building is exclusively development around man (leader) though the Western model leans heavily to systematic team building and rational collaboration.

Institutional planning is definitely an important tool for developing our educational system with the aid of micro-planning at the institution level with the limited resources available at the disposal of it. The inner idea is that every educational institution should be the real master of its own improvement.

Human resources and other resources (like finance and time) management have also been learnt elaborately in this Unit. In fact human resources management is almost a nonentity in our educational institutions although it is now a modern trend for quality improvement of services rendered in educational institutions. In this respect this Unit has communicated to us that every educational institution has a private reservoir of human resources and through continuous action-cum cooperative learning the untapped human resources can be made useful for improvement of the institution.

Finally, we have been acquainted with the value of information and how to manage information in an educational institution.

7.2.7: SUGGESTED READING

1. Brent, Davies, Linda Ellison, Allan Osborne and John West-Burnham (1990, Eds). Education Management for the 1990s. London: Longman.
2. Chandrasekharan, P. (1997). Educational Planning and Management. New Delhi: Sterling Publishers
3. Chowdhury, Kamla (1977). *Institution building: two approaches in contrast*, in Ravi Mathai, Udai Pareek and T.V. Rao (Eds) Institution Building in Education and Research: From Stagnation to Self Renewal. New Delhi: All India Management Association.
4. Fullan, M, G. (1993). Change Forces: Probing the Depth of Educational Reforms. London: Falmer.
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7. Pareek , Udai. (1981), Beyond Management. New Delhi: Oxford & IBH Publishing House
8. Schein, Edgar, H. (1983). Organizational Psychology. New Delhi: Prentice Hall of India.
9. UNESCO (1982). A Training Module on Institution Building and Institutional Management, Bangkok.

7.2.8: ASSIGNMENTS

1. Critically discuss the concept of institution building and explain how an effective educational leader can perform effectively the programme of institution building.
2. Compare the Indian and the Western models of institution building for managing changes.
3. What do you mean by (a) institutional management and (b) institutional planning ? How are they related ? Discuss the various aspects of institutional management
4. Discuss the objectives, strategies and importance of institutional planning. How does a head of the educational institution draw an effective institutional planning ?
5. Explain with suitable examples the needs for resources management in the educational organization. Discuss, in brief, time management and institutional budgeting of finance.
6. Give your ideas on human resources development in educational institution. Discuss different strategies for it for empowering institutional personnel to achieve institutional objectives.
7. Explain performance management in educational organizations. Discuss the relevant process of it.
8. What is team management ? What is its importance in educational organization? Discuss, in brief, team management.
9. Formulate an elaborate note on information management in educational institution.
10. How can you improve quality of a higher education institution according to NAAC mechanisms ? – Discuss

11. Prepare critical notes on:

(i) Institution, (ii) School Complex / Cluster, (iii) College Cluster, (iv) Academic Calendar, (v) Team building and team maintenance, and (vi) Action Research in Institutional development.

(Cor-417)

Educational Management, Administration and Leadership

Block-8

Educational Planning and leadership

Unit - 1

Educational Planning

CONTENT STRUCTURE

8.1.1: Introduction

8.1.2: Objectives

8.1.3: Meaning of Educational Planning

8.1.4: Importance of Educational Planning

8.1.5: Process of Educational Planning

8.1.6: Models of Educational Planning

8.1.7: Let Us Sum Up

8.1.8: Assignment

8.1.9: Suggested Reading

8.1.1: Introduction

Educational planning serves as the compass guiding the journey of educational institutions towards their desired goals and objectives. It encompasses a systematic process of envisioning, designing, implementing, and evaluating strategies to improve educational outcomes for learners. Rooted in both theory and practice, educational planning integrates a range of disciplines including psychology, sociology, economics, and policy studies to address the complex needs of diverse learners and communities. Educational planning involves understanding the unique needs and characteristics of learners, identifying overarching goals and priorities, and devising strategic initiatives to achieve them. Whether at the level of a classroom, school, district, or national education system, effective planning requires thoughtful analysis, collaboration, and adaptability in response to changing circumstances and emerging challenges.

In an ever-evolving educational landscape marked by technological advancements, demographic shifts, and societal changes, the need for robust educational planning has never been greater. By fostering innovation, fostering equity, and promoting excellence, educational planning empowers institutions to fulfill their mission of nurturing the intellectual, social, and emotional development of learners, preparing them to thrive in a rapidly changing world.

8.1.2: Objective

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

- Understand the theoretical foundations and key concepts of educational planning.
- Analyze the various components of educational planning, such as needs assessment, goal setting, resource allocation, and implementation strategies.

- Explore different Models of Educational Planning.
- Explore the relationship between educational planning and policy development, including the impact of local, state, and national policies on educational initiatives.

8.1.3: Meaning of Educational Planning

The meaning of Educational Planning refers to the systematic process of setting goals, objectives, and strategies to improve and optimize educational outcomes within various levels of educational institutions and systems. Educational planning involves the thoughtful consideration of factors such as curriculum design, resource allocation, infrastructure development, and policy implementation to ensure effective teaching and learning experiences for students.

At its core, educational planning seeks to address the unique needs and challenges of learners, educators, and communities by identifying areas for improvement, establishing priorities, and devising action plans to achieve desired educational goals. This process may involve analyzing demographic data, assessing educational trends, conducting needs assessments, and soliciting input from stakeholders to inform decision-making.

Key components of educational planning include:

- **Vision and Mission:** Establishing a clear vision and mission statement that articulate the overarching goals and values of the educational institution or system.
- **Goal Setting:** Defining specific, measurable, achievable, relevant, and time-bound (SMART) goals that align with the institution's vision and mission.

- **Needs Assessment:** Identifying the educational needs and aspirations of students, teachers, administrators, and other stakeholders through data analysis, surveys, and consultations.
- **Resource Allocation:** Determining the allocation of financial, human, and material resources to support educational programs, initiatives, and activities.
- **Curriculum Development:** Designing and revising curriculum frameworks, learning objectives, and instructional materials to meet the needs of diverse learners and align with educational standards.
- **Implementation Strategies:** Developing strategies and action plans for implementing educational policies, programs, and interventions, including timelines, responsibilities, and monitoring mechanisms.
- **Evaluation and Feedback:** Establishing processes for monitoring progress, evaluating outcomes, and soliciting feedback from stakeholders to inform continuous improvement efforts.

Educational planning is essential for promoting educational excellence, equity, and access. It enables educational institutions and systems to adapt to changing needs, address emerging challenges, and maximize opportunities for student success. By fostering collaboration, innovation, and accountability, educational planning plays a crucial role in shaping the future of education and empowering individuals and communities to thrive in a dynamic and interconnected world.

8.1.4: Importance of Educational Planning

The importance of Educational Planning cannot be overstated, as it plays a pivotal role in shaping the quality, effectiveness, and inclusivity of educational systems and institutions. Here are several key reasons highlighting its significance:

- **Goal Alignment:** Educational planning ensures that the goals and objectives of educational institutions are aligned with broader societal needs, economic demands, and individual aspirations. By setting clear and achievable goals, educational planning provides a roadmap for institutions to work towards improving educational outcomes and addressing relevant challenges.
- **Resource Optimization:** Educational planning helps in the efficient allocation and utilization of resources, including financial, human, and material resources. By identifying priorities and allocating resources strategically, institutions can maximize their impact, minimize waste, and ensure equitable access to educational opportunities for all learners.
- **Curriculum Development:** Through educational planning, institutions can design and revise curriculum frameworks to meet the evolving needs of learners and align with educational standards and best practices. This ensures that educational programs are relevant, engaging, and responsive to the demands of a rapidly changing world.
- **Equity and Inclusion:** Educational planning plays a crucial role in promoting equity and inclusion within educational systems by identifying and addressing disparities in access, opportunity, and outcomes. By implementing targeted interventions and initiatives, educational planning can help close achievement gaps, reduce barriers to learning, and ensure that all learners have equitable access to high-quality education.

- **Quality Improvement:** Educational planning facilitates continuous quality improvement by establishing processes for monitoring progress, evaluating outcomes, and identifying areas for enhancement. By fostering a culture of data-driven decision-making and evidence-based practice, educational planning enables institutions to adapt to changing needs, address emerging challenges, and strive for excellence in teaching and learning.
- **Strategic Decision-Making:** Educational planning provides a framework for strategic decision-making, enabling institutions to anticipate future trends, assess risks, and seize opportunities for innovation and growth. By fostering collaboration and stakeholder engagement, educational planning ensures that decisions are informed, transparent, and responsive to the needs of the community.
- **Sustainability:** By considering environmental, social, and economic factors in the planning process, educational planning promotes sustainability and resilience within educational systems. This includes initiatives such as green building design, energy conservation, and community partnerships that support the long-term viability of educational institutions and contribute to the well-being of future generations.

In summary, Educational Planning is essential for creating inclusive, high-quality, and sustainable educational systems that empower individuals and communities to thrive in a rapidly changing world. By aligning goals, optimizing resources, and promoting equity and excellence, educational planning plays a critical role in shaping the future of education and advancing societal progress.

8.1.5: Process of Educational Planning

- **Needs Assessment:**

- Identify the current state of education, including strengths, weaknesses, opportunities, and threats.
- Collect data on student demographics, academic performance, infrastructure, teaching methodologies, etc.
- Consult stakeholders including students, teachers, parents, administrators, and community members to understand their perspectives and needs.
- **Goal Setting:**
 - Establish clear, measurable, and achievable goals based on the identified needs.
 - Goals may include improving student achievement, enhancing teacher effectiveness, increasing access to education, etc.
 - Goals should be aligned with broader educational policies and priorities.
- **Strategy Development:**
 - Determine strategies and interventions to achieve the established goals.
 - Consider evidence-based practices, innovative approaches, and best practices in education.
 - Develop action plans outlining specific steps, responsibilities, timelines, and resources required for implementation.
- **Resource Allocation:**
 - Allocate human, financial, and material resources to support the implementation of strategies.
 - Prioritize resource allocation based on the urgency and importance of goals, as well as the availability of resources.

- Ensure equitable distribution of resources to address the needs of diverse student populations.
- **Implementation:**
 - Execute the action plans according to the established timelines.
 - Provide training and support to educators and other stakeholders involved in the implementation process.
 - Monitor progress and make adjustments as needed to address challenges and capitalize on opportunities.
- **Monitoring and Evaluation:**
 - Regularly assess progress towards the goals using appropriate indicators and benchmarks.
 - Collect data on student outcomes, resource utilization, stakeholder satisfaction, etc.
 - Analyze data to identify trends, patterns, and areas for improvement.
 - Use evaluation findings to inform decision-making, refine strategies, and allocate resources more effectively.
- **Review and Revision:**
 - Periodically review the effectiveness of the educational plan and make necessary revisions.
 - Adjust goals, strategies, and resource allocation based on changing needs, priorities, and circumstances.
 - Engage stakeholders in the review process to ensure their input and buy-in.
- **Communication and Transparency:**

- Communicate the educational plan, goals, progress, and outcomes to stakeholders through various channels.
- Foster transparency and accountability by sharing information openly and soliciting feedback from stakeholders.
- Build partnerships with stakeholders to promote collaboration and shared ownership of the educational planning process.

8.1.6: Models of Educational Planning

1. Bell's Strategic Planning Model

- Developed by the Northwest Regional Education Laboratory in cooperation with the Oregon Education Coordinating Council.
- Focuses on increasing both intra-system and inter-system planning effectiveness.
- The circular model (Figure 4) has eight major steps grouped into three phases and steps.

The phases and steps are:

A. Strategic Planning

1. Needs identification
2. Problem definition
3. Problem analysis

B. Tactical Planning

4. Program selection
5. Generate alternative strategies
6. Program design

C. Control

7. Program implementation

8. Evaluation

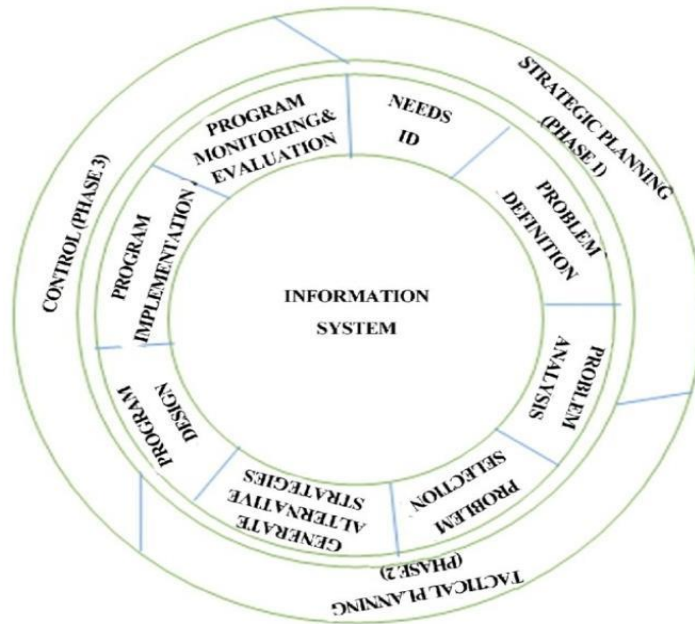


Figure 1 **Bell's Strategic Planning Model** (source Bell, 1989)

2. **Herman and Herman Model of Educational Planning**

- Herman and Herman (1994) developed this model that focuses on a school or school district as the frame of planning reference.
- The steps are grouped into two major areas, namely, strategic planning and tactical planning. The planning areas and steps are:

A. Strategic Planning

1. Vision # 1
2. a. Beliefs and values
 - b. Environmental scanning; Internal and External
 - c. Critical success factors

3. Vision # 2
 4. Mission statement
 5. Strategic goals
 6. SWOT analysis
- B. Tactical Planning**
7. Strategic objectives
 8. Decision rules and priority selection
 9. Action plans
 10. Allocate resources and operate plans

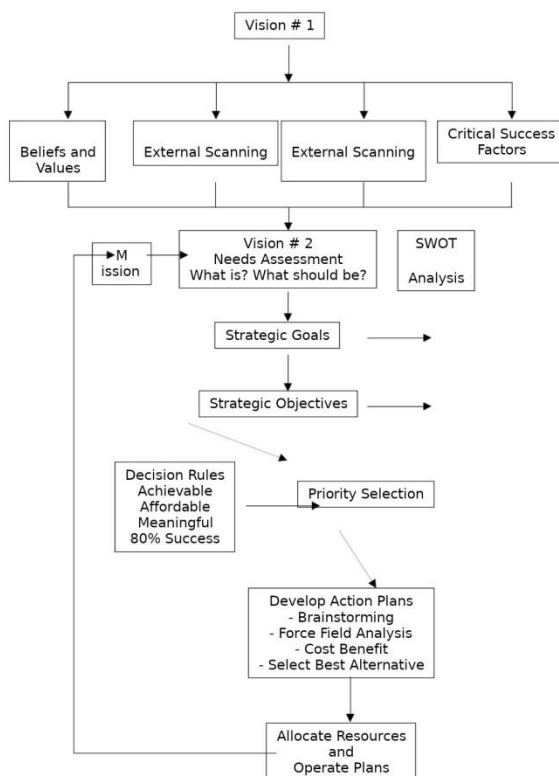


Figure 2 **Herman and Herman Model of Educational Planning** (source Herman and Herman, 1994)

3. The Systems Framework Model (Kaufman,2002)

After undergoing extensive improvements this model finally consists of three major clusters and 12 steps:

A. Scoping

1. Ideal vision
2. Identify and select needs
3. Define current mission
4. Derive mission objective

B. Planning

5. Identify SWOT
6. Derive long and short-term mission
7. Derive strategic plan

C. Implementation and Continuous Improvement

8. Derive tactical and operational plans
9. Make/buy/obtain resources
10. Implement
11. Continuous improvement/formative evaluation
12. Determine effectiveness and efficiency

Besides these above mentioned strategic planning there are some general types of educational planning models. These educational planning models are generally the mathematical models of

plan formulation and implementation. The bases of educational planning are the approaches of education planning, such as-

- Social Demand Approach
- Social Justice Approach
- Man Power Planning Approach
- Cost Benefit or Rate of Return Approach

Important Models of Educational Planning include:

1. Simulation Model
2. Education Flow Model
3. Capital Output Ratio Method or Educational Output Ratio Method
4. Human Resource Development Plan
5. Macro Planning
6. Micro Planning

8.1.7: Let Us Sum Up

Educational planning guides educational institutions towards their goals. Considering several factors such as curriculum design, resource allocation, policy implementations, an effective educational planning helps in setting the vision, establishing goals, need assessment, resource allocation, monitoring, and evaluation. An effective educational planning also needs collaboration and adaptability to changing situations.

Several models of educational planning, including Bell's Strategic Planning Model, Herman and Herman Model of Educational Planning, and the Systems Framework Model have been discussed in detail. These models provide structured approaches to strategic and tactical planning within educational institutions.

8.1.8: Assignment

1. Write the meaning and components of educational planning.
 2. Why is educational planning important?
 3. What are steps included in the process of an effective educational planning?
 4. Write a short note on Bell's Strategic Planning Model.
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8.1.9: Suggested Reading

1. Bhatnagar, R.P. and Aggarwal, V. (1986) Educational Administration (Planning and Supervision) Anupama Publishers and Distributors, Delhi
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5. Sarathi, Parth. 2002. Planning, Auditing and Developing Human Resources. New Delhi: Manak Publications.

Block-8
Educational Planning and leadership
Unit - 2
Educational Leadership

CONTENT STRUCTURE

8.2.1: Introduction

8.2.2: Objectives

8.2.3: Leadership: Meaning, Nature and Importance

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8.2.1 Introduction

Leadership, the art of guiding a group toward a common goal, stands as an essential aspect which determines organisational success. Leadership crafts a vision, shares it with others, and inspires them to pursue it wholeheartedly. A leader who doesn't have a clear vision and attitude towards innovation fails to unleash the full potential of his team, in turn affecting organizational growth. Leadership style is the manner and approach of providing direction, implementing plans and motivating people. Leadership involves 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 goals. In this unit, learners will have the essence of leadership, exploring its approaches, styles, and models.

8.2.2: Objective

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

- Understand the meaning, nature and importance of leadership
- Discuss the theories of leadership
- Identify and discuss the various styles of leadership
- Discuss the models of leadership

8.2.3: Leadership: Meaning, Nature and Importance

- **Meaning**

Leadership is an art of motivating people to work for achievement of a common goal. It is the action of leading a group of people or an organisation. Leaders can motivate other people to

achieve something new and better. a leader can be considered as the inspiration and director of the action. in a group a leader is the person with such personality and skills that makes other people go by his/her direction.

Some people may be naturally endowed with leadership qualities whereas some can learn to become a good leader by improving particular skills.

There are multiple ways of defining leadership. Following are some popular definitions of leadership:

According to Tenenbaum, "Leadership is interpersonal influence exercised in a situation and directed through communication process, towards the attainment of a specified goal or goals".

According to Keith Davis, "Leadership is the ability to persuade others to seek defined objectives enthusiastically".

According to Terry, "Leadership is essentially-a continuous process of influencing behaviour. A leader breathes life into the group and motivates it towards goals. The lukewarm desires for achievement are transformed into a burning passion for accomplishment".

"A leader is one who guides and directs other people. He gives the efforts to his followers a direction and purpose by influencing their behaviour". (Louis A Allen)

"Leadership is the exercise of authority and making of decisions." (Dubin, R.)

"Leadership is not making friends and influencing people i.e., salesmanship. It is the lifting of man's visions to higher sights, the raising of man's personality beyond its normal limitations." (Peter Drucker.)

In a nutshell, leadership can be defined as-

- the process of social influence,
- the ability to inspire and motivate others,

- the process of taking responsibility for outcomes,
- a way of visionary thinking,
- a process of building relationships,
- a way of setting direction,
- a process of creating change.
- **Qualities of a good leader:**

Following are the requisites to be present in a good leader:

- Pleasing personality
- Knowledge and competence
- High level of integrity and honesty
- Communication skill
- Motivation skill
- Self confidence and wheel power
- Enough intelligence for decision making
- Social skills and empathy
- **Leadership and Management**

Leadership and management- these are two distinct yet complementary concepts. In many ways leadership is similar to management. Both require working with people, involve influence, and are concerned with effective goal attainment. But whereas the leaders are visionaries, and set goals for their team, managers are implementers, and ensure that the set goal is achieved. The table given below present differences between leadership and management:

<p><i>Functions of Management vs. Leadership (John. P. Kotler, 1990)</i></p>
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MANAGEMENT	LEADERSHIP
“Producers order and consistency”	“Produces change and movement”
Planning / Budgeting	Establishing Direction
Established agenda	Create a vision
Set time tables	Clarify big picture
Allocate resources	Set strategies
Organising / Staffing	Aligning People
Provide structure	Communicate goals
Make job placements	Seek commitment
Establish rules and procedures	Build terms and conditions
Controlling / Problem Solving	Motivating and Inspiring
Develop initiatives	Inspire and energise
Generate creative solutions	Empower subordinates
Take corrective action	Satisfy unmet needs

- **Nature of Leadership**

1. Leadership is essential for managing. To be an effective manager needs the ability to lead effectively.

2. Leadership is closely connected with motivation. With a proper understanding of motivation one can better appreciate what people want and the reason behind their actions. A leader can increase or decrease the levels of motivation in the workers by creating a favourable or unfavourable working condition in the organisation.
3. A leader needs the willingness of other people to follow him.
4. There is an unequal distribution of power between leaders and other group members. A leader usually has more power than the other group members.
5. Leadership is an ability of an individual to influence the behaviour of others.
6. Leadership is a continuous and group process. A leader cannot lead without the followers.
7. Leadership is to be concerned about values.

● **Importance of Leadership**

1. Initiating Action: A good leader begins the work by clearly explaining the plan of action and everyone's role.
2. Providing motivation: By giving rewards both financial and nonfinancial a leader motivate the employees.
3. Providing guidance: A leader guides the employees to perform their work effectively so that their efforts don't get wasted.
4. Creating confidence: A leader builds confidence in the employees by appreciating their hard work, explaining their roles clearly, helping them achieve their goals, addressing their problems and listening to their concerns.
5. Building work environment: A good leader keeps the work environment positive and efficient and thereby helps in stable growth of the organisation.

6. Co-ordination: A leader balances the personal interests of the employees with the organisational goals and achieves co-ordination in the entity.
7. Creating Successors: A leader trains his subordinates in such a manner that they can develop leadership qualities in them. He creates future leaders.
8. Induces change: A leader helps employees to accept any change in the organisation without much resistance and discontentment making sure that employees don't feel insecure about the changes.

8.2.4: Styles of Leadership

A. Leadership style based on authority

- **Autocratic leadership**

Autocratic leadership is a leadership style where leaders have complete, authoritarian control over a group or organisation, have the authority to make decisions and supervise their subordinates. Followers of this style, make all the decisions with little to no input from others. Leaders use their intuition, knowledge, and ethical values to make business decisions. It's important to distinguish dictators from these leaders. All dictators are autocratic leaders, but not all autocratic leaders are necessarily dictators. Autocratic leaders don't use their power for oppression, instead they are more focused on power for pushing the group forward.

This leadership style is characterised by-

- limited input from stakeholders,
- highly structured environment,
- clearly defined rules and processes.

Advantages of Autocratic leadership:

1. Quick Outcomes

2. Enhanced Productivity and Efficiency
3. Provides Direction
4. Highly Organised

Disadvantages of Autocratic leadership:

1. Inadequate group participation
2. No acknowledgment of feedback
3. Employee morale may suffer
4. Significant pressure on the leader

- **Democratic leadership**

Democratic leadership is a leadership style which involves inclusivity and shared decision-making within a team or organisation. Democratic leaders actively seek input and opinions from their team members and then arrive at a consensus-based decision. John Gastil (1994) defines democratic leadership as “Distributing responsibility among the membership, empowering group members, and aiding the group’s decision-making process.”

High productivity, creativity, team engagement, and a collaborative work environment can be generated in democratic leadership. Besides, it encourages open communication and empowers employees to set goals, examine their performance, and motivate them to succeed.

This leadership style is characterised by-

- inclusivity,
- empowerment,
- transparency,
- adaptability,
- encouragement,

- long term vision.

Types of Democratic leadership:

1. Transformational leadership- leader focuses on inspiring and motivating followers to work toward a shared vision or goal.
2. Participative leadership - leaders involve team members in decision-making seeking their input and feedback.
3. Visionary leadership- leaders have a clear vision for the future.
4. Authentic Leadership- leaders are transparent, honest, and ethical.
5. Adaptive leadership - leaders are flexible enough to adapt to changing circumstances.

Advantages of Democratic leadership:

1. Encourages inclusivity by welcoming members' voice in decision-making.
2. Promotes a sense of ownership and engagement in the employees.
3. Promote trust and foster a culture of accountability.
4. Open to new ideas and feedback.

Disadvantages of Democratic leadership:

1. Unable to take decisive action.
2. Lack of efficiency in effectively managing and delegating tasks to team members.
3. Inability in taking quick action.
4. Limited control over the project outcome.

- **Laissez-Faire leadership**

The French word, “laissez-faire” means letting people do as they choose. In this leadership style, complete autonomy is given to the team members to implement their ideas and work independently. Leaders allow his team members to voice their opinions and give them the

freedom to have their decisions heard and even acted upon. The leader steps in only for the purpose of management, guidance, or training when required, leaving the rest of it to the team members. Laissez-Faire leaders let their employees use their creativity, resources, and experience to help them meet their goals.

Laissez-faire leadership is characterised by -

- hands-off approach,
- leaders provide all training and support,
- decisions are left to employees,
- comfort with mistakes,
- accountability falls to the leader.

Advantages of Laissez-Faire Leadership:

1. Nurtures a bond of trust between team members and leaders.
2. Incorporates a sense of freedom amongst the team.
3. Fosters innovation and sparks creativity among team members.
4. Empowers every team member to work on their leadership skills.

Disadvantages of Laissez-Faire Leadership:

1. chances of unproductivity as continuous guidance is absent.
2. Frequent conflicts amongst the team members in the absence of proper management.
3. Team being under-skilled without prior experience may find difficulty to work with this model.
4. Can lead to confusion related to roles and responsibilities.

- **Paternalistic leadership**

Paternalistic or paternal leadership is a management style where a leader treats employees as family members and assumes that his function is parental and fatherly. Parental leaders make decisions safeguarding his employees' interest. He works to help, guide, protect and keep his followers happily working together as members of a family. In return, leaders may receive employees' loyalty and trust.

Paternalistic leadership has the following characteristics -

- Paternal leaders use organisational and planning skills to prioritise business objectives and focus on necessary tasks to achieve goals.
- Leaders typically request feedback and input from employees but ultimately make final business decisions independently.
- Leaders often inspire confidence from employees, who trust them to make decisions with their well-being in mind.
- Paternal leaders work to empower employees in their roles and motivate them to improve their skills.

Advantages of Paternalistic Leadership:

1. Increased job satisfaction
2. Higher retention rates
3. Effective communication
4. Enhanced motivation

Disadvantages of Paternalistic Leadership:

1. Low morale
2. Increased dependence
3. Perceptions of imbalance

4. Lack of delegation

B. Linkert's four styles of managerial leadership

Likert's four Management Leadership Styles comes from the famous psychologist Rensis Likert, and his associates, who conducted an extensive survey of management and leadership patterns in many organisations.

- **Exploitive authoritative**

In this style of leadership, managers lack the confidence or trust in subordinates whereas the subordinates lack freedom to. In solving job problems, the manager seldom gets the ideas and opinions of subordinates.

- **Benevolent authoritative**

In the Benevolent-Autocratic Leadership Style, the authority lies in the hands of the manager and he has condescending confidence and trust in subordinates. Managers do not use methods of threats. However, the employees are rewarded and punished as per their performance in the organisation.

- **Consultative**

In this style of leadership, responsibility and authority are spread widely throughout the organisation. The subordinates are given different responsibilities. The employees work as a team on certain decisions. Fair communication exists between the employees and the superiors. However, the top management holds the power to form policies and rules. Employees get rewards or punishment as per their performances.

- **Participative**

In this style of leadership, maximum use of participative methods are seen. Leaders engage the employees in the decision making process. According to this system, each employee has a

certain role to play in the organisation. The superiors have complete confidence and trust in their employees.

8.2.5: Approaches to Leadership

The approaches to leadership and theories of leadership evolved with greater understanding of the-

- Needs and expectations of the worker.
- Impact of different leadership styles on followers.
- Effectiveness of different leadership styles in various situations.

Following are some important approaches to leadership-

A. Trait Theory of leadership

The trait theory of leadership, which dates to the mid-1800s, suggests that only a select few were born to lead and a leader's performance depends on his personality traits. Although that view has been widely rejected, management scholars have continued to try to identify personality traits that are compatible with leadership success. They have also tried to explore how such traits can be developed.

British historian and philosopher Thomas Carlyle in his "Great Man" theory of 1840, proposed that world history can be viewed as "the History of the Great Men who have worked here."

According to Carlyle, all great achievements can be attributed to the work of heroes, or "great men," such as Julius Caesar and Napoleon Bonaparte. He believed that "history is shaped by extraordinary leaders and the ability to lead was something you inherited at birth and not something that could be developed". Researchers were inspired by his ideas to look more into leadership and inheritable traits.

In his 1869 book *Hereditary Genius*, British polymath Francis Galton, worked on Carlyle's Great Man theory. According to him, only a few extraordinary individuals possessed the traits required for effective leadership. He also believed that others could not develop such traits. Subsequent theorists also attributed leadership success to personal traits but abandoned Galton's view that only a small number of people are fit to lead.

In the 1940s, researchers began to acknowledge other influences on leadership effectiveness, such as organisational characteristics and employees' characteristics, and organisational environment. The trait theory of leadership was widely rejected during this time, and other leadership theories came to the fore, including the contingency theory of leadership, participative leadership theory, charismatic leadership theory, and servant leadership theory.

Again in the early 2000s, the trait theory of leadership made a comeback, as researchers started identifying personality traits that affect leader effectiveness. But rather than reverting to the belief that personality traits alone determine leadership success, scholars opined that leader personality was just one ingredient in a stew that makes up the contemporary organisation, alongside current events, culture, mission, and many other factors.

Various research studies have given intelligence, attitudes, personality and biological factors as ingredients for effective leaders. A review of various research studies has been presented by Stogdill. According to him, various traits have been suggested and they are-

- Physical and constitutional factors (height, weight, physique, energy, health and appearance)
- Intelligence
- Self-confidence
- Sociability

- Wil (initiative, persistence, ambition)
- Dominance
- Surgency (talkative, cheerfulness, geniality, enthusiasm, expressiveness, alertness and originality).

Ghiselli has found supervisory ability, achievement, motivation, self-actualisation, intelligence, self-assurance and decisiveness as the qualities related with leadership success.

B. Transformational Theory of leadership

Transformational leadership is a process which changes and transforms individuals. It is focused on motivation for employees with the target to create change, innovate, and form the future of the organisational structure. Transformational leadership is concerned with values, ethical standards as well as long term goals. Employees are treated as a full human being, their motives are assessed and their needs are being taken care of by the leaders. By nature transformational leaders are energetic, enthusiastic, passionate and focused on helping every member of the group to succeed.

The concept of transformational leadership was created by James V. Downton in 1973. In 1978, James Burns expanded on the idea of transformation and leaders. He explained how transformational leadership can be helpful both for leaders and followers by pushing themselves to higher standards and better outcomes. In 1985, Bernard M. Bass added success measures to this process.

There are four different components of transformational leadership. They are-

- Intellectual Stimulation
- Individualised Consideration
- Inspirational Motivation

- Idealised Influence

● **Characteristics of good transformational leaders:**

1. Motivate followers, and encourage development and positive morale.
2. Possess high moral standards and inspire others to have the same.
3. Promote a work environment with clear values and high standards of ethics and morals.
4. Create a positive company culture and encourage employees to have a positive attitude towards the organisation goal.
5. Give emphasis on authenticity.
6. Always encourage collaboration and cooperation.
7. Focuses on coaching and mentoring as per need.
8. Allows employees to make decisions and have open communication with the leader.

Advantages of transformational leadership include:

1. Ability to communicate new ideas
2. Balance of long-term goals with short-term vision
3. Opportunity for collaboration
4. Ability to establish trust
5. Increased innovation and creativity

Disadvantages of transformational leadership include:

1. Unfit for bureaucratic structures
2. Loss of focus on immediate needs
3. No good room for guidance and supervision

C. Transactional leadership

Give and take is the hallmark of transactional leadership. It is like a business deal between the leader and his followers. The leaders set clear goals and trade rewards or punishment in order to get the job done. Employees are rewarded when they achieve those goals, or punished when they fail. Transactional leaders concerned themselves with maintaining the status quo and working towards achieving today's task (Hackman, 2009).

Transactional leaders are good at organising and setting clear expectations. This kind of leadership is effective where following rules and procedures is important but not ideal for jobs that require a lot of creativity on new ideas.

Max Weber, a 20th century German psychologist, was the first to describe rational-legal leadership- the style that would come to be known as transactional leadership- as “the exercise of control on the basis of knowledge”. James McGregor Burns, a political scientist advances Weber’s theories. In his 1978 book “Leadership” Burns argued about the necessity of morality and having a higher purpose, both in transactional and transformational leaders. In the 1980s and 90s, researchers including Bernard M. Bass, Jane Howell and Bruce Avolio defined the dimensions of transactional leadership:

1. **Contingent reward**- setting expectations and rewarding process.
2. **Passive management by exception**- manager does not interfere with workflow unless an issue arises.
3. **Active management by exception**- managers anticipate problems, monitor progress and issue corrective measures.

- **Characteristics of transactional leaders:**

1. Focused on short-term goals

2. Prefer structured policies and procedures
3. Follow rules and do things correctly
4. Revel in efficiency
5. Tend to be inflexible
6. Opposed to change

Difference between Transactional and Transformational Leaders

Transactional leadership	Transformational Leadership
Leadership is responsive	Leadership is proactive
Works within the organizational culture	Work to change the organizational culture by implementing new ideas
Transactional leaders make employees achieve organizational objectives through rewards and punishment	Transformational leaders motivate and empower employees to achieve company's objectives by appealing to higher ideals and moral values
Motivates followers by appealing to their own self-interest	Motivates followers by encouraging them to transcend their own interests for those of the group or unit

D. Charismatic approach to leadership

Charismatic management and leadership style is similar to transformational leadership. In transformational leadership, managers use inspirational motivation and intellectual stimulation

and empower their followers in doing their best work. But where the two approaches differ is in how charismatic leaders focus on working within the status quo to make it better, as opposed to creating an entirely new path.

Traits of a Charismatic Leader:

- Forward-thinking goal setting
- Ability to tap into people's emotions
- Openness to taking risks
- Strong engagement skills
- Sensitivity to the environment and the needs of the team
- Utilization of unconventional behavior
- Clear vision

Other important approaches include:

E. Value based leadership

F. Cultural based leadership

G. Psychodynamic approach to leadership

8.2.6: Leadership Models

A. Managerial grid model

The managerial grid model (The Blake and Mouton Managerial Grid model) is a self-assessment tool by which individuals and organisations can identify a manager's or leader's style. The grid was originally developed by Robert R. Blake and Jane S. Mouton in the 1960s and has evolved in subsequent decades. The Blake Mouton Grid is created using a horizontal axis and a vertical axis that meet at a right angle and are rated on a nine-point scale. The horizontal axis is for how

much a leader cares about getting things done (production) and the vertical axis is for how much they care about their people. This grid goes from 1 to 9 on each axis with one being low concern and 9 being high concern. A leader scores high on production means that he cares more about achieving the goals whereas a leader who scores high on people cares a lot about the well being of his team. Leadership style can be identified by looking at where a leader falls on this grid.

- **Leadership styles according to the Blake Mouton Grid**

The Blake Mouton Grid shows whether an organization's leader is more people centric or production centric. On the basis of these focus areas, Blake and Mouton identified five leadership or management styles:

- 1. Impoverished management**

A manager who rates a 1/1 and falls on the grid's lower left quadrant. They have a low concern for both production and people. This is an ineffective leadership.

- 2. Produce-or-perish management**

A produce-or-perish type manager rated 9/1 and will be positioned in the grid's lower right quadrant. He has a high concern for production but low concern for people. They are authoritarian or authority-compliance managers.

- 3. Middle-of-the-road management**

A rating of 5/5 means that the leader falls in the centre of the grid and is said to have a middle-of-the-road management style suggesting the manager is equally concerned about both production and people.

- 4. Country club management**

A manager with a 1/9 rating will be positioned in the top left quadrant. This person has a low concern for production but high concern for people and is said to have a country club management style.

5. Team management

A 9/9 rating would place the manager in the grid's upper right quadrant, indicating a team management leadership style. This person is highly committed to both production and people.

Additional management styles

In addition to those five leadership styles, Blake later identified two more styles:

Paternalistic management- This leader is supportive of their people but also concerned with their own power and position, which they will guard zealously.

Opportunistic management- an opportunistic manager puts their needs above the needs of their people or the organisation and is willing to manipulate others to achieve their own goals.

B. Tri-dimensional model

The Tri-dimensional grid or 3D leadership model is developed by Professor William J. Reddin who introduced the concept of situational demands which talks about the way in which the leader must behave to be most effective.

Reddin has conceptualized the three dimensional grid borrowing some of the ideas from the managerial grid. He has added one more dimension to the managerial grid that is effectiveness. Thus three dimensional axes represent the task orientation, relationship orientation, and effectiveness. Task orientation focuses on setting clear goals, efficient resource organization and rigorous monitoring to task completion. Relationship orientation means meaningful connections,

demonstrates empathy and fosters a supportive team environment. And finally the effectiveness means the extent to which the manager is successful. If the leadership style fulfills the demands of the situation then it can be treated as an effective leadership. On basis of these there are four styles that a manager can adopt-

1. **The separated manager** scores low on both relationship orientation and task orientation. He formulates the rules and policies and imposes these on others.
2. **The related manager** scores high on relationship orientation but low on task orientation. He likes to work with others and run the organization as a social system and believes in everyone walking together. He is not worried about the time and accepts others as they are without trying to change them.
3. **The dedicated managers** score high on task orientation and low on relationship orientation. He is task oriented and concerned with the production only. He does not like to mix with his subordinates and doesn't believe in working without power and responsibility.
4. **The integrated manager** scores high on both task orientation and relationship orientation. He mixes up with subordinates and facilitates two way communication. His major emphasis is on building strong teamwork and effective communication networks.

The tri-dimensional leadership model is distinctive because it does not prefer a single ideal leader's behavior style as appropriate in all situations. It believes that the way a leader behaves in certain situations may not be appropriate for some other situation.

C. Contingency model

The Fiedler Contingency Model was created in the mid 1960s by Fred Fiedler. Fiedler studied the personality and characteristics of leaders. This model states that there is no preferred style of

leadership. Based on the situation a leader's effectiveness is determined. This model explains two factors: **leadership style** and **situational favourableness** (letter called **situational control**).

- **Leadership Style**

To use this model identifying the leadership style is the first step. Fiedler believed that leadership style is fixed and measurable. He developed a scale called Least Preferred Co-Worker (LPC) scale to measure the leadership style. To use this scale the leader had to first think of a person who he has least enjoyed working with. Then he has to score the person on a range of scale between positive factors (friendly, helpful, cheerful, etc.) and negative factors (unfriendly, unhealthful, etc.) If the total score is high the leader is likely to be a relationship oriented leader, and if the total score is low he is likely to be a task oriented leader.

According to this model, task oriented leaders view their LPCs more negatively which results in low scores. They are called low LPC leaders. According to Fiedler, they are very effective in completing tasks. Relationship building is a low priority for them.

On the other hand, relationship oriented leaders view their LPCs more positively and give them a high score. They are the high LPC leaders who focus more on personal connections and are very good at avoiding/managing conflicts and making complex decisions.

- **Situational Favourableness**

After the leadership style is known, one has to determine the situational favorableness of a particular situation. This depends on three distinct factors:

- 1. Leader member relations**

The nature of the interpersonal relationship between leader and followers may be expressed in terms of good. A leader with more trust and influence within the group is in a more favourable situation.

2. **Task structure**

The nature of the subordinate's task described as clear and structured or vague and unstructured.

Unstructured tasks are viewed unfavourably.

3. **Leaders position power**

This is the level of power the leader has to get the group members to argue or accept his direction and leadership. Fiedler identifies power as being as strong or weak.

So to apply the Fiedler Contingency model one has to follow the following three steps:

step 1: identify your leadership style

step 2: identify your situation

step 3: determine the most effective leadership style.

D. **Situational leadership model**

Paul Hersey and Ken Blanchard developed the Hersey-Blanchard Model, or situational leadership style. The model is not a static leadership style. The Hersey-Blanchard Model doesn't believe in the superiority of one leadership style over another. This model advocates that instead of focusing on workplace factors, leaders should adjust their techniques and abilities. In this model, effective leadership is both task-relevant and relationship-relevant. It is an adaptive, flexible style and leaders consider their followers, both individuals and team, then consider the factors that impact the work environment before choosing their leadership style. Thus they have a better chance of achieving their goals. The practitioners of this model must determine their leadership style considering their followers' maturity

The maturity level of followers is divided into four categories:

1. **High maturity:** Highly capable and confident, experienced, able to work independently.

2. **Moderate high maturity:** Capable but lacks confidence, unable to take the responsibility of the work.
3. **Moderate low maturity:** Have confidence but lack willingness.
4. **Low-maturity:** Not skilled enough but very enthusiastic.

- **Hersey-Blanchard Model and Leadership Styles**

Hersey and Blanchard developed four types of leadership styles based on the task and relationships that leaders experience in the workplace.

1. **Delegating style:**

- A low-task, low-relationship style.
- Leader allows the group to take responsibility for task decisions.
- Suitable for leading high-maturity followers.

2. **Participating style:**

- A low-task, high-relationship style.
- Emphasises shared ideas and decisions.
- Suitable for leading moderate followers who are experienced but lack the confidence to do the tasks assigned.

3. **Selling style:**

- A high-task, high-relationship style.
- Leader attempts to sell their ideas to the group by explaining task directions in a persuasive manner.
- Used with moderate followers who have the ability but are unwilling to do the job.

4. **Telling style:**

- A high-task, low-relationship style
- Leader gives explicit directions and supervises work closely.
- Suitable for leading low-maturity followers.

E. Leader member exchange theory

Leader member exchange theory (LMX) focuses on the relationship between a leader and the team members. This theory puts forth that in a team all members are not treated equally. This inequality in treatment creates two groups within the team - the In- groups and the Out-groups. In-groups consist of team members who have a better relationship with their leader, typically involving higher levels of trust, interaction, support and privileges. On the other hand, out-groups consist of those who have a more formal, limited interaction with the leader.

Principles of the LMX theory:

- Leaders do not interact with all subordinates in the same way.
- Leader-member interactions can have different dynamics, ranging from professional to personal.
- Leader-member relationships impact job performance and satisfaction.
- In-group members typically receive more benefits than their out-group counterparts.

This theory involves a three step process:**Role Taking, Role Making, and Routinization.**

The first step – Role Taking –

- Takes place when a new member joins a team
- Their abilities are initially assessed by the leader

The second step – Role Making –

- At this stage a role is created for the member
- Building trust is a key factor to this stage.

- Members are classified into one of two groups; the IN-group or the OUT-group.
- With reference to these groups, the manager subconsciously categorises members into either group based on perceived similarity.
- IN group members are trusted by the manager, receive high risk tasks, plenty of opportunities for career and skill development and ongoing support and guidance.
- OUT group members don't have a high level of trust , will be given unchallenging work, and less opportunities to develop their skills and abilities.

The final stage is – Routinization –

- Routines, norms and expectations are established and both parties get an insight into how they both work.
- In-group members continue to work hard so they remain in their manager's favour.
- Out-group members may become disengaged and may start disliking their managers and teammates who are part of the in-group.

8.2.7: Let Us Sum Up

In this chapter we have learned the meaning, nature, and importance of leadership. Leadership can be defined as a process of social influence, ability to motivate others, and a way of visionary thinking that can create changes. We also learn about the qualities of good leaders, and how leadership is different from management. Various styles of leadership such as autocratic leadership, democratic leadership, laissez faire leadership have been discussed with their characteristics, advantages and disadvantages. Several approaches such a trait theory, transformational theory and transactional theory of leadership have been discussed for the better understanding of the process of leadership. Finally we have an elaborated study of the

models of leadership which included managerial grid model, tri-dimensional model, contingency model, situational leadership model, and leader member exchange theory.

8.2.8: Assignment

1. Explain the concept of leadership. How is it different from management?
 2. Compare autocratic and democratic leadership.
 3. Explain the trait theory in detail.
 4. Write a note on Managerial Grid Model of Leadership.
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8.2.9: Suggested Reading

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