

# 5 CHAPTER

## EDUCATIONAL PLANNING AND MANAGEMENT

### EDUCATIONAL PLANNING

Planning is the process of preparing a set of decisions for action in future, directed towards realising some specific goals by the best possible means. The essence of planning is the appraisal of as many operational alternatives as possible and then selecting the best for launching action.

Planning is always done for the betterment of the organisation or better performance of all jobs. Thus planning includes three things or focuses on three things WHAT, WHY and HOW of achieving some goals.

Planning in education is an extremely important step as it forms the basis of all programmes of quantitative and qualitative improvement in education.

Planning may be defined as delineating the things that need to be done or the methods for doing them in order to accomplish the purpose set for the organisation. In educational context, planning implies :

- (i) Pre-determination of educational objectives e.g. universalisation of elementary education, development of educational technology, early childhood care and education etc.
- (ii) Decision making for the attainment of these objectives.
- (iii) Optimum use of the resources like time, talent, finance and material resources.

### **Definition of Educational Planning**

- (i) According to **C E Betty**, "Educational Planning is such an effort which keeping in view the economic and political facts is done to make the educational system more effective in future, to fix up priorities for action according to needs, of the students and to decided the cost and Investment of educational system."

- (ii) Educational planning is describing or determining events, conditions or needs of some future point in time. For example: Forecasting number and types of students and expansion of facilities needed for them.
- (iii) Educational planning is a preparation phase in the decision making process. It helps to determine the optimal decision.
- (iv) Educational planning is also perceived as a means of generating relevant present or future goals and objectives for the organisation.
- (v) Educational planning is also perceived as operations optimization or performance improvement. It is for the enhancement of existing conditions rather than for those that exists in the uncertain future.
- (vi) Educational planning is problem prevention i.e. minimizes the magnitude of an educational problem likely to be encountered at some future point in time. It also implies in this sense that educational planning should spell out the procedures to be followed if some crisis arise. For example: Planning for maintaining quality of teaching in case the teachers go on strike.

Thus we conclude that educational planning primarily emphasises on :

- (a) Present Goals
- (b) Future Goals
- (c) Related to Performance Enhancement

### **Principles of Modern Planning**

- (i) According to **Y Dror (1963)** the economic planning is the—
  - (a) The process of preparing.
  - (b) A set of decisions.
  - (c) For action in the future.
  - (d) Directed at achieving goals.
  - (e) By optimal means.

In the context of education educational planning may be defined as the process of preparing a set of decisions for future action pertaining to education.

- (ii) **Elliot and Mosier** in their book *Organisation of Planning for Education* (E B Elliot and E E Mosier 1945, Forty-fourth Year Book Chicago University Press) discussed the following principles of educational planning—

- (a) Educational planning is a part of general planning.
  - (b) Planning as a continuous process is research based.
  - (c) A realistic planning should take into consideration the resources available.
  - (d) Based on the needs of the individuals, it should involve participation of all interested individuals and groups.
  - (e) The planning should utilize the services of the specialists.
  - (f) To be effective, planning must be evaluated continuously and modified for better action.
- (iii) The educational planning is nothing but preparing a blue print for the development of education of a country. According to **Beeby (1967)** educational planning is the exercise of foresight in determining the policy, priorities and cost of an educational system having due regard for economic and political realities for the system's potential for growth and for the needs of the country and of the pupils serving the system.
- (iv) **Coombs (1970)** defines educational planning as the application of rational, systematic analysis to the process of educational development with the aim of making education more effective in responding to the needs and goals of its students and society.

### Characteristics of Educational Planning

The science of educational planning has tremendously grown during the past few decades. It has developed new and more sophisticated techniques and strategies. Following are some of the most important characteristics of modern educational planning :

- (i) **Planning is a Logical, Systematic and Scientific Process:** In view of the well thought out objectives several alternatives may be specified and one, the best of them may be chosen and implemented. This choice of the best alternative is determined by a number of considerations discussed with many people at various levels in a logical and systematic manner.
- (ii) **Planning is Responsibility of All People Concerned with the Desired Changes:** A team of experts, responsible people and those who are to implement the plan should determine the goals and appropriate ways of attaining them.

- (iii) **Goals are related with Welfare and Progress of all People:** The expected good of the society and needs of children and young pupils in the schools and colleges should be the broad frame of reference to be used for educational planning.
- (iv) **Planning Involves Representatives of most of the Concerned Sectors of Society:** Aim is to secure active participation of all members of the society and take care of their needs.
- (v) **Planning Anticipates Probable Developments and Needed Changes in Future:** This is done much ahead of time so that proper facilities, supportive media and required resources for implementing the planned changes may be secured.
- (vi) **Planning is Remedial and Guidance Oriented:** Appropriate planning helps to identify the causes of the educational problems and suggest relevant solution to it.

### Steps in Educational Planning

(i) Generally there are three steps in educational planning namely:

- (a) Policy making.
- (b) Plan formulation.
- (c) Plan implementation.

(Policy making regarding education is usually done at the highest level or apex level. The government of a country through legislature decides these policies. There are different agencies like Planning Commission formulates the plan. Lastly the administration and various ministries, departments undertake the responsibility of actually implementing the plan.

All these stages are not mutually exclusive rather they depend on each other and often get mixed up. It is important that the government and political parties should show strong political will and commitment in implementing the educational plan which should be based on democratic principles.

(ii) As the educational planning is a scientific approach to various educational problems and it may consist of the following steps:

- (a) Classification of educational objectives.
- (b) Diagnosis of present conditions.
- (c) Identifying alternative courses of action.

(d) Action plan.

(e) Evaluation of the whole process.

Educational Planning in India is often termed as development planning which intends to promote a rapid rise in the standard of living of the people by efficient exploitation of resources of the country, increasing production, offering opportunities to all for employment in the service of the community. It is more than putting together a number of central or state level projects. It is direction towards national objectives.

Educational Planning is a complex process involving plan formulation, implementation and evaluation. Each of these stages is important for planning to be a success.

### Importance of Educational Planning

Educational Planning is often considered as the magical formula for the social and economic development. Although it is not the panacea for all problems yet it is needed for the following reasons:

- (i) It helps to analyse and evaluate alternate policies.
- (ii) Planning is needed to attain the objectives.
- (iii) Optimum utilisation of resources is possible when education process is properly planned.
- (iv) Planning prevents wastage and solves many problems.
- (v) Effective planning saves time, effort and money.
- (vi) Planning is necessary to keep pace with time and changes.
- (vii) For coordination among the wide range of tasks and to control them, planning is necessary.

### Objectives of Educational Planning in India

Educational plan is all about setting objectives and achieving these with the help of limited resources. As **Coombs** pointed out that educational plan is the result of rational process of setting clear objectives, and choosing the most efficient and effective means for pursuing them. In general, educational plan objectives should be based on the Universal Declaration of Human Rights. However the objectives of the plan should also reflect the educational priorities of a nation. In India the objectives of educational planning are as follows :

- (i) Universalisation of elementary education including retention.
- (ii) Development of adult education and eradication of illiteracy.
- (iii) Improvement of quality of higher education.

- (iv) Development of national integrity, international understanding, cultural development and preservation of culture heritage.
- (v) Economic upliftment and poverty eradication.
- (vi) Introducing special measures for backward classes, for handicapped and inclusive education.
- (vii) Creation of knowledge society.
- (viii) Development of technical and management education.
- (ix) Vocationalisation of education specially at secondary stage.

### Specific Characteristics of Formal Planning

Educational planning is comprehensive, scientific and broad based it is not concerned with only one aspect of education or any single programme of education.

Both vertical and horizontal systems of education come under the purview of educational planning. Vertical system means from primary stage to the higher stage of education are taken into consideration when planning process goes on and horizontal systems imply different types of education i.e. general education, vocational education, non-formal, technical education etc. which are again issues related to educational planning.

Educational planning is a long term process spanning five years, ten years or more.

It is a complex continuous process and integrally related with total national development.

Educational planning involves many planning agencies and the national and international expertise are sought to finalise the planning process.

It can again be divided into two parts namely normative planning and operative planning. Normative planning is concerned with the aims and objectives as specified by the Constitution. The Operative planning, on the other hand, has to do with the implantation of the policies determined at national level through the different educational institutions.

### Types and Strategies for Educational Planning

The important types of educational planning are as follows:

- (i) **Micro planning:** When the planning has to do with a single unit or an individual case, it is done at the micro level. Micro planning is concerned with the development of the unit. In

this case planning begins at the institution level. The institutional planning is an example of such planning.

- (ii) **Macro planning:** When things are planned at the apex level or encompassing broader areas, then it is called macro planning. Macro type of planning is a comprehensive education plan reflecting the needs, goals and aspirations of a country and is obviously a long term plan. This type of planning is integrated with the overall perspective of economic growth and human resource development.
- (iii) **Long Term Planning:** In this type of planning all the objectives and its whole format is to be kept in mind. This is usually for a period of 10 to 20 years because its results are observed after implementing it. This type of planning makes a remarkable change in the organization.
- (iv) **Short Term Planning:** This type of planning aims at finding the solution for immediate problems faced by the organization. The period of this plan is usually 3 to 5 years.
- (v) **Management Planning:** A decision is taken to introduce the plans already prepared in this type of planning. These decision making groups are called Management planning. These plans are meant for short term as well as long term.
- (vi) **Grass-root level Planning:** This type of planning is done at the local or village level and its course is from the bottom to the top. The advantage of such planning is that the solution of the problems, local resources and local people's suggestions are effectively used and incorporated in the plan. This type of planning is becoming more popular. The local or state level plans help much in making the national level plans and make them effective.

### Approaches to Planning

At the time of the preparation of a plan various view points and frames of references are taken into consideration depending on the needs of people or different contingencies. Planning is a strategy to achieve goals, so it is all about setting targets, making choices and assumptions which again are based on some frames of references. These view points are the foci of planning and are termed as different approaches to planning. Planning is generally based on the following approaches:

1. Social Demand approach.
2. Man power or human development approach.

3. Rate of Return approach.
4. Social Justice approach.

Apart from these in educational planning two more important models are taken into consideration, which are intra-educational extrapolation model and demographic projection model or school mapping.

### 1. Social Demand Approach

This approach to planning, takes into accounts the needs and aspirations of the general mass. Educational planning in this case seeks to provide access to education as per popular demand. In our country education is considered to be means to social upward mobility and as such there is a great demand for secondary and tertiary stage of education specially in the fields of general education. The policy makers and planning bodies often accede to the popular demands although it may lead to unemployment and under employment problems.

This approach comes most naturally to the educator and is actually more a description of what he normally does than a theoretical formulation of how he should approach planning.

'Social demand' is an ambiguous and mischievous term (rarely used by educators) which can be defined in several quite different ways. It is most commonly used to mean the aggregate 'popular' demand for education, that is, the sum total of individual demands for education at a given place and time under prevailing cultural, political and economic circumstances. If there are fewer classrooms and places than there are serious candidates to occupy them, one can say that social demand exceeds supply. There is good evidence of a demand-supply gap when educational authorities and political leaders receive mounting complaints from irate parents whose children cannot get into school.

Two important points need to be added. One concerns the imposition by government of compulsory school attendance. When this happens the demand suddenly grows larger and is basically determined by demography; it is no longer a private, voluntary demand. The second point is that voluntary demand may be considerably influenced by what the costs of education are to the student and his parents, not only the cash costs (fees, etc.) but the 'opportunity costs' of income forgone, of work not done on the family farm while the student is attending school.

Within limits, public authorities can influence the size of social demand, though as a practical matter it is far easier to stimulate an increase than to reverse the process. For example, if a government can afford to, it can arbitrarily boost social demand by requiring school attendance and, beyond the age of compulsion, by making education free (even, in the extreme, by compensating students or their parents for the income and work forgone). Short of these measures, governments can use propaganda to stimulate the private (voluntary) demand for education. But the culture itself, the climate of attitudes and convictions about what education can do for people, is undoubtedly the most influential factor of all in determining the social demand for education, provided people can pay for it.

Measuring social demand is almost always extremely difficult and often impossible. The exception, of course, is where compulsory education exists together with good demographic data on the relevant age group (the case in most industrialized countries but not in most developing nations). To obtain even a good approximate measure of voluntary demand would virtually require a house-to-house canvass in most cases.

Three main criticisms are made of the social demand approach particularly by economists :

- (a) It ignores the larger national problem of resource allocation and implicitly assumes that no matter how many resources go to education this is their best use for national development as a whole ;
- (b) It ignores the character and pattern of manpower needed by the economy and can readily result in producing too many of some types and not enough of others ; and
- (c) It tends to over-stimulate popular demand, to underestimate costs, and to lead to a thin spreading of resources over too many students, thereby reducing quality and effectiveness to the point where education becomes a dubious investment.

## **2. Manpower or Human Resource Development Approach**

Human resource is the most important resource in the progress of a country by developing the skill. In this approach to planning, the educational policy makers take into account the types of manpower needed for the economy and accordingly educational institutes and training programmes are organised. This approach is based on sound economy and is likely reduce the unemployment problem ensuring economic advancement. However, this approach does not

always comply with popular demands. Moreover, man power planning is a complex process requiring long term projection subject to market fluctuations.

As noted earlier, many economists preferred the 'manpower approach' to educational planning. The argument in its favour ran roughly as follows: Economic growth is the mainspring of a nation's over-all development and thus should be the prime consideration in allocating its scarce resources. Economic growth, however, requires not only physical resources and facilities but also human resources to organize and use them. Thus the development of human resources through the educational system is an important pre-requisite for economic growth and a good investment of scarce resources, provided the pattern and quality of educational output is geared to the economy's manpower needs.

While the broad logic of the manpower approach was hard to argue with, its practical application revealed a number of flaws. First, it gave the educational planners only limited guidance. It had nothing to say about primary education (which was not considered to be 'work-connected') though by implication it suggested curbing the expansion of primary education until the nation got richer. Most manpower studies confined their attention to 'high level' manpower needed by the 'modern sector' (that is, mostly urban employment). Thus planners were given no useful clues about the educational requirements of the people who would constitute the vast majority of the nation's future labour force, namely, semi-skilled and unskilled workers in the cities and the vast majority of workers who lived in rural areas. Second, the employment classifications and manpower ratios (e.g. the desirable ratio of engineers to technicians, doctors to nurses) used in most manpower studies in developing countries, as well as the assumed educational qualifications corresponding to each category of job, were usually borrowed from industrialized economies and did not fit the realities of less developed ones.

A third difficulty was the impossibility of making reliable forecasts of manpower requirements far enough ahead to be of real value to educational planning, because of the myriad economic, technological and other uncertainties involved.

The manpower approach could usefully call attention to extreme gaps and imbalances in education's output pattern that needed remedy, but this hardly required elaborate statistical studies. It could also give educators useful guidance on how, roughly, the

educational qualifications of the labour force ought to evolve in the future-what the relative proportions should be of people with a primary education or less, secondary education, and various amounts of post-secondary training.

This in fact was very useful for educational planners to know but it was a far cry from detailed manpower requirements.

Alert educational planners who understood the foregoing limitations soon learned to take impressive statistical tables of long-term estimates of manpower requirements, broken into fine categories, with a large fistful of salt. But, at the same time, they learned to extract useful guidance from manpower studies, even though this guidance fell far short of what the planners needed. The inadequacies of this earlier manpower approach assumed gigantic proportions when eventually the employment market pendulum began swinging hard from manpower deficits to manpower surpluses, as described earlier. This prompted such original pioneers of the manpower approach as Professor Frederick Harbison to counsel their overenthusiastic disciples (by now engaged in what Harbison called 'statistical pyrotechnics') to abandon this much too narrow view in favour of a wider-angled 'employment approach'.

### **3. Rate of Return or Cost Effective Approach**

This approach considers education as an investment and the return from it should match the amount of investment. In other words investment in education must ensure higher economic productivity. As a matter of fact, rate of private return and rate of social return from investment in education are considerable and individuals and families invest in education with an eye to future earning. A World Bank study of 44 countries (1983) found that the rate of return to investment at any level of education in developing countries is above ten percent. It also showed that rate of return to investment in primary education is higher relative to investment in other levels. In our country, the apparent unsuitability of general type of university education in economic development has become quite obvious and the government is trying to pay more attention to elementary education for social as well as economic benefits.

However, it should be mentioned that rate of return in education can not be measured accurately by earning differentials. Besides, rate of return approach often ignores social and technical skill while emphasising more on economic aspect.

All these approaches have their merits and they should be judiciously applied depending on the particular stage of education or type of education and on the basis of economic consideration.

Yet another group of economists, coming out of the neo-classical tradition of economists, took hard issue with the manpower approach on grounds additional to those already mentioned. They said, in effect, that this approach was about as guilty as the social demand approach of ignoring the over-all 'allocation problem' and the key test of benefits versus costs.

The 'cost-benefit' principle is what a rational individual roughly applies when deciding how best to spend his money when his desires exceed his means. He examines his alternatives, weighs the cost of each and the corresponding satisfaction or utility he feels it will bring him, and then chooses those particular options within his means that promise the highest ratio of benefits to costs.

These economists argued that economic and educational planners should follow this same style of logic when dealing with the allocation of a nation's total resources among different major sectors, or with the allocation of the education system's total resources among its various sub-sectors. No one, least of all other economists, disagreed with this general point. Indeed, one can hardly be a good planner or decision-maker if he does not think intuitively in these cost-benefit terms.

But the practical difficulties of actually measuring these costs and benefits were even more formidable than those encountered by the social demand and manpower techniques. To be sure, some economists and engineers had made progress on similar calculations applying to such things as steel mills, irrigation dams and fertilizer plants. But measuring the likely costs and benefits of major subdivisions of an educational system was far more complicated. Undaunted, the advocates of what came to be called the 'rate-of-return' approach made a heroic effort and emerged with some precise-looking numbers in several studies in different countries.

To sum up, it is fair to say that the rate-of-return approach at its present experimental stage of development tells us much more about the past than it does about the future. And while we can usefully learn from history, the last thing a developing nation wants to do is to repeat it. Given the paucity of good data to work with and the need, in any event, to make a whole constellation of tenuous assumptions about the economic future, the precise-looking figures

arrived at should be treated with extreme caution by practical planners and policy-makers.

None the less, the rate-of-return approach, like the social demand and manpower approaches, has a decided relevance and utility for educational planning. At the very least it emphasizes the constant need to examine alternatives and to weigh their respective costs and benefits as best one can before leaping to a decision. As its methodologies and basic data improve it may provide more solid guidance.

But none of these approaches, it is now clear, provides an adequate basis by itself for educational planning. By now even the most partisan proponents of these different approaches concede that a new synthesis of all three is needed. Even such a synthesis, however, would leave important gaps to be filled. The towering weakness of all three is that they implicitly take the existing educational system for granted and leave it untouched except for its scale. They are essentially instruments for macro-planning, and as such can be we will come to later is that educational planning now needs to get down inside the system and change it to make it more relevant and efficient and productive. This is the main way to raise the future rate of return on educational investments.

#### 4. Social Justice Approach

In an egalitarian society, the policy planners intend to create a just and equitable society by adopting such planning approach which introduces special measures for the benefit of the backward classes of people. In educational context, this approach to planning is reflected in the educational policies like equalisation of educational opportunities, universalisation of elementary education, positive discrimination towards weaker sections of the society etc.

#### Types of Planning

It has already been mentioned that there are basically two types of planning namely micro and macro planning which are mainly concerned with the unit of planning. The other types of planning include block level planning, area planning, intra education extrapolation planning, grass root planning. However, from the point of view of education two important strategies of planning are institutional planning and school mapping.

- (i) **Institutional Planning:** According to *M.B. Buch (1969)* institutional plan is a set of programmes prepared by an

educational institution on the basis of its felt needs and the knowledge of its resources-available and likely to be available-with a view to improve school standards and practices and with a view to provide for the future development of the institution.

The institutional planning is an example of decentralised planning is concerned with the welfare of the institution. The objective is to utilise the resources at the disposal of the institution effectively and efficiently thereby eliminating wastage. Moreover, in this kind of planning teachers, parents, local people and the students are all involved which generates enthusiasm and motivation.

- (ii) **School Mapping:** School mapping is an offshoot of demographic projection model. In such cases the estimate of future requirements of the population are taken into consideration. The school mapping is a process of preparing future plan for school education for a particular area. The variables in this regard consist of catchments areas, nature of the school going population, geographic location, accessibility of the schools, transport system, social characteristics of the population etc. The objective is to serve the people of that area in best possible manner.

#### Modern Trends in Educational Planning

The policy makers are now emphasising more and more on decentralised and democratisation of planning process. Decentralisation of planning implies planning at district level, institutional level should be encouraged. The Kothari Commission also suggested as early as 1964-1966 that district should be considered as a unit of educational planning. The concept of decentralisation of planning indicates that planning is a two way process. It means planning should be done at macro level and micro level in an integrated manner. At the central level, guidelines are proposed and financial allocations are made and at the local level district authorities and institutions prepare their own plans accordingly. It also requires that the teachers and educators should be involved more and more in planning process and execution of plans.

Lastly, planning tended to be expenditure oriented but at present the emphasis is on intensive utilisation of scarce resources by

plugging wastage and stagnation. The objective is to emphasise on quality improvement by incorporating programmes which are not so costly.

### Principles of Effective Planning

Planning process to be effective and to yield desirable results should be based on a few principles. An ideally constructed plan may have the following characteristics:

- (i) It should contain clearly defined objectives.
- (ii) The plan needs to be simple, pragmatic and balanced.
- (iii) It must have proper analysis and classification of actions to be taken, operations to be conducted and the standard of performance to be set.
- (iv) A good plan should be flexible and open to adjustment.
- (v) Optimum use of all the available resources is the hallmark of good plan and the allocation of resources on the basis of priority is done.

### Educational Planning in India

After independence the government of India established Planning Commission with the objective of national development. It was decided that for the development of nation the five year plans were launched in 1951 and since then development of education in India started in right earnest.

Education Planning in India is one of the essential areas of concern in all the Five year Plans in India. With the onset of globalization and modernization in recent times, education at all levels is very necessary if India is to outdo other nations.

Since the 1990s, the Indian government has been emphasizing the need to develop education in India across all levels - elementary, secondary, vocational, higher level, and technical. Towards this, the government has also formulated certain measures to increase adult literacy and continuing education among Indians.

The main thrusts of the first three Five year Plans were on economic development, industrialisation, income enhancement, reduction in income disparities and achieving self-sufficiency in food.

The Fourth Five year Plan emphasised on social justice and equality and Fifth and Sixth Plans were concerned with eradication poverty, population control along with economic upliftment. The Eighth Plan introduced special measures for the backward classes.

However, it was realised that it would not be possible to achieve all these objectives without educational development. So the Five Year Plans play significant role in educational planning of our country and these Plans have consistently increased the total outlay on educational development. As a matter of fact the Plan outlay on education has increased from Rs. 151.20 crore in First Five Year Plan to Rs. 43,825 crore in the Tenth Five Year Plan (2002-2007). The expenditure on education as a percentage of GDP also rose from 0.64% to in 1951-1952 to 3.74 % in 2003-2004.

The Eleventh Five Year Plan approach paper pointed out that some of the objectives of it are 4% growth in agriculture sector, faster employment creation, reducing disparities across regions and ensuring access to basic physical infrastructure as well as health and education services to all. At the National Development Council meeting, our Prime Minister rightly said to have an India which is prosperous and equitable, an India which is caring and inclusive. The 11th Five year Plan must fulfill that dream.

### 1. Disadvantages or Problems for Education Planning in India

Although the Five Year Plans in our country have had successfully introduced many positive changes yet there are some drawbacks in our planning. The major problems of the Education Planning in India as far as analysts opine are as under:

- (a) high drop-out rates
- (b) low levels of learning achievement
- (c) low participation of girl students
- (d) inadequate school infrastructure
- (e) teacher absenteeism rate high
- (f) large-scale teacher vacancies
- (g) inadequate teaching/learning material
- (h) lack of public involvement in provisioning of educational services
- (i) variation in the literacy rates for the Special Groups of citizens
- (j) There is an over emphasis on expenditure and it is believed that all educational problems can be solved by money. But planning procedure should prevent the wastage of resources and make sure that money is properly utilised.
- (k) For this purpose plans should be evaluated regularly and research work is not carried out in this regard.

- (l) There is also administrative weakness in implementing the plan and the strong political will in this respect is often absent.
- (m) Planning to be successful must depend on the co-ordination and integration at different levels of planning. Lack of such integration among different agencies is another drawback of our plans.
- (n) Our planning process is not decentralised. The emphasis on Central Planning has neglected micro planning at regional planning. In a democratic country there can never be a total authoritative Plan and instead Indicative Plans should be introduced.

### 2. Steps taken by Government in Accelerating Education Planning in India

The central as well as the state governments have been emphasizing on the growth of education at all levels. Moreover there are District Literacy Societies or Zilla Saksharta Samiti who also plays the most pivotal role in the pursuance of adult education. The first step taken by the Indian government is to initiate measures for universal elementary education among all. The other significant steps taken on the Education Planning in India are :

- (a) to increase the number of institutions, teachers and students at elementary level
- (b) to provide for incentives like textbooks, free uniforms and scholarships
- (c) to offer Centrally Sponsored Program of Nutritional Support to Primary Education or Mid Day Meal Scheme
- (d) to launch the Sarva Siksha Abhiyan Scheme
- (e) to initiate the District Elementary Education Plan
- (f) to launch the National Literacy Mission for providing functional literacy to the non-literates between the age group of 15 and 35
- (g) to provide free and compulsory education for children
- (h) to improve the Industrial Training Institutes, Boards of Technical Education and Engineering Colleges, and Polytechnology and Apprenticeship Schools
- (i) to upgrade the Indian Institutes of Technology and Indian Institutes of Management
- (j) to progress in new technology based areas like biotechnology, bioinformatics, and nano-technology variation in inter-state literacy rates

### 3. Suggestions for Improvement of Educational Planning System in India

Following suggestions may be given for improvement of educational planning system in India:

- (i) Long term educational plan should study how and how far traditional educational patterns have contributed to the failure of social and economic progress in the past. The study must discover whether the attitudes, hostile to economic progress, are result of specific structure of education. For example low status given to technical and vocational education in our country.
- (ii) Secondly there should be concrete idea of the size and composition of long term development of our country with clear formulation of goals and objectives. From these, the future patterns of manpower distribution can be derived and proper planning can be undertaken.
- (iii) Since technology, international policies and demands are changing rapidly the long term plan should be a 'rolling plan'. It means that the long term plan should be reviewed continually and at least annually to adjust with these changes.
- (iv) Most importantly administrative efficiency, co-ordination at all levels and strong political will are needed for educational planning to succeed.

### CONCEPT OF INSTITUTIONAL PLANNING

Institutional planning is the planning made by an institution on the basis of its needs and resources available for the development of new achievements, instructional work, co-curricular activities, etc. for the students as well as other employees in the institution.

The plan may be for a long or short duration according to the need of the institution and it is based on the principle of optimum utilization of the resources. The plan for the institution as a unit so that its targets are defined in the plan, its time-bound progress in determined, the rate of progress per unit to time is also determined, and commitments are made in the plan which regulate and accelerate its working.

Planning may be made at the national level or at the state level. Planning is not made at the national level but it is given to the institutions which have their own jurisdiction. Thus the

implementation of planning is provided to the institution and the teachers and they have their own jurisdiction.

### Definition of Institutional Planning

"Institutional Planning is a direct off short of educational planning. It is a programme of development, new achievements, instructional work, co-curricular activities etc. 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 bringing improvement in the school and its practices. The plan may be for a long or short duration according to need. It is based on the principle of option utilization of resources".—(M B Buch)

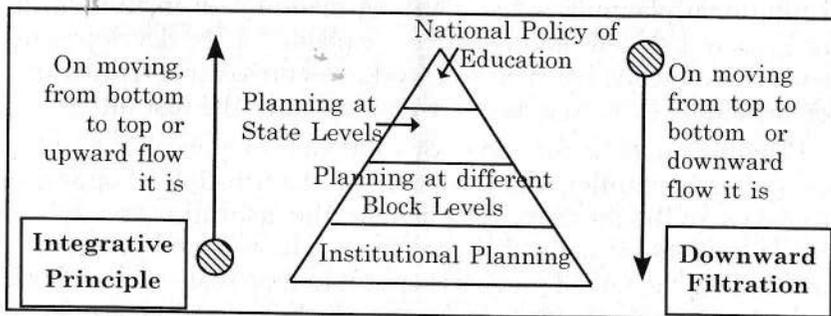
According to *E W Frankli*, "Institutional planning is a milestone in the journey towards the improvement of education".

According to *Dr. V K R V Rao*, "Each institution will have to learn to plan its development on its own individual lines within the broad framework of National Policy on Education".

Institutional Planning is the plan for the institution as a unit so that its targets are defined in the plan, its time bound progress is determined, the rate of progress per unit of time is properly evaluated and recorded. It is a scheme for the efficient running, steady growth, balanced expansion and priority wise progress of an institution.

### Origin of Institutional Planning

The origin of institutional planning is shown in the following figure:



The success of a particular level of planning of the institution depends on integration or proper coordination at the lower level of that institution.

### Institutional Planning and Educational Planning

Institutional planning is a part of educational planning. It is a plan prepared by an educational institution for its overall development on the consideration of its present available resources and felt needs (i.e. as per the needs and available resources of the institution).

Though the institution has freedom to make its own plan on its own line but it should be within the broad framework of National Policy of Education. (i.e. an institute makes its plans as per its needs. This varies from institute to institute but it has a common purpose as it should be under the National Policy of Education).

So institutional planning is a direct off short of broad educational planning to fulfill our national objectives of education.

### Characteristics of Institutional Planning

- It is need-based and not expenditure-based.
- It attaches more importance to the existing material and human resources and instead of going on with demands for more, it endeavours to make optimum utilization of the resources in hand.
- It is prepared by the local talent, i.e. by the joint efforts of the headmaster, teachers, students and interested citizens. It is a cooperative venture of the community, management, school staff and the students.
- It is result-oriented.
- It is specific for an institution. There cannot be a single plan for all the institutions.
- Apart from involvement, it results into motivation for students, teachers, management and the community.
- The institutional planning eliminates wastage. Grants received if not utilized are surrendered rather than wasted through hasty purchases of useless materials. The school authorities exercise greater responsibility and control when they are the architects of their own plan.
- The plan is prospective-i.e., spotlight not only the present needs but also the future needs of the institution. It can be prepared as an annual and five year plan.
- It is continuously developing. An institutional plan cannot be rigid and static.
- It forms the basis for the District, State and National plans.

### Need and Importance of Institutional Planning

It is essential to involve administrators, teachers, parents, students, educationists and social reformers in the process of educational planning, because democratic planning presupposes popular participation.

**Sh. J P Naik** says, "A major reform, I propose, therefore, is that the planning that resembles an inverted pyramid should be broad-based and decentralised by introducing the system of institutional plans."

He strongly pleads to have a fine blend of the centralised and decentralised systems of educational planning in our country and says, "The two processes are not exclusive and one needs both of them in combination." The IEC has also laid emphasis on institutional planning by saying, "This implies that educational planning has to be decentralised to the district level and still further down to the level of institution."

By recognising each institution as a unit, it is quite easy to develop District and State Educational Plans. In this way the individuality of an institution is not only preserved but promoted and becomes the centre of planning. There should be revolution and complete overhaul in education starting from below. The institutions will enjoy academic freedom in this arrangement.

The teachers, administrative officers, and even students will assume their rightful leadership role in the process of educational reconstruction.

In our present day planning we have unfortunately lost sight of the individual institution and of its uniqueness. It is to correct this mistake that it is proposed to develop the programme of institutional planning.

**Dr. S K Mitra** says, "the whole notion of institutional planning is based on this idea that at every stage right from the school to topmost level in the field of education constant effort has to be made in order that we do not have new ideas for the sake of new ideas but in order that we can do a better job with whatever resources we have at our command."

**Dr. B D Nag Chaudhari** says, "Since the implementation of the plans and programmes is as important and vital as plan formulation, institutional planning has a special contribution to make in national development. Planning for each school and college has an advantage that it brings to the plan formulation

process a realism, an appreciation of the felt needs of the community and an awareness of the difficulties and the problems at the operational level."

There is some institutional planning already in existence; for example the headmaster anticipates the rush of admission and the need for expansion, he makes a request for more posts, prepares time table of the school well in time, prepares a calendar for the year long programmes, sends requisition for more grants and makes demands for additional equipment, building, etc. The germs of planning are already there. But this planning is not scientific and systematic. Institutional planning will introduce a system, formalism, intensity, purposefulness and scientific approach in the school planning processes.

### Necessity or Advantages of Institutional Planning

Planning is of vital importance in any walk of life. It is needed in teaching; in organization, in administration and in business. Educational institution needs thus planning in order to run the administration smoothly and in order to utilize various resources available in a proper fruitful manner. The advantages of instructional planning are as follows :

- (i) To develop the administrative structure of the institution.
- (ii) Proper co-ordination between school and the society.
- (iii) To establish the good relation among headmaster and the assistant teachers.
- (iv) Good relation among students and teachers.
- (v) Beautiful understanding among the students.
- (vi) To develop proper discipline and a good code of conduct within the institution.
- (vii) To create democratic environment in the school.
- (viii) To organize co-curricular activities regarding characterisation of the students.
- (ix) To develop proper teaching-learning processes in the school.
- (x) To establish a good library in the school.
- (xi) To help the proper utilization of the resources like, class room, teaching aids and other materials related to school.
- (xii) To help the development of evaluation system of the institution.
- (xiii) To help the proper utilization of the finance of the institution.
- (xiv) To help the implementation of the aims of planning.
- (xv) To help the activation of programme with due weightage.

## Different Aspects of Institutional Planning

### Administrative Aspects

- (i) Developing procedures to increase the effectiveness of staff meeting.
- (ii) Arranging teachers' meetings.
- (iii) Taking steps to implement the decisions of staff meeting.
- (iv) Improving supervision of different activities.
- (v) Improving headmaster-faculty relation.
- (vi) Constructing an effective time-table.
- (vii) Improving relation among staff members.
- (viii) Improving the school and community relation.
- (ix) Improving the school discipline.

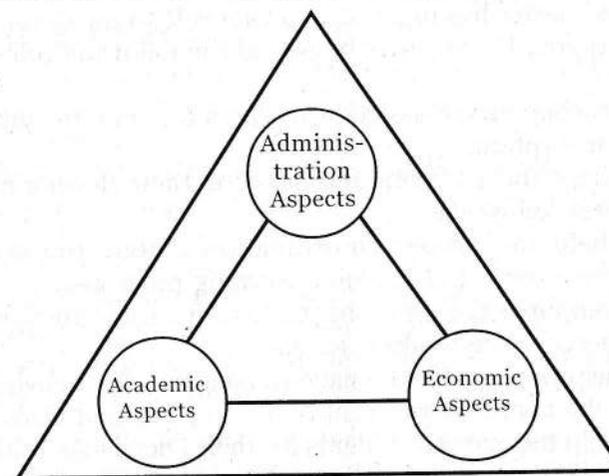
### Academic Aspects

- (i) To reduce stagnation and wastage.
- (ii) To improve teaching methods.
- (iii) To improve reading habits of both the teachers and the students through a planned use of literacy.
- (iv) To improve internal examinations.
- (v) To assist retarded students.
- (vi) To provide a better education for the gifted/advanced students.
- (vii) To try out ways of organising different co-curricular activities.
- (viii) To publish school magazine or bulletin board.

### Economic Aspects

- (i) To survey the available economic resources of the institution.
- (ii) To distribute money among different projects to satisfy the felt needs of the school according to priority.
- (iii) To plan the way of collecting money from several sources like mobilising donation, raising fees at the higher level of education, education effecting some saving by the efficient use of facilities.

All the three aspects mentioned earlier are not isolated but interrelated. Though the main aspect of institutional planning is the educational aspect but without a proper administrative planning, it is not possible to implement it effectively. Again implementation of administrative planning is closely related to the economic aspect. Hence equal importance of these three aspects should be provided while making on institutional plan.



## Responsibilities of Different Individuals in Institutional Planning

### Role of Head Teacher of the Institution

Each school is headed by one Headmaster. The head of an institution is solely responsible for institutional planning and management. He or she decides how to use the available resources and how to initiate steps to mobilize the resources. He or she involves the teachers, parents, other associations etc. towards the achievement of qualitative education for younger generations.

It is his duty to provide superior leadership to involve students' faculty and the community in the preparation and implementation of an institutional plan. As planning is invented to introduce change, the headmaster might have to face opposition by the teachers & hence he must move very cautiously. He should access the strengths and weaknesses of the staff members and carefully create the feeling of readiness for the change among teachers.

Then he should arrange a staff meeting where he will discuss the purpose of preparing the institutional plan. In that staff meeting he will also has to discuss the way of implementation of the plan and the way of distribution of responsibilities among the staff. He will also have to inform the concerned govt. authorities regarding this.

Then the action will be taken regarding the survey of available resources, preparation, implementation and evaluation of the plan successively. Regarding the implementation of the plan, he will have to consider the individual differences of the teaching staff and should not expect the same level of improvement in every corner.

The headmaster has to perform a vital role to the development of the institution. He/she may be played the following roles in the institution:

- (i) To encourage the assistant teachers for smooth running of the institution.
- (ii) To help the assistant teachers for their development of subject knowledge.
- (iii) To help the proper co-ordination among the assistant teachers for better teaching-learning processes.
- (iv) To reinforce the assistant teachers for their good job and suggest for the weakness areas.
- (v) To help for proper co-ordination among the school environment and the home environment of the students and teachers.
- (vi) To help the curious students for their knowledge fulfillment as well as understand the matter.
- (vii) To help the active participation of the students in the teaching-learning processes.
- (viii) To help the students for the encouragement of problem-solving method of learning.
- (ix) To create the socialization process among the student with the help of various cultural programmes as well as other co-curricular activities.
- (x) To establish a code of conduct among the assistant teacher for their self practice.
- (xi) To give the equal opportunities to assistant teachers for the transparency of their work.
- (xii) To identify the weakness areas of the students and its proper solution.
- (xiii) To standardize the examination system as well as activating continues evaluation system.
- (xiv) To help the creative students for the creations.
- (xv) To help the students for create the soberness of their behavior.

### **Role of Assistant Teachers**

Assistant teachers may play a very important role for the better institutional planning. Their role may be as follows:

- (i) To help the head master of the institution to implement the plan.
- (ii) Active participation of the teachers among the school and the society for the improvement of administration of the school, development of teaching-learning process, organize proper discipline, organize co-curricular activities, etc.

- (iii) To encourage the students for the participation of the various school activities.
- (iv) To encourage the colleague for the participation of the various school activities other than teaching-learning process.
- (v) To encourage the guardians for the participation of the teaching-learning process as well as various school activities.

### **Role of Students**

Students are the main components of the school. So without participation of the students proper institutional planning can not be successful. Because this planning totally depends on students. The students may be played the following roles:

- (i) To co-operate with the teachers as well as head of the institution regarding the improvement of the institution.
- (ii) To encourage the guardians for understanding the plan.
- (iii) To make a code of conduct for the implementation of the plan.
- (iv) To give extra time of the teachers for the fulfillment of the institutional plan other than teaching-learning process.

### **Role of Parents/Guardians**

Parents/guardians have to play a vital role for successful fulfillment of the institutional plan. They should be played the following roles:

- (i) To co-operate with the head and other teachers of the institution for implementation and evaluation of the plan successfully.
- (ii) To encourage their children.
- (iii) Active participation of various school activities for the successful implementation of the plan.
- (iv) To provide financial support for the plan, if possible.
- (v) To give social and moral support for the implementation of the plan.

### **Department of Education**

It is a great responsibility to the Department of Education to assist the educational institutional. The Education Department may be played the following roles :

- (i) To assist the financial support and manpower resources for the institution.
- (ii) To provide the educational grant for the institution.

- (iii) To communicate the school authority for the improvement of the school.
- (iv) To verify the proper utilization of finance and manpower resources.
- (v) To communicate among this type of institution for identify of their lacking.

### Wastage and Stagnation in Institutional Planning

#### Meaning of Wastage and Stagnation

In the education system there is investment by the society. If the education system fails to give something in return to the society wastage is said to occur. This is wastage in a broad sense. In a narrow sense, **wastage means dropouts**—when students do not continue their education. This indicates that the students are subjects of non-productive system which involves wastage of labour by the teacher and wastage of money by the guardians.

**Stagnation means** adversities to the process of development. When there is wastage, then there is no progress of the system. Stagnation is adverse to progress.

By institutional planning these two evils of society can be removed. For this it is necessary to investigate the causes behind stagnation and wastage.

#### Causes of Wastage and Stagnation

There are so many causes of wastage and stagnation in our school. We have discussed them briefly:

1. **Socio-economic System:** Most students in the rural areas are poor and their guardians tell them to help in farm-work instead of going to school. This is the primary cause of stagnation and wastage.
2. **Defective Curriculum:** The school curriculum is far away from life situations, so students are not interested to study.
3. **Faulty Examination System:** The students have to answer a definite number of questions in a very short period of time. There is no proper evaluation for students development.
4. **Lack of facilities Provided to School:** There is a lack of teaching aids or audio-visual aids that will help the teachers to arouse curiosity of students and make them interested.
5. **Lack of Inspiration:** In most cases the teachers go to the class and complete teaching by lecture method or by using only the usual classroom aids. They hardly inspire the students to come forward and participate actively in class.

### Remedies of Wastage and Stagnation

The first drawback can be removed if the communication gap between the guardians and the school can be removed. The teachers after definite periods can contact the guardians and make them understand the purpose of education. On being convinced by the teacher, the guardian sends their children to school. So in institutional planning provisions should be there for guardian-teacher interactions. Also in rural schools, the vacation is enjoyed by the students in the rainy seasons as it is the local need. So vacation should be given on considering the local needs.

Thus institutional planning is required the followings regarding wastage and stagnation:

- (i) To remove the communication gap between the guardians and the schools.
- (ii) To arrange guardians meeting.
- (iii) To arrange vacations according to the local needs.
- (iv) To use some incentives (school arrange Free Tiffin for the children and thus will attract them to attend school).
- (v) Institutional plan can arrange for some large centric activity so that the curriculum is attractive. In actual situation the teacher uses a number of examples on a particular topic related to life as the teacher has no power to change the curriculum.
- (vi) An examination is time bound programme where it is difficult to judge the overall development of the student. So there should be a continuous evaluation process.
- (vii) The school should arrange for a number of teaching aids or utilize those aids which are already available to the school. This can be arranged with suitable planning.
- (viii) The teachers should be trained properly. Refresher courses should be arranged for them. This will minimize wastage and stagnation.

### Essentials of Institutional Planning

#### Different levels of improvement programmes

We can neither accept nor insist on the same level of progress in different improvement approaches. Some programmes will progress at a faster rate than others depending upon their degree of simplicity or complexity and upon the ability of the teachers concerned.

**Each school has its own individuality**

As emphasized earlier, institutional planning respects the individuality of each institution. No two schools are alike. Therefore any two schools cannot be given the same plan to follow. A school should not borrow or import institutional plan for its improvement. It should evolve its own plan keeping in view its needs, priorities, problems and resources.

**Involvement of all the teachers of the school**

In the process of preparing the school plan, the headmaster should take care to involve himself, as well as all the teachers of the school. Rather every member of the school population should be involved in the task of preparation and implementation of the school plan. Conscious efforts should be made to involve the community groups as well as the students. Committees consisting of teachers, parents and students may be formed to prepare and carry out different aspects of the plan.

**Forward looking plan**

While planning for the current session, the experience of the past should be taken into consideration. At the same time the plan should be forward looking, aiming at excellence in the near future. The local plan should not be taken up in isolation of the national plan, state plan and district plan. Planning at all levels must be directed to the same targets and there should be no conflict or confusion in the matter of universal targets for the nation as a whole.

**Relation Between Institutional Planning and School Education**

The global concern with the improvement of quality of education is of unique importance. To improve the quality of education from its very base, it is essential to improve the quality of the institution where education is imparted and everything that relates to an institution is an area of institutional planning. Thus, a good institutional plan may promote better school education in the following manner:

**Improving the school plant**

- (i) Providing better facilities of drinking water, sanitation, transport, uniforms, medical aid etc.
- (ii) Providing better equipments in school library, laboratory, staffroom etc.
- (iii) Better maintenance of the school building.
- (iv) Providing more spacious classrooms, playground, parlour etc.

**Improvement of instruction**

- (i) Proper scope for pre-service and in-service training for the teachers.
- (ii) Proper supervisory facility should be provided to help the teachers to develop better techniques of teaching.
- (iii) Special tutorial classes can be arranged to help weaker students.

**Co-curricular activities for students**

Various activities can be arranged for the students for their physical & mental nourishment like:

- (i) School service projects (boy's scout, Red Cross society etc).
- (ii) Sports and games including athletics.
- (iii) Literacy programmes.
- (iv) Cultural programmes.
- (v) Inter-school festivals.
- (vi) Different work experiences through group participation for any community programme.

**Academic Programmes**

This includes :

- (i) Enrichment of curriculum.
- (ii) Improving reading habits through planned use of library.
- (iii) Improving internal & external examination standards.
- (iv) Improving attendance ratio.
- (v) Providing special education for gifted students as well as slow or backward learners.

**Discipline**

- (i) Plan can also be done to solve specific disciplinary problems like truancy, stealing etc.
- (ii) Students can be trained better to bear more responsibilities so that they can go for self discipline.

**Areas of the Institutional Planning**

In fact, every area is the area of institutional plan. Every area linked with the school is an appropriate area to be covered in the plan. It is very difficult to make a selection of these areas by leaving out some of them. We can discuss here some the most describe areas:

**1. Academic**

It is the most prominent area for the operation of institutional plan. The plan will try to enrich the curricula and improve the

instructional programmes. The immediate purpose may be to improve the school results both in the house examinations and the external examination. The efforts will be focused on reducing the wastage, stagnation, improving attendance, ensuring regularity in home work assignments, etc.

## 2. Co-curricular

The school plan will cover the areas like beautification of the campus, physical education, literary activities, inter-house competitions etc. The school environment will be made attractive and stimulating for the students through the plan proposals.

## 3 Maximum Utilisation of Available Resources

This is one of the basic features of institutional planning. In many a schools available material and human resources remain unused and unharnessed for want of any specific plans and programmes. There are schools which have surplus teachers and teachers not fitting into the school curriculum offerings. In some schools, rare and useful equipments just remain locked up in the almirahs. The planning would aim at utilizing the unutilized facilities so that the investment made in them does not go waste. A good institutional plan makes a through study of the physical and human resources available in the school and the cooperating community and will see to it that they are put to maximum use in the interest of the school and students.

## 4. School Services

The school provides a large number of services. The plan has to make the best use of the available services like library service, guidance service, clinical service, laboratory service, etc. The services lacking in the school may have to be provided and expanded through the medium of plan by making year to year efforts. The services like sanitation, drinking water, hygiene, etc. need special attention.

## 5. Discipline

The plan will also be used as a medium of establishing and maintaining discipline in the institution. The specific causes of indiscipline in relation to the institution concerned will be discovered from the past experience and the specific efforts to be made for their removal may be incorporated in the plan programmes.

## 6. Teaching-learning Aids

This area relates to the supply of teachers' guide books, reference books, library stock, maps, mathematical instruments, papers, boards, chalk pieces, charts, models, film strips, projectors, tape recorders, and the like. The plan should regularly enrich the material resources of the school and ensure that they are not stocked as show pieces only but put to regular use.

## 7. Professional Growth of Teachers

A chapter of the plan should cover this area of professional growth and in-service training of each individual teacher. Adequate stress should be laid on the in-service training of each individual teacher according to his need. Programmes for the reorientation of teachers, refresher courses, and meetings etc. for the in-service education of the entire school faculty should be planned in order to improve the instructional work through them.

## Steps or Preparation and Implementation of Institutional Plan

The procedure and technique of preparation and implementation of institutional plan is illustrated as follows along with its steps:

### Analysis of the Present Situation

This will naturally be the first step towards an institutional plan. The headmaster may constitute a planning council for the purpose. This council may be asked to prepare the blue print of the plan which may be finalised later on after discussion in the general house. But before the plan proposal is drawn up, the authorities have to analyse the existing situation and present position. It should be determined, whether—

- (i) The school building is adequate for existing needs.
- (ii) The furniture and equipment are adequate.
- (iii) The available staff is adequate.
- (iv) The laboratory facilities are adequate.
- (v) The library facilities are adequate.
- (vi) The existing institutional programmes need reshuffling and change.
- (vii) The admission procedure needs any change.
- (viii) The institution needs additional facilities and provisions like play grounds, hostel, staff quarters, canteen, boundary wall, etc.
- (ix) The examination system needs reform.
- (x) The last year's institutional plan should continue.

### **Survey of the Resources**

After analysing the existing situation a survey of the existing resources has to be made. Facts and figures regarding student enrolment, staff, building equipment, books, examination results etc. should be tabulated for ready reference. There are three categories of resources to be surveyed and examined-

- (i) Resources available in the school.
- (ii) Resources easily available through the Govt. management and School Education Board.
- (iii) Resources available in the community, e.g., public library, museum, health centre, play ground, gymnasium, swimming pool, assembly hall, auditorium, workshops, technical institutions, children's part, local doctors, engineers, educationists and other useful persons residing in the locality.

The survey of the resources gives the institution an idea of the resources, their utilisation in the past and their better utilisation in the present situation. Places of educational, scientific, geographical, historical, social and general interest in the locality must invariably be visited by the teachers and students, doctors, retired teachers, military personnel may be requested to deliver lectures to the students and parent-teacher association. Appeal may be made to well-to-do parents to give help to the school in various ways. It is well known that parent-teacher association have helped in school improvement in the form of providing conveyance to the pupils, adding to school accommodation, providing fans in the classrooms, providing reading material in the library, etc.

### **Preparation of Improvement Programmes**

In the light of survey of the existing situation, survey of the felt needs, and survey of the resources available, the school community may draw a priority-wise list of improvement programmes. Thorough, prolonged and sufficient discussions may be held before the plan is finalised. The programmes may be planned at two levels, viz.

- (i) Short-term programmes.
- (ii) Long-term programmes.

Each improvement programme needs to be defined in terms of-

- (i) Justification for the school,
- (ii) Difficulties, limitations and delimitations,
- (iii) The involvement of school population-total or partial,

- (iv) Procedures to be adopted,
- (v) Financial implications and
- (vi) Evaluation and follow up.

The improvement programmes will take the form of projects and action research activities. From the point of view of urgency of the problem and the availability of resources, some of the improvement programmes, projects, and action research investigations can be started immediately and others can be taken up in due course of time when circumstances favour. For example, the project of constructing open-air theatre can wait.

Each project and action research investigation must have some broad objectives and some specific objectives. The objective must be stated in clear terms. The projects and investigation should further be resolved into specific tasks and each task must be elaborated in respect of the resources, time factor, procedure, output, utility and evaluation.

*A schedule like this can be drawn up to fulfill the requirements of institutional planning-*

- (i) Name of the project
- (ii) Annual grant available
- (iii) Objectives
- (iv) Specific tasks
- (v) Teachers in-charge
- (vi) Sample involved
- (vii) Time schedule
- (viii) Methods and techniques
- (ix) Conclusions (Results)
- (x) Evaluation
- (xi) Follow up.

In this way, a school can build a task-oriented plan for actual execution and implementation to meet the actual needs and solve the actual problems of the school. The entire school population must become plan-minded and plan-conscious and all the programmes for the year must be preplanned utilizing the existing material and human resources to the maximum.

*A number of school projects are suggested below which can form the basis for school improvement programmes-*

- (i) Additional accommodation,
- (ii) Petty repairs,
- (iii) Electrification and sound system,

- (iv) Provision of drinking water facilities,
- (v) Toilet, sewerage, sanitary and drainage facilities,
- (vi) Laying out playgrounds, lawns,
- (vii) Beautification of the campus,
- (viii) Black boards and illustrative aids,
- (ix) School magazine and news bulletins,
- (x) Cooperative store,
- (xi) Cooperative bank,
- (xii) Cleanliness campaign,
- (xiii) School calendar,
- (xiv) School functions,
- (xv) Improvement of handwriting,
- (xvi) Improvement of study habits,
- (xvii) Introducing healthy literature to students,
- (xviii) Scientific hobbies and
- (xix) Students' self-government.

*A number of action research investigations are also suggested below for the guidance of institutional planners—*

- (i) Bad handwriting,
- (ii) Bad spellings,
- (iii) Irregular home work,
- (iv) Bad pronunciation,
- (v) Bad computational skill,
- (vi) Truancy,
- (vii) Indiscipline,
- (viii) Poor participation in games,
- (ix) Popularising co-curricular activities,
- (x) Stagnation and wastage,
- (xi) Improvement in learning by various techniques,
- (xii) Improvement of human relations in the school,
- (xiii) Grammatical mistakes and their correction,
- (xiv) Special programme for slow learners and
- (xv) Special programme for the gifted.

### **Implementation of the Project**

At the stage of preparation of the plan, full length outlines will be prepared. After that the plans have to be executed according to the resources available and the procedures outlined. The execution will be done through the cooperation of all. The responsibility will be shared by the headmaster, teachers, students and members of the

community. There will be a division of labour according to the suitability and choice of the individuals. Committees of the staff members will be formed to carry out various projects under the plan. A time schedule for the progress of the plans and projects will also be prepared to ensure time bound improvement. Completion of the stage will enable the group to launch upon the next stage.

### **Evaluation of the Plan**

At the end of the session or after the completion of a plan segment, the group will sit down to take stock of the improved situation and the improvement made as a result of the plan. The end products, the outputs or the results will be assessed quantitatively and qualitatively. It will have to be seen whether the objectives envisaged in the beginning of the plan have been achieved or not. If achieved, to what extent achieved. Some of the unachieved or partially achieved objectives will overflow to the next institutional plan. Anything left undone will form the basis for follow up and future plans.

The school community will have self evaluation in respect of targets achieved, efficacy of procedures, and difficulties experienced. It will be done frequently leading to modifications to make the plan more practicable and useful.

The supervisors and subject specialists at the district headquarters will evaluate the programme at least once in a year or more frequently if possible.

The evaluation will be made in terms of the extent of contribution of creative ideas in planning, resourcefulness shown in implementation, the number of people involved, full and partial achievements and difficulties experienced.

At the stage of evaluation there should be recognition of good work done by different individuals at different levels towards the success of a plan.

### **Institutional Planning is the New Trends in Planning**

Institutional Planning is the plan for the institution as a unit so that its targets are defined in the plan, its time-bound progress is determined, the rate of progress per unit of time is also determined, and the commitments are made in the plan which regulate and accelerate its working. It is a scheme for the efficient running, steady growth, balanced expansion, and priority-wise progress of an institution.

Institutional Planning is the product of new trends in planning which advocate making the process of planning a two-way process. The planning has been mostly coming from above, but new planning should commence mostly from below. Institutional Planning starts the process of planning from grass roots. The achievements of plans introduced from above have not been very encouraging, hence there is a radical change and a movement to shift major emphasis towards planning at the base.

#### *Our Educational Planning in the Past Had the Following Characteristics*

- (i) It had been a centralised affair, being prepared by a central agency and then sent down to sub-agencies for implementation.
- (ii) It had been carried out as a high level planning ; rather top heavy affair resembling an inverted pyramid.
- (iii) It had been purely expenditure-oriented and not task-oriented or result-oriented.
- (iv) It did not involve the teachers in its preparation or even in implementation.
- (v) It did not emphasize the implementation part and the full utilization of the already existing material and human resources.
- (vi) It did not attempt any planning at the level of institutions.

#### *The New Trend in the Planning Process Involves the Following*

- (i) Progressive measures of decentralisation of educational planning.
- (ii) Emphasis on implementation, administrative and methodology sides.
- (iii) Preparing plan from the institutional point of view.
- (iv) Associating actively the local community.

#### **Motto of Institutional Planning**

**Sh. J P Naik** observes, "I want to give a motto to institutional planning, which is different from what we use at present. Our usual motto is : not failure but low aim is crime. This is a good idea. But we use this idea in a wrong way. We choose a high aim and when we fail, we justify it philosophically as inherent in the high aim itself. This is a bad policy in all matters and especially in institutional planning. For institutional plan, therefore, our motto should be 'Not high aim but failure is a crime. I do not mind how small a plan a teacher prepares. But once you decide to do something, I will not

accept any excuse for a failure. This is what we have to insist upon, doing things with dignity, with pride in oneself and with success."

Planning is always a systematic approach in order to solve many administrative problems and it is always helpful for all the individuals associated with this plan and it often acts as a tool in the hands of the educational administrator to go for further development in his institution.

#### **CONCEPT OF LEADERSHIP**

**Leadership** has been described as the "process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task". A definition more inclusive of followers comes from Alan Keith of Genentech who said "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen."

Leadership is one of the most salient aspects of the organizational context. However, defining leadership has been challenging. The following sections discuss several important aspects of leadership including a description of what leadership is and a description of several popular styles of leadership. Finally, this chapter discusses leadership in different contexts, how it may differ from related concepts (i.e., management), and some critiques that have been raised about leadership.

According to the late **Jules Masserman**, American psychoanalyst and former member of the faculty of Northwestern University medical school, leaders must fulfill three functions :

- (i) The leader must provide for the well-being of the led,
- (ii) Provide a social organization in which people feel relatively secure, and
- (iii) Provide a set of beliefs.

Leadership is the most crucial factor for any institution from the point of view of organisational behaviour. Effective leadership depends on the interaction of the following three factors:

- (i) The traits and behaviours of the leaders.
- (ii) The characteristics of the followers.
- (iii) The nature of the situation in which leadership occurs.

A leader can be of authoritarian type where he takes all the decisions and tells followers what to do, or he can be of Democratic type where he discusses problems with the followers and takes decisions jointly.

Transactional leadership is a style that focuses on the social interaction between leaders and followers, based on followers' perceptions of and expectations about the leader's abilities. On the contrary Transformational Leadership (**Judge & Bono 2000**) is a style in which leaders are not constrained by their followers' perceptions but are free to act to change or transform their followers' views.

Three components of this leadership style have been identified by **Bycio, Hackett & Allen (2005)**:

- (i) **Charismatic Leadership**: High level of confidence & inspiration.
- (ii) **Individualised consideration**: The amount of attention and support the leader supplies to the followers.
- (iii) **Intellectual stimulation**: The extent to which leaders persuade followers to think differently about how they perform their jobs.

**Rosenthal & Jacobson** in their study have already proved that learners' performance highly depends on the expectations of their teachers. High level of expectation inspires and motivates them to perform better. This expectancy effect was labelled as Pygmalion Effect, named after Pygmalion, a king of Cyprus who fell in love with an ivory statue of a beautiful woman named Galatea. In answer to Pygmalion's prayers the statue came alive, turning his fantasy into reality.

#### Definition of Leadership

"Leadership is deliberately causing people-driven actions, in a planned fashion, for the purpose of accomplishing the leader's agenda," is how Philip Crosby defined leadership in 1996. This is okay for the leaders, but leaves little to attract the followers in the organization.

**Terry** offered ten other definitions of leadership :

- (i) "Leadership is a relation between leader and led in which the leader influences more than she/he is influenced. Because of the leader, those who are led feel differently than they otherwise would."—**Garth and Mills, 1953**.
- (ii) "Leadership is the art of influencing a body of people by persuasion or example to follow a line of action. It must never be confused with drivership, which is the art of compelling a body of people by intimidation or force to follow a line of action."—**Copeland, 1935**.

- (iii) "Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable."—**Tead, 1929**.
- (iv) "Leadership is about making sense together of the unknown."—**David Weick**.
- (v) "Leadership is leaders inducing followers to act for certain goals that represent the values and the motivations, the wants and needs and expectations of both leaders and followers."—**James McGregor Burns, 1978**.
- (vi) "Leadership is the inspiration and mobilization of others to undertake collective action in pursuit of the common good."—**Barbara Crosby, Reflective Leadership Center at the Humphrey Institute**.
- (vii) "Leadership is committed to vision, reality, ethics and courage."—**Peter Koestenbaum**.
- (viii) "Leadership is the process of maximizing the capability of people to fulfill purpose through the development of character."—**Begley and Jacobs, 1997**.
- (ix) "Leadership is about making meaning in a community of practice."—**Droth and Palus, Center for Creative Leadership**.
- (x) "Leadership is confronting problems whose solution requires everyone in the work group or community or nations to grow and develop."—**Ron Heifetz**.

In your organization, when someone says, "We need more leadership around here," which definition do they mean? The definitions are all over the place.

#### Types of Leadership Style

**The bureaucratic leader** (Weber, 1905) is very structured and follows the procedures as they have been established. This type of leadership has no space to explore new ways to solve problems and is usually slow paced to ensure adherence to the ladders stated by the company. Leaders ensure that all the steps have been followed prior to sending it to the next level of authority. Universities, hospitals, banks and government usually require this type of leader in their organizations to ensure quality, increase security and decrease corruption. Leaders that try to speed up the process will experience frustration and anxiety.

**The charismatic leader** (Weber, 1905) leads by infusing energy and eagerness into their team members. This type of leader has to be committed to the organization for the long run. If the success of the division or project is attributed to the leader and not the team, charismatic leaders may become a risk for the company by deciding to resign for advanced opportunities. It takes the company time and hard work to gain the employees' confidence back with other type of leadership after they have committed themselves to the magnetism of a charismatic leader.

**The authoritarian or autocratic leader** (Lewin, Lippitt, & White, 1939) is given the power to make decisions alone, having total authority. This leadership style is good for employees that need close supervision to perform certain tasks. Creative employees and team players resent this type of leadership, since they are unable to enhance processes or decision making, resulting in job dissatisfaction.

**The Participative or democratic leader** (Lewin, Lippitt, & White, 1939) listens to the team's ideas and studies them, but will make the final decision. Team players contribute to the final decision thus increasing employee satisfaction and ownership, feeling their input was considered when the final decision was taken. When changes arise, this type of leadership helps the team assimilate the changes better and more rapidly than other styles, knowing they were consulted and contributed to the decision making process, minimizing resistance and intolerance. A shortcoming of this leadership style is that it has difficulty when decisions are needed in a short period of time or at the moment.

**The delegative or Free Reign or laissez-faire ("let do") leader** (Lewin, Lippitt, & White, 1939) gives no continuous feedback or supervision because the employees are highly experienced and need little supervision to obtain the expected outcome. On the other hand, this type of style is also associated with leaders that don't lead at all, failing in supervising team members, resulting in lack of control and higher costs, bad service or failure to meet deadlines.

**The people-oriented leader** (Fiedler, 1967) is the one that, in order to comply with effectiveness and efficiency, supports, trains and develops his personnel, increasing job satisfaction and genuine interest to do a good job.

**The task-oriented leader** (Fiedler, 1967) focuses on the job, and concentrates on the specific tasks assigned to each employee

to reach goal accomplishment. This leadership style suffers the same motivation issues as autocratic leadership, showing no involvement in the teams needs. It requires close supervision and control to achieve expected results. Another name for this is deal maker (Rowley & Roevens, 1999) and is linked to a first phase in managing Change, enhance, according to the Organize with Chaos approach.

**The servant leader** (Greenleaf, 1977) facilitates goal accomplishment by giving its team members what they need in order to be productive. This leader is an instrument employees use to reach the goal rather than an commanding voice that moves to change. This leadership style, in a manner similar to democratic leadership, tends to achieve the results in a slower time frame than other styles, although employee engagement is higher.

**The transaction leader** (Burns, 1978) is given power to perform certain tasks and reward or punish for the team's performance. It gives the opportunity to the manager to lead the group and the group agrees to follow his lead to accomplish a predetermined goal in exchange for something else. Power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached.

**The transformation leader** (Burns, 1978) motivates its team to be effective and efficient. Communication is the base for goal achievement focusing the group in the final desired outcome or goal attainment. This leader is highly visible and uses chain of command to get the job done. Transformational leaders focus on the big picture, needing to be surrounded by people who take care of the details. The leader is always looking for ideas that move the organization to reach the company's vision.

**The environment leader** (Carmazzi, 2005) is the one who nurtures group or organizational environment to affect the emotional and psychological perception of an individual's place in that group or organization. An understanding and application of group psychology and dynamics is essential for this style to be effective. The leader uses organizational culture to inspire individuals and develop leaders at all levels. This leadership style relies on creating an education matrix where groups interactively learn the fundamental psychology of group dynamics and culture from each other. The leader uses this psychology, and complementary language, to influence direction through the

members of the inspired group to do what is required for the benefit of all.

### Leadership associated with positions of authority

According to Thomas Carlyle, leadership emerges when an entity as "leader" contrives to receive deference from other entities who become "followers". The process of getting deference can become competitive in that the emerging "leader" draws "followers" from the factions of the prior or alternative "leaders"

### Motivation and Leadership Styles

Leadership style influence level of motivation. However, throughout a lifetime, man's motivation is influenced by changing ambitions and/or leadership style he works under or socializes with. Command-and-control leadership drains off ambition while worker responsibility increases ambition.

Leadership Style versus Motivation

Leadership Style	Motivation Type	Motivation is Based on	Personality Type	Efficiency
<i>Limited supervision Worker with decision making responsibility</i>	Self motivated	Creativity	Leader of ideas or people. Independent Achiever Thrives on change	High
	Team motivated			
<i>Mixed styles</i>	Goal motivated	Opportunity	Personality type and efficiency depends on leader's skill and/or the work environment he's created.	
	Reward motivated	Materialism		
	Recognition motivated	Social status		
<i>High level of supervision Command-and-control</i>	Peer motivated	To be like others	Status quo Dependency Resist change	Low
	Authority motivated	Follows policy Reacts to force		
	Threat, fear motivated			

- (i) **Self-motivated or visionaries** will not accept authority controlled environments. They will find a way to escape if trapped.

- (ii) **In a team-motivated** environment, dependency types will become inspired and strive to be acceptable with independent thinking coworkers.

- (iii) Associates influence the level of Individual motivation.

(a) **Reaction to Change:** Command-and-control leadership is the primary style in our society. It is accepted because efficiency is created by repetitive action, teaching people to resist change. Once acquiring a skill, they do not want to learn another. The worker adapts to level three with an occasional trip to level two.

Worker responsibility is just the opposite, it motivates people to thrive on change by seeking challenges, finding ways to achieve goals. Level one is the leader of changing technology, finding ways to create efficiency.

(b) **Reaction to Efficiency:** The efficiency of advancing technology is forcing change. It is up to the individual or business to decide which side of change they want to be on, the leading edge or trailing edge. The leading edge is exciting while the trailing edge is a drag. Playing catch-up drains motivation while leaders of change inspire motivation.

With today's changing technology, an individual must be willing to abandoned old skills and learn new ones. The ability to adapt is achieved through self-development programs. Because level one thrives on change, they adapt to whatever methods gets things done with the least amount of effort. This brings us to work habits.

In level one, management and front line workers, together, are searching for ways to solve and prevent problems. Decisions are made on the front line where alternative methods are analyzed. Being able to prevent problems is a motivating force. In level three management makes all decision, as a result, management must find ways to solve all problems and find alternative methods. Front line employees may be aware conflicts, but they don't have the authority to take action and have learned not to be concerned. Supervisors are only concerned with elements that management thinks are important.

Under command-and-control leadership, management considers the opinions or concerns of people on the front line to be trivial. As a result, management takes action only when problems become too big to ignore. If workers have conflicts with their supervisors, they will find ways to increase the magnitude of

problems, creating a combative environment. A downward spiral of management implementing more control and workers resisting control develop. Under worker responsibility, management and workers unite to prevent or solve problems.

**(c) Reaction to Learning Habits:** In level two, young workers are establishing work habits, developing attitudes and learning a professional skill. Out of training and on the job, motivation level will depend on the leadership style they work under. Under command-and-control leadership, ambitions will be associated with maintaining the status quo. Under worker responsibility, ambitions will be associated with opportunity. They will continually expand their skills as the need or as opportunity arises.

**(d) Reaction to Goals:** Self-motivated people are goal motivated. Once they conquer one goal, they establish another. Every goal is a learning process that requires all the elements in level one. Companies that attract and keep this type of person stay on the leading edge of technology. The CEO is a visionary in customer service and employee leadership. The employees' goals are the same as the CEO's.

If the CEO desires control, then he will lead in such a way that trains subordinates to lead by control. As a result, the employees' goals are quitting time and payday.

**(e) Reaction to Recognition:** Recognition is important; it builds positive self-esteem. By itself, its benefits are short lived. Long-term benefits are achieved when the employee feels the job could not have been done without them. This means they were faced with a challenge, which means, they had the responsibility and authority to take action. This environment is found in level one.

**(f) Self Motivated Projects:** Self-motivated projects' is the ability to start and finish what one has started. Most people, working alone, do not finish what they start.

The ability to finish challenging projects is the secret to being a winner. First requirement is interest, then asking questions which inspires the learning process. With information, a challenge is presented and a goal set. When action is taken, the barriers of persistence, risk, fear and failure become a challenge by itself.

Self-motivated projects are difficult because no one cares if they succeed, which is another barrier. This is why most people quit before they get a good start. People, who find ways to overcome

barriers and hang in there, are the winners. They develop skills and confidence, which are required steps to larger projects.

**(g) Team Motivated Projects:** Everyone can be inspired to achievement in a team-motivated environment. With a common goal, team members support each other until success is achieved. In this environment, others do care and team members are needed for achieving the goal. For this reason, team motivation is extremely powerful. The exchange of ideas, information and testing the results, adds to the motivating force. As a result, each member seeks to be a leader of quality input.

### Leadership and Emotions

Leadership can be perceived as a particularly emotion-laden process, with emotions entwined with the social influence process. In an organization, the leaders' mood has some effects on his group. These effects can be described in three levels:

**(I)** The mood of individual group members. Group members with leaders in a positive mood experience more positive mood than do group members with leaders in a negative mood. The leaders transmit their moods to other group members through the mechanism of emotional contagion. Mood contagion may be one of the psychological mechanisms by which charismatic leaders influence followers.

**(II)** The affective tone of the group. Group affective tone represents the consistent or homogeneous affective reactions within a group. Group affective tone is an aggregate of the moods of the individual members of the group and refers to mood at the group level of analysis. Groups with leaders in a positive mood have a more positive affective tone than do groups with leaders in a negative mood.

**(III)** Group processes like coordination, effort expenditure, and task strategy. Public expressions of mood impact how group members think and act. When people experience and express mood, they send signals to others. Leaders signal their goals, intentions, and attitudes through their expressions of moods. For example, expressions of positive moods by leaders signal that leaders deem progress toward goals to be good. The group members respond to those signals cognitively and behaviorally in ways that are reflected in the group processes.

Beyond the leader's mood, his behavior is a source for employee positive and negative emotions at work. The leader creates situations and events that lead to emotional response. Certain leader behaviors displayed during interactions with their employees are the sources of these affective events. Leaders shape workplace affective events. Examples - feedback giving, allocating tasks, resource distribution. Since employee behavior and productivity are directly affected by their emotional states, it is imperative to consider employee emotional responses to organizational leaders. Emotional intelligence, the ability to understand and manage moods and emotions in the self and others, contributes to effective leadership in organizations. Leadership is about being responsible.

### Leadership Versus Management

Over the years the terms management and leadership have been so closely related that individuals in general think of them as synonymous. However, this is not the case even considering that good managers have leadership skills and vice-versa. With this concept in mind, leadership can be viewed as:

- (I) Centralized or decentralized
- (II) Broad or focused
- (III) Decision-oriented or morale-centred
- (IV) Intrinsic or derived from some authority

Any of the bipolar labels traditionally ascribed to management style could also apply to leadership style. Hersey and Blanchard use this approach: they claim that management merely consists of leadership applied to business situations ; or in other words management forms a subset of the broader leadership process. They say: "Leadership occurs any time one attempts to influence the behavior of an individual or group, regardless of the reason. Management is a kind of leadership in which the achievement of organizational goals is paramount." And according to **Warren Bennis** and **Dan Goldsmith** and "A good manager does things right. A leader does the right things."

### Leadership in Organizations

An organization that is established as an instrument or means for achieving defined objectives has been referred to as a **formal organization**. Its design specifies how goals are subdivided and reflected in subdivisions of the organization. Divisions, departments, sections, positions, jobs, and tasks make up this work structure.

Thus, the formal organization is expected to behave impersonally in regard to relationships with clients or with its members. According to Weber's definition, entry and subsequent advancement is by merit or seniority. Each employee receives a salary and enjoys a degree of tenure that safeguards him from the arbitrary influence of superiors or of powerful clients. The higher his position in the hierarchy, the greater his presumed expertise in adjudicating problems that may arise in the course of the work carried out at lower levels of the organization. It is this bureaucratic structure that forms the basis for the appointment of heads or chiefs of administrative subdivisions in the organization and endows them with the authority attached to their position.

In contrast to the appointed head or chief of an administrative unit, a leader emerges within the context of the **informal organization** that underlies the formal structure. The informal organization expresses the personal objectives and goals of the individual membership. Their objectives and goals may or may not coincide with those of the formal organization. The informal organization represents an extension of the social structures that generally characterize human life—the spontaneous emergence of groups and organizations as ends in themselves.)

In prehistoric times, man was preoccupied with his personal security, maintenance, protection, and survival. Now man spends a major portion of his waking hours working for organizations. His need to identify with a community that provides security, protection, maintenance, and a feeling of belonging continues unchanged from prehistoric times. This need is met by the informal organization and its emergent, or unofficial, leaders.

Leaders emerge from within the structure of the informal organization. Their personal qualities, the demands of the situation, or a combination of these and other factors attract followers who accept their leadership within one or several overlay structures. Instead of the authority of position held by an appointed head or chief, the emergent leader wields influence or power. Influence is the ability of a person to gain co-operation from others by means of persuasion or control over rewards. Power is a stronger form of influence because it reflects a person's ability to enforce action through the control of a means of punishment.

A leader is a person who influences a group of people towards a specific result. It is not dependent on title or formal authority.

Leaders are recognized by their capacity for caring for others, clear communication, and a commitment to persist. An individual who is appointed to a managerial position has the right to command and enforce obedience by virtue of the authority of his position. However, he must possess adequate personal attributes to match his authority, because authority is only potentially available to him. In the absence of sufficient personal competence, a manager may be confronted by an emergent leader who can challenge his role in the organization and reduce it to that of a figurehead. However, only authority of position has the backing of formal sanctions. It follows that whoever wields personal influence and power can legitimize this only by gaining a formal position in the hierarchy, with commensurate authority. Leadership can be defined as one's ability to get others to willingly follow. Every organization needs leaders at every level.

### Leadership in School Administration

School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. This term is often used synonymously with educational leadership.

#### 1. The Term—School Leadership

The term school leadership came into currency in the late 20th century for several reasons. Demands were made on schools for higher levels of pupil achievement, and schools were expected to improve and reform. These expectations were accompanied by calls for accountability at the school level. Maintenance of the status quo was no longer considered acceptable. *Administration* and *management* are terms that connote stability through the exercise of control and supervision. The concept of leadership was favored because it conveys dynamism and proactivity. The principal or school head is commonly thought to be the school leader; however, school leadership may include other persons, such as members of a formal leadership team and other persons who contribute toward the aims of the school.

While school leadership or educational leadership have become popular as replacements for educational administration in recent years, leadership arguably presents only a partial picture of the work of school, division or district, and ministerial or state education agency personnel, not to mention the areas of research explored by university faculty in departments concerned with the operations of

schools and educational institutions. For this reason, there may be grounds to question the merits of the term as a catch-all for the field. Rather, the etiology of its use may be found in more generally and contemporarily experienced neo-liberal social and economic governance models.

#### 2. The Term—Educational Leadership

The term "educational leadership" is also used to describe programs beyond schools. Leaders in community colleges, proprietary colleges, community-based programs, and universities are also educational leaders.

Some United States university graduate masters and doctoral programs are organized with higher education and adult education programs as a part of an educational leadership department. In these cases, the entire department is charged with educating educational leaders with specific specialization areas such as university leadership, community college leadership, and community-based leadership (as well as school leadership). Some United States graduate programs with a tradition of graduate education in these areas of specialization have separate departments for them.

In our country the area of higher education may include areas such as student affairs leadership, academic affairs leadership, community college leadership, community college and university teaching, vocational and adult education, and university administration.

#### 3. Teacher Leadership at Ground Level

Within the school administration on the Teacher Leadership there was strong sentiment that "the system has not been organized to treat teachers as leaders." The main paths to leadership for teachers who were interested have been—

- (i) Becoming an administrator, an obstacle-strewn route entailing added academic work, closely watched training, and tough competition for the few available slots ;
- (ii) Organizing or hooking up with activist-type teacher movements (mainly in urban settings) ; and/or
- (iii) Becoming involved in local union affairs, thereby helping to improve conditions of work in the profession.

As a group, however, the school administration was more inclined to believe that, despite many impediments, the existing

system is ripe for teacher-driven change from within—that is, for "teacher leadership" intrinsic to the role of teachers in the classroom, school, and larger policy environment.

Given a reinforcing school culture and a self-confident principal or school head willing to experiment and to share some power, the raw potential for teachers to become a serious force in local school policy would appear to be enormous.

#### 4. Objective of Teacher Leadership in School Administration

Writing in the *Phi Delta Kappan* of February 2001, **Roland Barth**, a strong supporter of teachers as movers and shakers in schools, notes that, although "something deep and powerful within school cultures, seems to work against teacher leadership," there are at least ten areas, all of them having an impact on teacher-student relationships, where teacher involvement is actually essential to the health of a school:

- (i) Choosing textbooks and instructional materials;
- (ii) Shaping the curriculum;
- (iii) Setting standards for student behavior;
- (iv) Deciding whether students are tracked into special classes;
- (v) Designing staff development and in-service programs;
- (vi) Setting promotion and retention policies;
- (vii) Deciding school budgets;
- (viii) Evaluating teacher performance;
- (ix) Selecting new teachers; and
- (x) Selecting new administrators.

To professionals in other fields, exercising responsibilities comparable to these would usually be "no-brainers," mere starting points leading to the serious participation in the affairs of their institution that they had come to expect. It has long been part of the accepted wisdom in most sectors of the school administration and the related services, certainly since the information age became a reality, that vertical hierarchy in school is giving way to horizontal information-sharing networks and collective decision-making. Rigid structures are becoming an anachronism, while institutional fluidity is taken for granted. In the school services, leadership is conceived as being more transformational than transactional. And hearing all sides of an issue before setting policy and making final judgments is a fact of life, not a distant goal, as is still the case in most of public education's executive corridors.

Although the literature on the teacher as leader is thin, and some critics would argue that the products of today's teacher training institutions are not really qualified to take on more than the day-to-day responsibilities of managing a classroom full of children, contrary anecdotal evidence abounds. Across the country, teacher leaders have been making their presence felt beyond the classroom walls. These are teachers who seek and find challenge and growth. Writing almost ten years ago, **Meena Wilson** of the North Carolina-based Center for Collaborative Leadership, who interviewed high school teachers their peers had judged to be leaders, reported that such individuals support their colleagues, are "risk-oriented and collaborative," are often role models for students (although less so for their teacher colleagues), and are especially effective in mentoring or "peer-coaching."

In his *Phi Delta Kappan* article, **Roland Barth** states, "Few schools operate democratically." But when teachers take on leadership roles beyond the classroom their schools can become more democratic than dictatorial, and everyone benefits. The more democratic a school culture, "the more students come to believe in, practice, and sustain our democratic form of governance." In similar ways, teachers, principals or school heads, and the school itself will be strengthened in their roles. A more participatory ambiance is unlikely to materialize in settings where teachers' daily lives are overloaded with a staggering list of obligations, time is a precious commodity, and a climate of circumspection rather than creativity prevails in the school.

#### 5. Teacher Leadership is not about "Teacher Power"

It is about mobilizing the still largely untapped attributes of teachers to strengthen student performance and working toward real collaboration, a locally tailored kind of shared leadership, in the daily life of the school. Teachers must be an essential part of that leadership, never more so than when issues of instructional leadership are at stake. Teacher leadership can be a big part of the answer to questions like the following :

- (i) How can we create the "professional community" that research shows is essential to peak school and student performance?
- (ii) How can we create school environments where each student is known and treated as an individual?

- (iii) What can be done to increase the quality of teachers and enhance the professionalism of teaching and teachers?
- (iv) How can the necessary bridge be made between challenging academic standards and accountability and what goes on in the classroom?
- (v) What can be done to ensure that state and national policies to reform education are informed by the realities of the school and classroom and to enhance the probability of successful policy/ reform implementation?

Teacher leadership is no fantasy. The case is too strong that it is becoming an increasingly visible presence in our schools and that it can contribute much to improving their health and performance.

But implying that the teacher as leader is poised to become a controlling force in the near future is delusional.

If there is one urgent requirement that cannot be emphasized too often as teacher leadership inevitably becomes more influential, it is that teaching must become a genuine profession rather than one still seeking public legitimacy. Without greater recognition of them as partners in making schools work better rather than as semiskilled functionaries, too many teachers are fated to remain second-class citizens in their workplace. School districts are becoming aware of these needs through reports such as Public Agenda's "Just Waiting to Be Asked?" and other sources, even if many schools, colleges, and departments of education may pay them too little attention.

There is no single path to enlightened teacher leadership, but there probably has never been a better time to examine ways to make it a positive fact of life. There is no shortage of models of teacher leadership; the job now is to choose what might suit a particular school or district and set about making it happen. Education's decision-makers must now make up their minds to do exactly this.

### 6. The Headmaster

The term "headmaster" is a synonym for principal teacher, an antiquated name that has been reduced to the principal with which we are all so familiar. It is important to note that the word master refers not to the man's or to the woman's rank, but to his mastery of subject matter. In short, "master" means teacher.

In the past, the headmaster was the teacher who headed the school. The management revolution that followed World War II continued a process that the Industrial Revolution of the late 19th century had begun by which educators reduced the headmaster's responsibility to that of an administrator. We can see this in the bureaucratic structures of schools and in the substitution of the relatively abstract and empty term "principal" for headmaster.

We believe it is a serious mistake to reduce the position of headmaster to administrator, not because we do not value administration (no school can succeed without it), but because the administrator and the head of school fulfill separate functions.

It follows that if the head of school is the administrator, no one is fulfilling the functions of the head of school.

To see the difference, consider that many people feel one can be an effective administrator without ever having taught well (and schools often hire accordingly), but almost no one would suggest that one can be an effective head of school if he is not also an effective and gifted teacher: thus, headmaster.

In addition, an administrator can be a specialist, at least theoretically; a headmaster must be a generalist, with a solid balance of the mind and heart, reason and intuition, left and right brain.

In short, then, the headmaster is the teacher (and he or she must be a teacher, whether in the classroom or not) who leads the school community.

### A Great Headmaster

To be a headmaster requires first and foremost that one be a master teacher. The ideal headmaster is a master of the seven liberal arts who moves comfortably across the entire curriculum, including classical languages. He has strong literary and metaphysical (worldview) interests rooted in his theological commitments.

Like all great teachers, he is a skilled student who is continually mastering new ways to learn. He also communicates those new ways to his faculty.

As a result, he understands the school's vision better than anyone else in the school. This enables him, in turn, to effectively communicate both within and beyond the school community and to plan with a clear understanding of the mission and purpose of the school.

### Duties of the Headmaster of a School

The first responsibility of the headmaster is to embody the vision of the school in his person. The headmaster is the incarnation of the school's commitments.

The headmaster is the public face of the school, taking responsibility for all of its failures and passing all the credit for success to others.

The headmaster is a highly efficient person of leisure who operates from a state of rest.

NB : For some schools, especially at start-up, the head's time is filled with administrative work like scheduling, shuffling papers, dealing with legal matters, etc. We would recommend two solutions to this problem :

**First**, we urge schools to give the head of school as much time to look after these matters before opening the school as possible. Once the school is operating, you don't want your head of school distracted by busywork from the pressing matters of leading your school community.

**Second**, we urge schools to provide administrative assistance to the head of school as soon as possible. If a school reaches its third year and still does not have a fully functioning headmaster, it must consider itself in a tenuous situation.

### Qualities of a Great Headmaster

The headmaster possesses a full and well-rounded soul that enables him to order objective measurable activities to immeasurable ends, while preserving the spirit and values of the school. He is a master of the 8 management roles. He is politically savvy out of necessity (like David or Solomon) but he orders his "savviness" to the good of the community. So the headmaster should have the following qualities:

- (i) He is effective at managing people, planning (both short term and long), and making principled, careful, well-reasoned decisions.
- (ii) He is able to stay calm in crisis while motivating others and himself to act prudently and with foresight.
- (iii) He is a skilled problem solver, able to discern the roots of issues and develop immediate and long-term solutions. He understands the times.
- (iv) His most important skill is his ability to concentrate on highest priority tasks. Therefore, he is orderly in his management of time, space, paper, and resources.

- (v) All of his qualities grow from his deep personal commitment to the school and its community, though he seeks honor from God and not only from men. He is respected for his maturity.
- (vi) And in the midst of all his duties he is a man of leisure, characterized by a restful spirit that communicates rest to the entire community.
- (vii) In a word, the ideal headmaster is the Christ-like man or woman who applies his or her wisdom and virtues in the context of the school community.

*In addition to that the headmaster should need to know the followings:*

- (a) The 11 dynamics of institutional development
- (b) His 8 roles
- (c) His job description
- (d) The expectations placed on him
- (e) Job descriptions of his entire staff and faculty
- (f) Lines of communication and decision making responsibility in the school
- (g) The basic theology and philosophy of the school, along with its literary theory, curricular philosophy, and pedagogy.
- (h) The vision, mission, and strategy of the school.

### Roles of a Headmaster as a Leader of the School

- (i) *Director*: Setting goals and delegating tasks
- (ii) *Producer*: Producing intellectual and material property for the school
- (iii) *Coordinator*: Coordinating the activities of faculty, staff, volunteers, etc.
- (iv) *Monitor*: Monitor the work of faculty, staff, volunteers, etc.
- (v) *Mentor*: Develop faculty, staff, volunteers, etc.
- (vi) *Facilitator*: Building a team of decision making leaders
- (vii) *Innovator*: Leading the school in the wise pursuit of its objectives
- (viii) *Broker*: Negotiating agreements and commitments on behalf of the school.

### Key Responsibilities of a Headmaster of School

The headmaster bears the final responsibility for the tone and culture of the school. To that end he maintains the order and discipline of the school community, while ensuring that faculty and staff have the resources and development opportunities needed to effectively fulfill their responsibilities. He is responsible for the morale of his staff and faculty and the coordination of their activities.

The headmaster sets goals and develops and monitors strategies, including financial resources, to reach those goals. He establishes and protects strong channels of internal and external communication.

The headmaster sees to it that the soul of every student in the school community is being cultivated to wisdom and virtue. To this end, the headmaster is responsible for the cultivation and protection of his own soul. In list form :

- (i) Provides visionary and strategic leadership
- (ii) Establishes and defends the school culture
- (iii) Teaches the board, staff, faculty, and community how to fulfill their roles in the vision of the school
- (iv) Oversees the professional development of staff and faculty
- (v) Oversees the administrative staff
- (vi) Oversees curriculum development
- (vii) Inspires, monitors, nurtures, assesses, hires, and fires faculty
- (viii) Defends the harmony of the community
- (ix) Interacts with the surrounding community
- (x) Oversees and reports on the fiscal health of the school

### Qualifications of a Great Headmaster

- (i) The headmaster should have academic qualification as required for the post
- (ii) In addition he has the proper knowledge on the followings :
  - (a) Develop habits that will help you as a leader
  - (b) Communicate with your teachers
  - (c) Study school leadership within the parameters of Classical Education
  - (d) Develop strong leadership
  - (e) Get a mentor
  - (f) Associate with great heads of school in your community
  - (g) Listen to great books and courses while you drive or do manual labor
  - (h) Read great books and contemplate great works of art
  - (i) Ask your board members how to improve and ask for reviews and assessments of your work
  - (j) Seek out training opportunities
  - (k) Grow as a human being
  - (l) Seek out head master training
  - (m) Hire staff and recruit volunteers to cover your weaknesses.

## ADMINISTRATIVE STRUCTURE OF SCHOOL EDUCATION

The term "administration" is derived from "ministic" which means service rendered to others for their welfare i.e. duties of ministers for welfare of the nation.

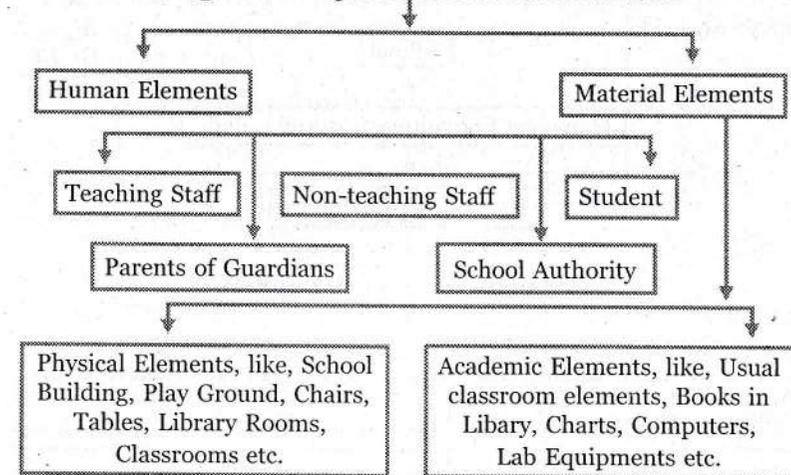
### Educational Administration

According to Encyclopaedia of Educational Research, educational administration is a process of integrating the efforts of personnel and of utilizing appropriate materials in such a way as to promote effectively the development of human qualities.

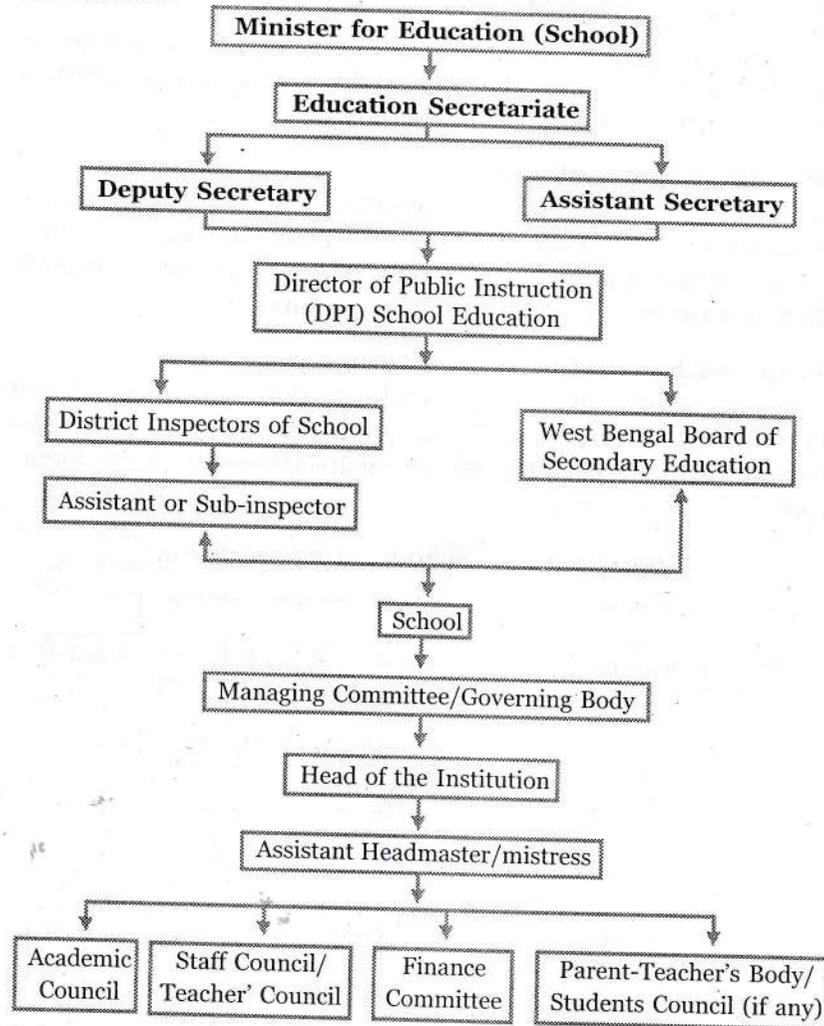
### Components of Educational Administration

Two main components of any administration are personnel and material. Personnel mean the people around you-in school the teaching and non-teaching staff and material means the elements around the personnel.

### Components of School Administration



### Administrative Structure in West Bengal for School Education



#### Functions or Roles played by the components of the Administrative Structure in West Bengal School Education

##### Ministry of Education

- (i) To control the education policy.
- (ii) To legislate or to make laws or provisions by law.
- (iii) To direct the execution of the state education policy.

### Education Secretariate

Secretary helps the minister to execute the above mentioned functions of the govt.

#### Director of Public Instruction (DPI)

- (i) To take action in order to implement different government policies.
- (ii) To make a link between the govt. and other agencies of education i.e. establish communication link.
- (iii) Sanction developmental grants for the schools.
- (iv) To distribute the grant among the schools.
- (v) To frame administrative rules for schools as per the government order and to take necessary action in order to implement these rules.
- (vi) To provide pension to retired teachers (may be).

#### West Bengal Board of Secondary Education (WBBSE)

The responsibilities of WBBSE has been categorised into five committees—

**(i) Recognition Committee:** To suggest to the board, regarding recognition of the schools. It may give affiliation or cancel affiliation of schools.

#### (ii) Syllabus Committee:

- (a) To suggest to the board regarding framing of the syllabus.
- (b) Selection of textbooks after framing of syllabus.

#### (iii) Examination Committee:

- (a) To take necessary action for conducting Madhyamik Pariksha.
- (b) To appoint paper setters, moderators, examiners, tabulators etc.
- (c) To publish the result of examination.
- (d) To suggest to the board regarding fixation of examination fee.
- (e) Fixation of remuneration of different officials related to the examination duties.

**(iv) Appeal Committee:** if a school teacher has any grievances against the school Managing Committee, he can appeal to the Appeal Committee of the Board, which investigates and checks the complaints against them. Thus the teachers may appeal to this committee regarding any irregularity/discrepancy of the school managing-committee. The school managing committee may also report to this committee against any teacher.

(v) **Finance Committee:** To prepare annual budget for expenditure of the Board.

#### **District Inspectors of schools (DI)**

- (i) Supervision of functioning of schools.
- (ii) Controlling disciplinary problem with assistance of District Magistrate, B.D.O. & Police.
- (iii) To appoint teachers.
- (iv) To provide pensions to the retired teachers.
- (v) To make a link between govt. aided schools and D.P.I.

#### **School Managing Committee**

- (i) To appoint teachers or non-teaching staff on a permanent or temporary basis with the permission of department of education.
- (ii) To dismiss a teacher or non-teaching staff under the permission of department of education.
- (iii) To grant leave other than casual leave.
- (iv) To form finance sub-committee.
- (v) To prepare annual report of the school.
- (vi) To prepare list of holidays of the school.
- (vii) To depute working teachers in other assignments like B.Ed. or post graduation.
- (viii) To prepare any plan regarding the development of schools.
- (ix) To excuse the fees of students with the consent of Headmaster.

#### **Academic Council**

- (i) To decide the criteria of admission of students.
- (ii) To decide the criteria of promotion of students.
- (iii) To prepare booklist for different classes.
- (iv) To cooperate with Headmaster regarding the construction of the time table.

#### **Teacher's Council**

- (i) To make plan regarding fixation of the programme for examination.
- (ii) To maintain discipline in the institution.
- (iii) To conduct different co-curricular activities.
- (iv) To select suitable method and technique of teaching.
- (v) To decide about any academic matter related to school.

#### **Staff Council**

This is an advisory body and has no independent role. It attends to the needs of the managing committee.

- (i) To suggest any plan for the development of educational activity of the institution.
- (ii) To discuss different problems of teaching and non-teaching staff.
- (iii) To submit there suggestions to the managing committee for implementation.

#### **Finance Committee**

- (i) To prepare annual budget.
- (ii) To analyse the audit report.
- (iii) To check different bills and vouchers.
- (iv) To invite tenders on behalf of the school.

#### **Headmaster**

The Headmaster is the fountain head of the school educational machinery. He holds the key position in the school. The tone and efficiency of the school largely depends on ability and skill, personality and professional competence of the headmaster. The headmaster may be described as the solar orbit around whom all the teachers planets revolve. In the words of **Mohiguddia**—"No school can succeed if the teachers in it work only as individuals and not as a group. But just as every group needs a leader, so also a school must have a leader who would stimulate and direct its work. Such a leader is the headmaster."

The word "Headmaster" is a compound word. "Head" with reference to his functions, and "master" with teaching. As a leader of the school, we shall now proceed to discuss the various functions of the headmaster.

#### **1. Functional Role of the Headmaster**

The main functions of the Headmaster are mainly—

(a) **Teaching duties:** A good headmaster is expected to be a good teacher. He is a teacher of teachers. He is supposed to be a better and more experienced, well worked teacher than any member of his teaching faculty. He should be well concerned with the latest methods teaching and the contents of a number of subjects. He should take atleast two periods a day—one with a senior class and another with a junior class such that his contact with pupils

increases. His teaching should be a source of inspiration to both the students and the teachers.

**(b) Organisational duties (along with administrative duties):** The functions of the Headmaster as an Organizer and Administrator are two essential sets of function. But the distinction between the two sets is not appreciable, and it is difficult to draw a line of demarcation between the two sets. Organisation is administration in its general and broad aspects. In a school, organisation may be looked at from two angles—

*(i) Before a School Begins to Function*

1. Selection of site of the school.
2. Construction of the essential parts of the premises.
3. Provision of advantages and Amenities.
4. Seeking the approval of the Board/University.
5. Selection of Staff-Teaching and Non-teaching.
6. Selection of pupils for admission.
7. Preparation of the timetable.
8. Location of different classrooms, staffroom, library and other annexes & adjuncts of the school.
9. Selection of text-books with the help of subject teachers.

*(ii) After the school has begun to function*

1. Determination of the work terms for staff members, concerned with office work.
2. Organisation of school physical education and health education programmes.
3. Organisation of co-curricular activities, cultural functions, social work programmes etc.
4. Organisation of examination and class-promotion at the end of the academic session.
5. Organisation of maintenance work for the school plant.

*(iii) Administrative Functions of the Headmaster*

As mentioned earlier, the organisational and administrative functions of the headmaster cannot be well differentiated, because administration is organisation in its functional aspects. It includes essentially allow the non-teaching duties of the headmaster, given as follows:

1. Management of the office.
2. Maintenance of books, records and accounts of the school.

3. Administration of the funds and endowments of the school (Ex-office member of the finance committee).
4. Management of library service.
5. Supervision of hostel (if any), health services and other recreational activities.
6. Supervision of school meal and tiffin.
7. Supervision of the work of the teacher's council and various student's organisation in school.

**(c) Examination Duties:** As an examiner, the Headmaster has the following duties:

- (i) The Headmaster essentially guides the teaching staff on areas of setting of question papers, standardisation of the papers, Evaluation and Examination techniques.
- (ii) Syllabus on which examination is to be conducted is often determined by the headmaster with the advice of the subject teachers.
- (iii) The Headmaster sees to the smooth conduction of fair examinations by suitably guiding his teaching staff.
- (iv) The Headmaster plays an important role in the tabulation of marks and publication of results and issuing of report cards.

**(d) Supervision Duties**

As a supervisor, the Headmaster has the following duties :

- (i) Instructional leadership:** The headmaster criticises, guides and advises his teachers. He also encourages and inspires them. He should always aim at umpiring the instructional standard.
- (ii) Supervision of the curriculum:** He should aim to adopt dynamic methods of teaching and faithfully follow the activity principle in curriculum construction.
- (iii) Supervision of work of the staff of the three levels:** Teaching (teachers) ; non-teaching (office workers) and inferior staff (bearers, peons, sweepers, etc.)
- (iv) Creative supervision:** Supervision of the recreational programmes and activities of the school.
- (v) Supervision of the Administration and Organisation of the School:** Practically includes a thousand and one subsidiary duty related to smooth running of the school.
- (e) Co-ordination Duties:** The Headmaster acts as a co-ordinator between the school and .....
  - (i) Committee of Management.

- (ii) Officers of the Education Department.
- (iii) Direct Inspector.
- (iv) Board of Secondary Education.
- (v) Guardians and Pupils.
- (vi) Teaching and Non-teaching staff members.
- (vii) Other schools of his area.

It is evident from the discussion about that headmaster is the leader of a school. But in order to be an ideal headmaster he must be a possessor of some—

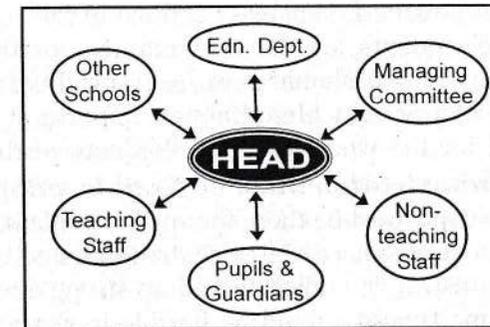
## 2. Personal Qualities

- (a) He should have a sound Education with professional training and experience.
- (b) He should have a progressive outlook.
- (c) He should be able to reason and not by virtue his authority—thus an able educational statesman.
- (d) He should be a good Organiser
- (e) An Ideal Teacher.
- (f) A good person with proficiency in human relations, recognition to good work, sensitive to the needs of his staff and pupils, etc.
- (g) Personality wise he should be of good physical and mental health, man of integrity. He should possess a sense of humour, sense of vocation, industrious, sociable, cooperative and inspirational.

## 3. Powers of head of the institution

- (a) Supervising the teachers
- (b) Maintaining attendance of teachers and records
- (c) Reviewing the notes of lessons
- (d) Sanctioning of leave to teachers
- (e) Preparation of statement for claiming pay for teachers
- (f) Conducting examinations (Quarterly, Half Yearly, Annually, etc.)

Hence we conclude, that the headmaster works the machinery of the school. He has to cultivate a large number of personal qualities and he also has to possess a dynamic personality. In all eminence, he is the leader of the school like the captain of a ship. At such times, the headmaster should restrain himself from being an autocrat. He should be the democratic head of his administration where he should see the co-operation of all his colleagues, teachers and non-teaching staff members.



Model of Modern Administrative Role of a Leader (HM)

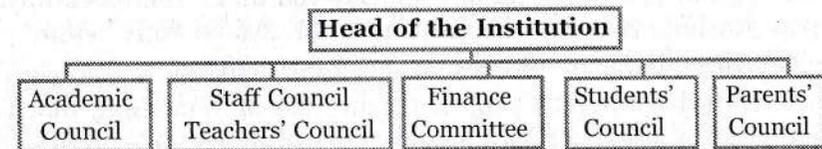
## Democratic School Administration

Under an autocratic administration, the head is all in all and his orders are final and everybody must carry out his directions. But on the other hand, if the head has a love for the democratic way of administration & management, he will act as the head of a well knit happy family, where in he will distribute duties & responsibilities to each according to his ability and aptitude and will seek the full and willing co-operation of each member of the staff.

## Decentralisation of Power & Responsibilities

Key word of democratic administration. Head will only hold the role of a co-ordinator & he will give the overall supervision.

## Structure of the School



## General Principles

- (i) **Democratic Philosophy:** According to Dr. Paul Appleby ".... in an educational institution in a democracy, the administrator is not a small dictator, but a friend and a guide, he consults his colleagues, honours their opinions, confers with them in staff meetings, meets them informally in gatherings and club—he is one among the equals."
- (ii) **Freedom:** Enough freedom is necessary for all to exercise their powers and talents. The power of critical thinking, an important requisite of democracy, can only be cultivated by individuals in an atmosphere of freedom.

- (iii) **Student Centred:** Whatever is done in the school should be of the students, by the students and for the students. This 'flesh & blood' should never be lost sight of in the midst of facts, figures and files. Enough opportunities must be provided for the wholesome development of the students.
- (iv) **The administration must be flexible, adaptable and stable:** Scope must be there for any betterment, there must prevail an atmosphere of justice, freedom and cooperation. The administrative bodies should be strong and stable and at the same time it should be flexible in character.

### Practical Measures

Through decentralised structure following measures should be taken

- (i) Proper distribution of work.
- (ii) Development of individuality.
- (iii) Co-ordination of efforts.
- (iv) Effective use of material element.
- (v) Professional development of the teachers.
- (vi) Programmes should be consistent with the aims & objectives of the school & the entire society.

### QUALITY MANAGEMENT IN EDUCATION

According to **Jan D Timmer** "quality is a state of mind...the relentless pursuit of excellence, of never being satisfied with what you do, how you do it and how quickly you do it. There is always room for improvement. Everything can always be done better.

(Quality should be a part of our soul". Quality is perceived differently by different people. Quality is not something that is bestowed by others, it is attained and maintained as a result of ceaseless efforts. Quality of a product may be good for one but not for another.)

### Concept of Quality

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. Consumers look at these elements in deciding whether or not to buy particular products or services.

According to **Bennis** (1993) "Quality often is not measured at all, but is appreciated intuitively. One's response to quality is a feeling, a perception that is connected intimately with our

experience of meaning, beauty and values in our lives." Quality has been defined by several management experts. The dictionary meaning of quality is "the degree of excellence". **Juran** says quality is "fitness of purpose" i.e. something is of good quality if it satisfies one's need. **Deming** is of the opinion that "quality is a positive concept. Product or service which helps someone and enjoys good sustainable markets is of good quality. According to **Crosby** if a product or service conforms to requirements then it is said to be of good quality. **Seymour** opines that "quality is continuous improvement".

(Quality and excellence are often used synonymously. In a sense, they trigger the same response when they are experienced.) Gardener (1961), who wrote a seminal book on excellence, makes the point that "there are many kinds of excellence—academic, professional, artistic, athletic and so on. Some form of excellence is fostered through education, some is not; some kind of excellence leads to worldly success, some does not; some form of excellence involves becoming while some involves being, excellence involves comparison, either with others or with oneself; excellence indicates action (it does not just happen) and requires the exercise of human will. That explains the frequently used expressions—the pursuit of excellence and the quest for quality. There can be poor quality, but not poor excellence.

In recent times some themes have become more significant including quality culture, the importance of knowledge management, and the role of leadership in promoting and achieving high quality. Disciplines like systems thinking are bringing more holistic approaches to quality so that people, process and products are considered together rather than independent factors in quality management. (The influence of quality thinking has spread to nontraditional applications) i.e. manufacturing, to service sectors such as hospitality, transport, and even education.

In the field of education, the customers of education, the students, parents and future employers recognize the importance of quality students i.e. the products of the system. In this sense the different educational institutions must provide the best of courses, and training in order to meet the demands of the students and future employers and try to give better opportunities than other competing institutions. From this discussion it is possible to identify certain characteristic of quality.

### Characteristics of Quality

**Quality is a matter of perception, not logic:** It is the perception that resides outside the product, service or organization. Peter Drucker (1990) says "the results of an organization are always outside the organization. Inside, there are only costs. The result of a business is a satisfied customer, the result of a hospital is a healed patient and the result of an educational institution is a student who has something of value which he/she can use ten years later." Thus, quality is perceived by the consumer.

**Quality is relative and not absolute:** It is a matter of degree. Theoretically, there are no maximum or minimum limits. Quality improvement, like pursuit of excellence, is a journey without a destination. There is nothing that cannot be little better in some way or the other.

**Quality is subjective:** The criteria for judging quality can be substantially different from people to people, based on experience, values and culture.

**Quality is a contextual idea:** Indicators of quality are institution specific. A high rate of job placement of graduates is a legitimate indicator of quality for vocational-technical-professional education programmes, but would not hold for humanities and liberal arts education. Each institution has a mission, a clear understanding of what it is, why it exists and what its primary obligation is. All functions and activities are informed by this mission. Assessment of performance and quality are valid only in terms of mission and goals.

**Quality can be measured inferentially:** Like intelligence, motivation, attitude and other educational outcomes indicators of quality are established that serve as a basis of measurement.

**Quality is attainable:** quality is not something that is bestowed by others it is attained and maintained as a result of ceaseless striving (Sapre 1999)

**Quality is applicable to the system and its parts:** Quality is applied to each component of a system i.e. input-process-output.

### Principles of Quality

Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. The principles are:

- Customer focus
- Leadership
- Involvement of people
- Process approach
- System approach to management
- Continual improvement
- Factual approach to decision making
- Mutually beneficial supplier relationships

### Quality in Education

Quality has become a defining element of education in the 21st century in the context of new social realities. The information communication revolution, the knowledge economy and globalization are greatly influencing the 'next society'. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries.

Quality makes education as much socially relevant as it is personally indispensable to the individuals. In this sense quality becomes the defining element of education. In this context, quality and excellence should be the vision of every higher education institution including teacher education. Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

### Quality Management in Teacher Education

Applied to the field of Teacher Education, quality refers to the totality of features and characteristics of the student teacher acquired as a result of the teachers education programme. If the expectations of the schools, students, parents and the society are met that indicates that the right type of teachers have been prepared by the teacher education institutions. And if the teachers continue to improve themselves then there is value addition in education (Feigenbaum, 1951). Such teachers will continue to meet the needs of the society. There is fitness of educational outcome and experience for use (Juran and Gryna 1988). There will be defect avoidance in education process (Crosby 1979) of teachers in a quality teacher education institution. In any educational institution there are three aspects to be managed—academic, administrative and financial. Besides these there are the human and physical resources to be managed to their optimum level. In other words management of input-process-product is of utmost concern of the system of

teacher education. If every component is of good quality then the final product i.e. the teacher will be perceived as fulfilling the needs of the consumers.

Quality in teacher education can be indicated by the 'educatedness' of the products of the institution i.e. the student teachers. Quality teachers are indicated by their 'educatedness' that they have achieved through their education and training. The teachers are well informed and possess knowledge about facts figures, concepts in their subjects. They are cultured and possess integrated personality which is warm, empathetic and ethical. One level ahead of being cultured is emancipation wherein teachers are individuals who rise above the known artificial boundaries of religion, caste, creed, gender, linguistic and geographic belongingness, social mores, cultural traditions and forms and treat their students fairly. Finally, teachers should achieve the best of potential already in them. However, if the following questions are answered by the educational institutions in general they will be able to achieve quality.

1. What key outcomes have we achieved?
2. How well do we meet the needs of our stakeholders?
3. How good is our delivery of education processes?
4. How good is our management?
5. How good is our leadership?
6. What is our capacity for improvement?

#### Quality Indicators for Teacher Education (NAAC)

- Curriculum Design and Planning
- Curriculum Transaction and Evaluation
- Research, Development and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Organisation and Management

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. Quality is a matter of perception, it is relative, subjective, attainable, measured inferentially, and is applicable to the system and its parts. Providing quality education to large numbers at affordable costs is the primary concern of developing countries. If the expectations of the schools, students, parents and the society are met that indicates that the right type of teachers have been prepared by the teacher education institutions to impart quality education. The three aspects

to be managed are academic, administrative and financial as well as the human and physical resources. In other words management of input-process-product is of utmost concern of the system of teacher education.

#### Required elements for upgrading Management Education

Management education is basically a service. Quality of a service is difficult to measure in comparison to products due to the fact that services are intangible. The specific characteristics of services such as intangibility, inseparability, heterogeneity and perishability make it difficult to assess their quality. It means that the quality of management education would largely depend on its pedagogy. Quality enhancement in management education would constitute the improvement in all facets of providing management education. The quality of management education depends on the combined efforts on the part of the educational system as a whole, the educational institutions and the faculties. Management education can be upgraded only when all these three pillars of education are equally strong.

We have made an effort to prepare a model showing the various qualitative aspects required at the educational system level, institutional level as well as at the faculty level for quality management education.

The above model shows the various elements needed to ensure quality education. The implementation of the model begins from the grass root level. It should start from the educational system and penetrate down till the individual level.

#### CONCEPT OF SUPERVISION

'Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision', *Ogunsaju* (1983).

Supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals.

The term supervision is derived from word "Super video" meaning to over see, *Adepoju* (1998). 'It is an interaction between

at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group'.

**Adepoju** (1998), defines school supervision as 'the process of bringing about improvement in instruction by working with people who are working with pupils. It has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching.

Supervision in school therefore is a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school framework.

### Importance of Supervision

The importance of supervision in schools includes the following:

- (i) Improvement of teaching and learning.
- (ii) Systematic efforts to help students understand themselves get in touch with their own feelings and monitor their own behaviour (Adewole and Olaniyi 1992).
- (iii) Helps teacher in school management.
- (iv) For approval of new school.
- (v) Payment of grant in aids to private and voluntary schools.
- (vi) Approval of schools for recognized examination bodies e.g. WBBSE, WBCHSE etc.
- (vii) Assessment of teaching and learning.
- (viii) Linking teachers with the ministry of education.
- (ix) Assistance in development of needed teaching competences.
- (x) To obey the education law that makes supervision mandatory.
- (xi) Helps to interpret school programme to the community.
- (xii) Development of sound education philosophy in teachers.
- (xiii) Creates confidence in incompetent teachers.
- (xiv) Identifies good qualities possessed by teachers.
- (xv) Determines whether a teacher should be transferred, promoted, retained or dismissed.
- (xvi) Identifies urgent needs in classroom and schools
- (xvii) Examines continuously school instructional goals and assesses teacher's performance in meeting such goals.

### Basic Principles for Effective Supervision

- (i) **Healthy Atmosphere:** The environment should be made free of tension and emotional stress. The atmosphere should be given incentives for work.
- (ii) **Staff Orientation:** The quality and quantity of the work must be specified in clean clear terms. Staff should be made to understand clearly what are or not expected of them. New staff, must be given the necessary orientation. They should have a schedule to know where to get information and materials to help them perform the work satisfactorily well.
- (iii) **Guidance and Staff Training:** Staff should be offered necessary guidance. They should be guided on how to carry out the assignment, standard should be set by the supervisor while information should be given ruling out the possibility of rumours. Information should be for every body and specifics to individuals assigned to a particular task. Techniques of how to do it must be given at all times. The school must always arrange and participate in staff training.
- (iv) **Immediate Recognition of Good Work:** Good work should be recognized. This implies that the acknowledgment of any good work done must be immediate and made public to others which will then serves as incentive to others. Incentive of merit, recommendation for promotion, etc. improve performances.
- (v) **Constructive Criticisms:** Poor work done should be constructively criticized. Advice and personal relationship should be given to the affected staff. It needs be stated here that such criticisms should be made private and with mind free of bias.
- (vi) **Opportunity for Improvement:** Staff should be given opportunity to prove their worth and for aspiring higher. They should therefore be allowed to use their initiatives in performing their jobs and taking decision .It will give them the motivation to work much harder.
- (vii) **Motivation and Encouragement:** Staff should be motivated and encouraged to work to increase their productivity. They should be encouraged to improve their ability to achieve organizational goal.

### Types of Supervision

If the functions of an educational supervisor or inspector is taken into account, and if the aims of inspection and supervision are considered, one may notice easily that there are three types of supervision. However, the typology of supervision is more of a theoretical interest because for any practical purpose an inspector or supervisor cannot undertake inspection of one kind only. The three types may be named as Restrictive, Preventive and Creative types.

#### (i) Restrictive Type

It is a kind of downward inspection as the inspector assumes a position higher than others and from the higher position he seeks to find faults and restricts the school authorities from stepping forward on their own. This kind of inspection denies freedom of the academic institutions and intends to act authoritatively. Restrictive inspection encourages an institution to function mechanically with routine affairs and in due course, become inert, insensitive to anything other than those are permitted by rules, orders or directives. However, it has one merit that makes the functioning of any institution disciplined. Usually no controversy arises when one cites rules in support of a decision unless the controversy lies within the rule itself. Inspections conducted by the NCTE is one of the best examples of restrictive type at present.

#### (ii) Preventive Type

In preventive type, it is imperative that educational institutions may indulge in wastage of resources and therefore, it is intended to help them to maximum utilisation by preventing wastage. In an educational institution, space, library and laboratories, qualified teachers, many modern equipments etc. are often not fully used or are not properly cared for. Preventive inspection aims to take stock of what resources are already existing and to advise the institutions how to gain maximum from the existing resources and also further development of resources. It is an attempt to assess potentialities and suggest development of potentialities. Supervision conducted by NAAC in the case of higher education, to some extent belongs to this category. Till now, no such inspection system exists in the case of schools.

#### (iii) Creative Type

As the name implies, creative type of inspection shows new ways of functioning of academic institution both in academic and non-academic matters. It is the most liberal, democratic and effective leadership provided to the institutions by the inspecting body which comprises highly experienced academics and administrator with flexible mental set up. The underlying principle behind creative inspection is giving due regards to the individuality. While the restrictive inspectors believe that all academic institutions should function in identical manner, creative inspection regards an academic institution as unique. In fact, creative inspection or supervision is non-existent in our country till now.

#### Problems of Supervision

There are various factors militating against successful supervision in schools. These are identified in—(i) Government, (ii) Teachers and (iii) Community and Society.

**(i) Government:** Government contributes to the problems of supervision through the following ways:

- (a) Poor remuneration of teachers.
- (b) Insufficient staffing/shortage of inspectors.
- (c) Lack of materials and resources.
- (d) Lack of facilities for the inspectors of education to work with e.g. vehicles.
- (e) Bad roads.
- (f) Lack of evaluation system.
- (g) Poor funding.
- (h) Political instability.
- (i) Constant change in educational policies.
- (j) Lack of adequate training for inspectors.
- (k) Politicalisation of appointment of supervisors.

**(ii) Teachers:** Teachers contribute to the problem of supervision through the following ways:

- (a) Unprofessional attitudes to work.
- (b) Lack of interest,
- (c) Lack of basic knowledge or formal training.
- (d) Numerous unqualified teachers.

**(iii) Community and Society:** Community and Society help in the problem of supervision through the following way:

- (a) Poor perception of the general public on teaching as profession.

- (b) Poor status given to the teachers.
- (c) Lack of proper interest.

### Qualities of a Supervisor

A school inspector or supervisor need to possess such qualifications and qualities as to enable him undertake the tasks mentioned above. Briefly pointing to the essential specific qualities one can mention the following :

**(i) Academic:** For the purpose of employment, it is the common practice to prescribe some minimum essential qualifications and some desirable ones. But an inspector cannot function properly if he remains satisfied with the university degrees only. He needs to continuously upgrade his knowledge by versatile reading, interacting with expert and colleagues all over the country and so on. He is expected to consult professional journals and attend conferences and seminars of his interest whenever possible.

**(ii) Professional Competence:** Professional Competence is expected to advance with experience. But at the same time it is essential that adequate knowledge of the laws, rules, orders and policies of Govt. will enhances his competence. Knowledge of elementary accountancy, principles of management may be of enormous help. He must have knowledge about instructional techniques, use of modern teaching aids and common issues and problems in school education.

**(iii) Personality:** An inspector should be a person with sufficient leadership qualities, obviously not of autocratic type but of democratic type. He must be zealous, energetic, innovative and intelligent with good sense of humour and presence of mind. He should be tolerant of stress, socially amicable but firm in conviction, dutiful and sympathetic. He should be able to judiciously apply rules and laws in appropriate manner but honestly exercise his power not be allow any undue relaxation of the terms and conditions upon which a school functions.

**(iv) Other Qualities:** An inspector should be aware of social and cultural backdrop against which schools function. Socio-cultural environment of a school is not similar everywhere. Geographical location, demographic composition of the locality and hence the school going population, opportunities available in and around school, and numerous other factor directly or indirectly control the functioning of a school. As for example, schools located in an area

inhabited predominantly by backward or tribal population may not function in the same manner as in the case of schools in developed urban areas. Awareness and sensitivity to these and similar other issues help an inspector to provide with most adequate assistance to the schools for their functioning.

Knowledge about more than one language, awareness of the variations in dialects used in different parts of a state help better communication. Similarly, knowledge and curiosity about local resources, improvisation of their use in education and knowledge of handr issues related to inclusive education are important.

**Dr. Hart** mentioned seven essential characteristics of a supervisor.

- (a) Ability to recognise most essential and worthwhile events in a school system.
- (b) Ability to identify and organise the worthwhile events within the school system.
- (c) Ability to overcome indifferences and inefficiency of others without losing their good will.
- (d) Ability to identify and set goals which are pragmatic and identifiable.
- (e) Ability to encourage everyone to feel worthy of his job.
- (f) Ability to help and support professional growth.
- (g) Ability to make other feel happy through their service as educator or administrator.

### Aims of Supervision

Aims of supervision are neither mutually exclusive nor even different. What follows from the salient features of inspection and supervision is a set of aims given below :

- (i) Aim of supervision is to provide expert leadership toward improvement of educational activities. From this point of view the Secondary Education Commission rightly suggested to replace the term 'Inspector' by Education Officer or Education Advisor.
- (ii) Supervisory activities are not restricted to the administrative and financial matters only. It extends from pedagogical to evaluation related functions, infrastructural to socio-cultural issues or the like.
- (iii) Its aim is to enhance professional growth, academic excellence and competency of all concerned.

- (iv) Supervision helps to plug the loopholes, checks wastage of manpower and resource and helps optimum utilization of space, person and money.
- (v) Supervision not only leads to the achievement of goal but may be futuristic in approach. It helps to develop new vision, new outlook and better management of all problems. It helps to overcome the barriers, to develop positive optimistic views about success.

### Differences between Inspection and Supervision

Inspection could be described as the critical examination and evaluation of a school as a place of learning, (Ojelabi, 1981). Through inspection, necessary and relevant advice may be given for the improvement of the school. Such advice is usually registered in a report.

On the other hand, supervision is distinct from inspection since it can be described as a constant and continuous process of personal guidance based on frequent to a school to give concrete and constructive advice and encouragement to teachers so as to improve the learning and teaching situation in the school. On such visits, attention is paid to one or more aspects of the school and its organization. Therefore, it is normal to refer to both at the same time.

According to modern ideas, inspection is not perceived as a term exclusive of supervision. It is therefore, more or less an academic exercise to point out differences between inspection and supervision. Inspection without the basic purpose of supervision or supervision without inspection are useless. However, from academic point of view one may like to prepare a list of differences between the two as in the comparative table below:

Inspector	Supervision
1. It is relatively a narrow concept.	1. It is a much broader concept.
2. Aim of inspection is very specific and focussed.	2. Aim of supervision is comprehensive.
3. Primarily inspection is rule bound and rigid.	3. Supervision is also rule bound but flexible.
4. Inspection is restrictive.	4. Supervision is protective and creative.

Inspection	Supervision
5. Inspection takes into account the students' needs and characteristics only as the points of restriction.	5. Supervision uses the students' needs and characteristics as guiding principles.
6. Inspection is more a routine affair and periodic.	6. Supervision is a continuous innovative process.
7. Inspection helps checking wastage by imposing restrictions.	7. Supervision helps checking of wastage by appropriate planning, reallocation and utilisation of resources.
8. Encourages to follow rules and thereby supports mechanical approach.	8. Encourages originality, initiative and innovation within the approved frame of rules.
9. Rules are perceived as sermons.	9. Rules are perceived as guidelines.

The present inspection system is under the Directorate of School Education. Each district inspectorate is headed by the District Inspector of Schools who is assisted by Assistant District Inspectors and then a number of Sub-Inspectors of Schools. The primary function of the inspectorate is supposed to be supervisory in nature for the qualitative improvement of secondary education as a whole through expert advice in respect to the management of schools. But they actually perform many other administrative functions, a list of which is given hereunder.

The distinction between inspection and supervision is not very clear and sharp. In the opinion of many inspection is the action counterpart of supervision as according to Oxford dictionary, supervision means watching and directing. When some authority is engaged to supervise, it watches and directs through inspection. From that point of view inspection and supervision cannot be separated as the former is subsumed within the latter. However, if one needs to define supervision independently, it may be defined as, supervision is a kind of normative guidance based on the present level of functioning and leading to the optimum success in achieving institutional goals. Once again, the salient features of the above definition are briefly summarised as follows :

- (i) Supervision is a kind of guidance given to an institution by pointing out to the present level of functioning and suggesting necessary steps so that it can achieve its goal.

- (ii) Supervision is normative, particularly when it is concerned with an educational institution because, the nature of supervision is guided by the set norms and principles which are often not individualized. In other words, supervision is done with reference to what the other institutions are doing or what norms have been set by the agency responsible for supervision.
- (iii) Supervision depends on present level of functioning which means that taking stock of the present level of functioning helps to identify the gap between performance and the desired target.
- (iv) A major purpose of supervision is to help, direct, or lead the institution to minimise the gap and achieve success.

#### Defects or Weakness of the Existing System of Inspection and Supervision

If it is accepted that the primary purpose of supervision is qualitative improvement, the inspection system should have been more elaborate and systematic. But during the post-independence era a phenomenal quantitative growth of education is noticed parallel to the growth of population. At present pupils from all segments of population are coming to education at all levels. But unfortunately, the quality management was not given due attention, and except some theoretical views, no true system of supervision was developed for that purpose. At school level the agencies of inspection are generally the following:

- (i) Boards of Secondary Education.
- (ii) Councils of Higher Secondary Education.
- (iii) Govt. Inspectorate of Schools.

Names of these agencies may vary from state to state or even within the same state, but they directly control one or the other aspect of school education. However, there are NCERT at the central level and SCERTs at the state level who are research bodies for qualitative improvement of school education but they have no supervisory role.

Boards of Secondary Education or Higher Secondary Education normally restrict their functions to three, namely—

- (a) to accord affiliation to schools on the basis of minimum level of infrastructure prescribed by them,
- (b) to prescribe or modify syllabus and approve text books written on certain guidelines, and

- (c) to conduct examination, set rules for examinations, arrange evaluation of answer papers and finally publish results followed by issuing certificates.

The third function is so Herculean, that they can afford to pay very little attention for academic leadership to individual institutions.

Government inspectorate was developed primarily to supervise the mode of functioning of the schools and maintain steady qualitative improvement. But the system as a whole suffers from many ailments some of which are mentioned below:

- (i) Network of inspectorate did not grow proportionately to the expansion of educational institutions both geographically as well as in number. The inspectors, therefore, can hardly cope with the task vested upon them.
- (ii) Inspectors are mostly busy with administrative matters including finance. Checking salary bills, teachers' service books, placement of newly selected teachers, meeting complaints and grievances etc. are some of the many administrative functions they undertake thereby rendering them to merely clerical jobs.
- (iii) There is no separate modern system of training of the school inspectors. There is departmental examination but no scope of in-service training. Potentialities of the school inspectors are never utilized.
- (iv) Concept and methods of inspection are age old. In reality the original British approach of restrictive inspection still prevails.
- (v) Since experienced teachers are not invited to take part in inspection of fellow institutions, the process of supervision remains merely an official administrative exercise—no academic purpose is served.
- (vi) Recruitment procedure of inspectors, the prescribed qualifications, job-specification, training, and subsequent service conditions are not conducive to the development of leadership qualities of inspectors.

In order to build up an effective, efficient, dynamic and sensitive inspectorate, the whole system needs to be revamped.

#### Tasks involved in Supervision and Inspection

Supervision work may differ from one type of institution to another, particularly, the goal and level of the institution. Therefore, the tasks involved are also different to some extent. Inspection and supervision of schools may involve the following broad task.

- (i) **Inspection of Instructional work:** The supervisor needs to examine and guide the academic calendar, time-table, teaching aids, teaching methods, and all such matters related to instruction. Even home task, correction of home task, class tests and evaluation may be taken into account.
- (ii) **Inspection of Co-curricular Activities:** Inspectors are required to take note of the co-curricular activities like games and sports, organizing exhibitions and cultural programmes, observation of the days of national importance, publication of school magazine, visit to museums, excursions, camps etc. undertaken by the school and guide them in these matters.
- (iii) **Inspection of School Library:** Collection of books, periodicals, dictionaries etc. their lending pattern, maintenance, reading room facilities may be checked and guided by the inspector.
- (iv) **Inspection of School Plant:** School building, space utilization pattern, arrangement of classrooms, ventilation, illumination, over all environment, sanitation, cleanliness furniture and all such matters may be examined and advice, discussion, suggestion may follow for better use.
- (v) **Inspection of Records and Registers:** Records of all official documents, mandatory registers, record of past events and achievements, legal documents etc. are checked by inspector.
- (vi) **Inspection of Financial Affairs:** This is an important area where careful checking and follow up measures are necessary. Income of the school from various sources like, Govt. grant, donation, students' fees, bank interest from deposits etc. and varieties of expenditure toward salaries, purchase, maintenance, bill payments, innovation, beautification or the like are discussed and audited reports of income and expenditure is compulsorily checked.
- (vii) **Administration and Management:** Attendance of staff including teacher, their regularity, punctuality, control of students movement, discipline, framing rules, following orders and many such matters are taken up for inspection. Regularity of terminal examination, overall performance of the school in public examinations, strength and weaknesses, functioning of different committees and councils,

- communication between staff and management are all concern of inspection.
- (viii) **Development and Guidance:** Future plans about the development may be taken up by the inspector for discussion and vital suggestions may be given. Programmes of guidance for the students, counselling in the case of personal problems and weaknesses, steps to be taken for the improvement of academic standard, special facilities for the students from weaker section and those with some kind of disability or exceptionality etc. all come to the purview of inspection.
- In short, the inspection involves anything and everything relevant to the proper, effective and improved functioning of schools.

### EXERCISE

#### *Short-type Question:*

1. Write the Characteristics of Educational Planning.
2. Discuss the Nature and Importance of Educational Planning.
3. Discuss the Objectives of Educational Planning in India.
4. Briefly Discuss the Types of Planning According to Level.
5. Discuss the Types of Planning on the Basis of Nature and Importance of Work.
6. Mention the Disadvantages of Educational Planning in our Country.
7. Mention the Characteristics and Needs of Institutional Planning.
8. Discuss the Importance of Institutional Planning in various Development of School.
9. Discuss the different steps for Institutional Planning
10. Mention the advantages of Institutional Planning.
11. State the administrative importance of Institutional Planning.
12. Mention the role of Teachers and Students in School Planning.
13. What do you mean by Laissez Faire Leadership? Write the advantages and disadvantages of its.
14. Write about effective and in-effective style of Leadership.
15. Mention the responsibilities of state Government in Education.
16. State the Structure of Board of Secondary Education.
17. Discuss about structure of Higher Secondary Council.
18. Mention the function of Board of Secondary Education.
19. Mention the fourteen principles of Deming to qualitative progress of work.

20. Explain about Institutional Resources.
21. Mention the fundamental elements of General Education.
22. Write about nature, scope and objectives of Supervision.
23. Write the Importance of Supervision.
24. Discuss the Characteristics of Modern Supervision.
25. Mention the qualities and functions of an ideal supervisor.
26. Briefly discuss about guiding principles of Supervision.

**Essay-type Question:**

1. Mention the Characteristics and Classification of Functional Educational Planning.
2. Explain some Important Method of Educational Planning.
3. Write the Important Suggestions for Improvement of Educational Planning.
5. What are the Causes of Wastage and Stagnation? Mention the Role of Institutional Planning to stop the wastage and stagnation.
6. Write the role of Human Resource in making Successful to Institutional Planning.
7. Discuss the qualities or characteristics of Leadership.
8. Discuss the Importance and Need of Leadership.
9. How many types of Leadership? Discuss about any one of them.
10. Discuss Grid concept of Leadership style.

## PRACTICUM

There are total 4 units in the syllabus out of which only one has to be done by each student. Each student has to prepare a report individually.

### Unit-1: Study the impact of Right to Education Act on schools

Students should visit some schools and collect data on the topic. Steps of doing this practical:

1. Collection of data regarding Right to Education Act (2009). This act contains 7 chapters.
2. Selection of schools—At least 3 schools should be selected. The 3 types of schools should be—i) One Government School  
(ii) One Government aided School  
(iii) One Private School
3. Students should develop some data collection tools like questionnaire, interview schedule etc. Interview can be of 2 types—structured and unstructured. Questionnaires can contain 2 types of questions—open ended and close ended questions. Teachers will play the role of facilitator. He or she will guide the students.
4. Data analysis and interpretation should be done by the students.
5. Report writing—A report should be prepared by the students at the end of their survey work (after the school visit).

The report should contain the following 3 chapters—

**Chapter-1:** Introduction—Introduction should contain the following subject matters—

- Brief history of education system during pre independence period.
- Problems of education system of the past.
- What is RTE, 2009?
- Brief description of the Act.

**Chapter-2:** Methodology—Brief description of the survey method. The different steps of work should be briefly explained here.

**Chapter-3:** Conclusion—It should contain the following the following points—

- Critical analysis
- Problems faced by the school during implementation of the Act.
- Some probable solutions.
- Suggestions to improve the situation
- Students' note

### Unit-2: Critical Analysis of different committees and commissions on education

This practicum is very laborious and time consuming. It is generally of descriptive type. The report should be of 15 to 25 pages.

The students should write critical analysis taking any three aspects from any three different commissions or committees. The aspects should differ. If a student select women education aspect from a commission the he or she should select another aspect, suppose recommendations about education for backward classes from another commission and a different aspect (eg.- Vocational education) from the 3rd commission.

Steps—**Firstly**, the students should write a brief description about the three different commissions or committees.

**Secondly**, students should write a critical analysis after every aspect of a commission.

Lastly they should add a general conclusion.

The report should contain 3 parts-introduction, description and conclusion.

In the introduction part students can write about the following points:

- The education system during pre and post Independence
- Why these committees and commissions were required
- Features, members of commissions
- Overall recommendations

### Unit-3: Study of Educational Process In Private Schools

Students should visit the different private schools to collect data. By following descriptive survey method this has to be done. Students should visit atleast three private schools and should collect the following data:

- Name of the school

- Location of the school
- Address
- Type of school
- Medium of instruction
- No. of students per class
- No. of sections
- Examination system (whether weekly test are taken or not, how many exams are conducted per year)
- Time table
- Total allotted time per subject (weekly)
- Student governance
- Admission criteria
- Co-curricular activities
- Ratio of girls and boys per class
- Ratio of male and female teachers
- Physical facilities in a school
- Teaching-learning material

### Steps

- Selection of 3 private schools
- Visit to the schools
- Collection of data
- Development of data collection tools (Interview schedule, questionnaire)
- Data analysis and Interpretation
- Report writing
- **Report Writing:** Report should be written on A4 sheets (both side white page). Students should briefly describe the education process of atleast three private schools. Report should contain the following parts:
  - **Introduction:** Definition of privatisation, problem of education system, why privatisation is needed
  - **Main body or Methodology:** All the steps should be described here, questionnaires for head of institutes, questionnaires for teachers and students, parents should be attached here
  - **Conclusion:** Students should write about the problems faced by the schools. They should write a critical analysis in their own words and the probable solutions and suggestions given by the HM and educators and those private schools.

**Unit 4: Planning and Implementation of Activities**

- **Eco club**—Students can clean the locality of their institution and can generate mass awareness among local people. Students can organise three plantation programmes in their institution. They should write a report, should make charts and models regarding environmental awareness.
- **Instructional material to inculcate values**—Students can make colourful charts on different values. They can write about types of values, their importance.
- **Field visit to vocational institutes to make reports**—Students can visit different vocational institutes like ITI, hotel management institutions and write reports on it. Students should collect data from institutes. They should give more importance on placement after completion of the vocational courses.
- **Awareness development about population explosion in rural/slum areas**—Students should visit rural or slum areas to earn collect data from there. They should prepare a questionnaire or interview schedule before going there. Rural or slum people should be politely told about the negative impacts of population explosion, child marriage, how to control birth, positive side of keeping the family size small etc.
- **Awareness among SC/ST Students**—SC/ST students of few schools should be made aware about the different types of scholarships, how to avail them, RTE Act etc. B.Ed students should atleast visit 3 schools and list the names and number of SC/ST students.
- **Survey of Schools**—Students should visit atleast 3 Government schools to see what type of incentives they are providing to poor students. MDMP (Mid day meal programme) is implemented in the school or not and write a report on it. Year wise Bar and pie diagram should be given in the report.
- **Preparing a presentation**—Students should visit atleast 5 rich cultural heritage sites and write a report on them. The students should know about the rich Indian culture and they should know the meaning of culture and its influence on education.