Interdisciplinary Course 2 (IC -2)

EDUCATIONAL MANAGEMENT

GREY NOTES

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Semester II: Interdisciplinary course IC-2

Educational Management

MODULE I: FUNDAMENTALS OF EDUCATIONAL MANAGEMENT

UNIT 1: CONCEPT OF EDUCATIONAL MANAGEMENT

a) Educational Management –Meaning, objectives and importance of Management

"Management is the art of "knowing what you want to do" and then seeing that it is done in the best and cheapest way"
F. W. Taylor

Management as a process "consisting of planning, organizing, actuating and controlling, performed to determine and accomplish the objective by the use of people and resources"
G. R. Terry

Management is the process of planning, organizing, directing, controlling and evaluating to accomplish predetermined objectives of an institution through coordinated use of human and material resources.

Management is the Art/Science of:-
- Getting work done.
- With the help of other people
- Within the given budget
- Within the given deadlines

Management as an academic discipline refers to, substantive body of knowledge of concepts, theories, laws and applications in practice.

Educational Management

"Educational management is the theory and practice of the organization and administration of existing educational establishments and systems."

Educational Management is ,the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

Education is one instrument and one instrument only to bring change in the society and it is through managing the education process in general. The realization of the country"s aspirations involves changes in the knowledge, skills, interests and the values of the people as a whole through the sound system of education. This is possible only through Educational Management.
-Kothari Education Commission (1964-66)

Objectives of the Educational Management

1. **Getting Maximum Results with Minimum Efforts -** The main objective of management is to secure maximum outputs with minimum efforts & resources. Management is basically concerned with thinking and utilizing human, material and financial resources in such a manner that would results in best combination.
2. **Increasing the Efficiency of factors of Production** - Through proper utilization of various factors of production, their efficiency can be increased to a great extent which can be obtained by reducing spoilage, wastages and breakage of all kinds, this in turn leads to saving of time, effort and money which is essential for the growth & prosperity of the enterprise.
3. **Maximum Prosperity for Employer & Employees** - Management ensures smooth and coordinated functioning of the enterprise. This in turn helps in providing maximum benefits to the employee in the shape of good working condition, suitable wage system, incentive plans on the one hand and higher profits to the employer on the other hand.
4. **Human betterment & Social Justice** - Management serves as a tool for the upliftment as well as betterment of the society. Through increased productivity and employment management ensures better standards of living for the society. It provides justice through its uniform policies.

Importance of Educational Management

- **Helpful in evaluating student achievement:** Education Management is study of the administration of the school. Thus progress of the students we find it form the prospect card, which nothing but through examination.
- **It helps in communication and managing information:** A organization has consisted of the human as well as physical resources. Education management helps to maintain good relationship between the all human factors as well as managing information, who are involved in the process education.
- **Building effective teams:** Effective team work is symbol of a successful institution. Education management helps to building up this kind of a effective teams with spirit of work, uniform decision.
- **It helps in curriculum making and managing co–curricular planning, time table, discipline**: The concept of education comprise combination of curricular and co curricular activities. Due to educational management, it"s become easy to planned and executed very effectively.
- **It is helpful in motivating staff and students:** If the functioning of the work does systematic. It definitely helpful for staff as well as students. Staffs gets motivating, through equal work distribution and students maintain discipline.
- **Managing conflicts and stress:** In concept of educational management, manager plays a significant role. If he is aware and fulfil the responsibilities, all the conflicts and stress are going to be managed.
- **Helpful in healthy and conducive school climate:** Due to implementation of the concept of educational management, works does smoothly, which create healthy and conducive environment.
- **Helpful in organization of counselling and guidance:O**ffenly diagnoses and remedial teaching is going on in the each school. But due to educational management, organization of counselling and guidance become easier and run effectively as well.

- **Helpful in maintaining school records and financing and budgeting**: Finance is a very important aspect of educational institution. Because of the management it"s became easy to maintaining records, financing and budgeting. The budgeting helps to purchase optimum quality of things than going in for substandard quality of things.
- **It helps in Achieving Group Goals:** By defining objective of organisation clearly there would be no wastage of time, money, and effort. Management converts disorganized resources ofmen, machines, money,etc.,into useful enterprise, which work towards attainment of goals.
- **Optimum Utilization of Resources:** Management provides maximum utilization of scares resources by selecting its best possible alternate use in field of education from out of various uses. It makes use of experts, professional, and these services leads to use of their skills, knowledge, and proper utilization and avoids wastage**.**
- **Reduces Costs:** Management uses physical, human, and financial resources in such a manner which results in best combination. This helps in cost reduction.
- **Establishes Sound Organization**: Management fills up various positions with right persons, having right skills, training and qualification. All jobs should be cleared to everyone.
- **Establishes Equilibrium -** It enables the organization to survive in changing environment. With the change is external environment, the initial co-ordination of organization must be changed. It is responsible for growth and survival of the organization.
- **Essentials for Prosperity of Society:** Efficient management leads to better standard of living and best quality of life, because of that society will get maximum output at minimum cost and attaining prosperity.
- **Good management makes a difficult task easier by avoiding wastage of scarce resource:** Efficient management leads to better economical production which helps in turn to increase the welfare of people. Thus it is makes a difficult task easier by avoiding wastage of scare resource.
- **It improves standard of living:** Standard of living of the any institution depends of the financial condition. Because of the systematic work, it improves standard of living of the educational institution.

b) <u>**Principles of Management by Henry Fayol and its application to Educational Management**</u>

- **Division of work.**
The whole work should be divided into different parts. Each individual should be assigned only one part of the work according to his ability and taste. When a particular individual performs the same job repeatedly, he will become an expert in doing that particular part of the whole job.
Benefits:
Increase in the quality of work, in the speed of production, decrease in the wastage of resources.

- **Authority**
Right to give orders and the power to exact obedience.
Responsibility: Being accountable, and is therefore naturally associated with authority.
Whoever assumes authority also assumes responsibility. People should get sufficient authority to discharge his responsibility.

Fayol, "The result of authority is responsibility. It is the natural result of authority and essentially another aspect of authority and whenever authority is used, responsibility are automatically born."

- **Discipline**

A successful organization requires the common effort of workers. Discipline is essential for any successful work performance. Fayol: Discipline means obedience, respect for authority, and observance of established rules. Penalties should be applied judiciously to encourage this common effort.

Discipline can be established:
- By providing good supervision at all levels,
- Clearly explaining the rules,
- Implementing a system of reward and punishment.

- **Unity of command**

Workers should receive orders from only one manager at a time and he should be answerable only to that superior.
- Not sure of priority.
- Confused situation.
- Adversely affects the efficiency
- Ego problem creates a possibility of clash.
- Own efficiency is likely to be affected.

- **Unity of direction**

The entire organization should be moving towards a common objective in a common direction.

Unity of direction means that:
- There should be one head for one plan for a group of activities having the same objective.
- There should be one plan of action for a group of activities having the same objective
- There should be only one manager at a time to give command to an employee.
- There should be only one manager exercising control over all the activities having the same objective.
- There should be one manager to control them.
- Environmental conditions

- **Subordination of individual interests to the general interests**
  - The interests of one person should not take priority over the interests of the organization as a whole.
  - This principle can be named „Priority to General Interest over Individual Interest."
  - The general interest or the interest of the organization is above everything.

- **Remuneration**

Fayol feels that in order to motivate the employees, apart from general remuneration, they should be given some monetary and non-monetary incentives.
- The employees and the owners find equal amount of satisfaction.
- It is the duty of the manager to ensure that employees are being paid remuneration according to their work.
- They will not do their work with perfect dedication, honesty and capacity.
- The organization shall have to face failure.

Many variables, such as cost of living, demand of labour and their ability supply of qualified personnel, general, business conditions, and success of the, business, should be considered in determining a worker's rate of pay.

- **Centralization**

Centralization: lowering the importance of the subordinate role. Decentralization is increasing the importance. The degree differs from organization to organization.

According to this principle, the superiors should adopt effective centralization which means the superiors should keep the authority of taking important decisions in their own hands, while the authority to take daily decisions and decisions of less importance should be delegated to the Subordinates. The ratio of centralization and decentralization can differ in different Situations.

- **Scalar chain: a formal line of authority**

It means each communication must move from top to bottom and vice versa in a straight line. The important condition here is that no step (post) should be overlooked during communication.

Fayol has explained this principle with the help of a ladder.

Due to more clear system of authority and communication, problems can be solved faster.

It is the exception of the principle of scalar chain. This concept was developed to establish a direct contact with the employee of equal rank in case of emergency to avoid delay in communication.

- **Order**

For the sake of efficiency and coordination, all materials and people related to a specific kind of work should be treated as equally as possible.

Principle of order:
- A right person should be placed at the right job and a right thing should be placed at the right place.
- Every enterprise should have two differentorders-Materials Order for Physical Resources and Social Order for Human Resources.
- Everybody knows his workplace, what he is to do and from where he would get his required material.
- All the available resources in the organization will be utilized properly.

- **Equity**

All employees should be treated as equally as possible. The managers should treat their subordinates in a just and kind manner to develop a feeling of dedication and attachment for their work. All the employees should be treated impartially.

- **Stability of tenure of personnel**

Retaining productive employees should always be a high priority of management. Recruitment and Selection Costs, as well as increased product-reject rates are usually associated with hiring new workers. It is absolutely harmful to change the employees frequently as it is a reflection of inefficient management. There should be stability of tenure of the employees so that the work continues efficiently.

Instability in the tenure of employees is a cause of poor management. High rate of labour turnover will result in increased expenses because of selecting them time and again, and giving them training afresh. It also lowers the prestige of the organization and creates a feeling of insecurity among the employees which keeps them busy in finding out new

avenues of work. Consequently, the sense of dedication cannot be created among them.

- **Initiative**

Management should take steps toencourage worker initiative, which is defined as new or additional work activity undertaken through self direction. Initiative means the capacity to work while expressing one"s thoughts.

According to Fayol, it is the duty of the manager to encourage the feeling of initiative among his employees for doing some work or taking some decision but within the limits of authority and discipline.

The manager should welcome the thoughts of his/her subordinates. The subordinates will present new and useful ideas time and again and gradually they will become an integral part of the organization. In order to make this process a success a manager will have to abandon his false sense of prestige.

- **Espirit de corps**

Feelings of loyalty, enthusiasm, and devotion to a group among people who are members of the group. Management should encourage harmony and general good feelings among employees. A manager should continuously make efforts to develop a team spirit among the subordinates.

Use of word „We" during the conversation with subordinates.

c) Concept of system thinking and system approach

System thinking

System thinking is a management discipline that first observes discrete functions and interactions between components.

- In education, that would be interaction amongst teachers, learners administrators, digital content and learning goals.
- Today's school leaders need to understand what it means to program a computer, to harness an automatic technological workflow. This is "systems thinking" This does not mean teachers will be irrelevant. It means all school staff will be highly leveraged.
- With the shift in the world post- industrial society, new paradigms have to be followed which is system thinking.

System thinking applied to school in 2 ways.

- Problem solving framework that enhances students understanding of a subject.
- As restructuring tool for creating a more effective educational system.
- Benefits of system thinking.
- Students shift from passive receptacles to active learners.
- Teachers job shifted from dispensers of information to producers of environment.

Conclusion.

Simply put, System thinking involves recognizing the interconnections between the parts of a system and synthesizing them into a unified view of the whole.

System approach

Concept of system approach:

In the 1960, an approach to management appeared which try to unify the prior schools of thought. This approach is commonly known as 'Systems Approach'.

They viewed organization as an organic and open system, which is composed of interacting and interdependent parts, called subsystems.

The system approach is top took upon management as a system or as "an organized whole" made up of sub- systems integrated into a unity or orderly totality.

Systems approach is based on the generalization that everything is inter-related and inter-dependent. A system is composed of related and dependent element which when in interaction, forms a unitary whole. A system is simply an assemblage or combination of things or parts forming a complex whole.

One its most important characteristic is that it is composed of hierarchy of sub-systems. That is the parts forming the major system and so on. For example, the world can be considered-to be a system in which various national economies are sub-systems.

In turn, each national economy is composed of its various industries, each industry is composed of firms' and of course a firm can be considered a system composed of sub-systems such as production, marketing, finance, accounting and so on.

Features of Systems Approach:

(i) A system consists of interacting elements. It is set of inter-related and inter-dependent parts arranged in a manner that produces a unified whole.

(ii) The various sub-systems should be studied in their inter-relationships rather, than in isolation from each other.

(iii) An organizational system has a boundary that determines which parts are internal and which are external.

(iv) A system does not exist in a vacuum. It receives information, material and energy from other systems as inputs. These inputs undergo a transformation process within a system and leave the system as output to other systems.

(v) An organization is a dynamic system as it is responsive to its environment. It is vulnerable to change in its environment.

In the systems approach, attention is paid towards the overall effectiveness of the system rather than the effectiveness of the sub-systems. The interdependence of the sub-systems is taken into account. The idea of systems can be applied at an organizational level. In Appling system concepts, organizations are taken into account and not only the objectives and performances of different departments (sub-systems).

The systems approach is considered both general and specialized systems. The general

systems approach to management is mainly concerned with formal organizations and the concepts are relating to technique of sociology, psychology and philosophy. The specific management system includes the analysis of organizational structure, information, planning and control mechanism and job design, etc.

Systems theory is useful to management because it aims at achieving the objectives and it views organization as an open system. Chester Barnard was the first person to utilize the systems approach in the field of management.

UNIT 2: EDUCATIONAL INSTITUTION – ORGANIZATIONAL PERSPECTIVE

a) Concept of organizational culture and organizational climate and difference between organizational culture and organizational climate

Concept of organizational climate

Organization climate reflects current atmosphere of the organization in which the employees work. It provides opportunities to perform jobs according to the skills and a reward system which serves as motivators for employees (financial and non-financial).

Employees take advantage of the motivators to satisfy their needs. For example, financial motivators satisfy their physiological needs and non-financial incentives satisfy psychological needs.

Organization climate evolves according to needs of the organization to adapt to the internal and external environment. It gives a feel of current atmosphere of the organization.

Organization climate can be manipulated and changed according to needs of the environment (internal and external). It can change according to behavior of its employees.

Organization climate focuses on current work practices of the organization. These practices are defined within the values and norms of the organization.

Organization climate is short-term perspective that defines its day-to-day functioning.

Organization climate defines employees' feelings about what the organization.

Concept of organizational culture

Organization culture, on the other hand, reflects the atmosphere of the organization which has evolved over a number of years. It takes years for organizations to develop culture and climate is generally reflected for shorter periods.

Organization culture evolves over years. An organization earns goodwill and reputation through its culture. It gives a feel of the organization itself.

Organization culture cannot be easily manipulated and changed. As it takes years to develop organization culture, changes are introduced only if felt absolutely necessary. Members have to change their behavior according to organization culture.

Organization climate focuses on current work practices of the organization. These practices are defined within the values and norms of the organization. However, the values and norms are defined by organization culture.

Organization culture is a broader framework that determines its climate

Organization culture defines what the organization is as perceived by those who deal with the organization.

Difference between Organization Climate and Culture

Organization Climate	Organization Culture
1. Concept	
Organization climate reflects current atmosphere of the organization in which the employees work. It provides opportunities to perform jobs according to the skills and a reward system which serves as motivators for employees (financial and non-financial). Employees take advantage of the motivators to satisfy their needs. For example, financial motivators satisfy their physiological needs and non-financial incentives satisfy psychological needs.	Organization culture, on the other hand, reflects the atmosphere of the organization which has evolved over a number of years. It takes years for organizations to develop culture and climate is generally reflected for shorter periods.
2. Evolution	
Organization climate evolves according to needs of the organization to adapt to the internal and external environment. It gives a feel of current atmosphere of the organization.	Organization culture evolves over years. An organization earns goodwill and reputation through its culture. It gives a feel of the organization itself.
3. Manipulation	
Organization climate can be manipulated and changed according to needs of the environment (internal and external). It can change according to behavior of its employees.	Organization culture cannot be easily manipulated and changed. As it takes years to develop organization culture, changes are introduced only if felt absolutely necessary. Members have to change their behavior according to organization culture.
4. Focus	
Organization climate focuses on current work practices of the organization. These practices are defined within the values and norms of the organization.	the values and norms are defined by organization culture
5. Perspective:	
Organization climate is short-term perspective that defines its day-to-day functioning. Organization climate defines employees' feelings about what the organization is	Organization culture is a broader framework that determines its climate Organization culture defines what the organization is as perceived by those who deal with the organization

b) Functions Of Management (Meaning & Importance)

PLANNING
According to KOONTZ, "Planning is deciding in advance - what to do, when to do & how to do. It bridges the gap from where we are & where we want to be".

Importance
- **Provides directions** – For attaining institutional goal, it very much important to plan it. Planning give us a perfect direction for utilizing physical as well as human resources.
- **Reduces risk of uncertainty** – Management nothing but managing uncertainty, which is part of any work. But due to well plan, it is reduces.
- **Reduces overlapping and wasteful activities** – Many times in an institution, due to lack of planning, many activities are overlapping and wasteful. It will definitely decrease.
- **Promotes innovative ideas -** Planning encourages the new and innovative activities, with the experts, which are going to implement very easy with team spirit.
- **Facilitates decision making** – Due to well plan activities, decision making power works worthful. Decision always in the favour of better of the institution.
- **Establishes standards for controlling** – During function of the institution, many things goes out of control. But if planning will be well establish then it will easy to maintain standards for controlling.

ORGANIZING
According to Henry Fayol, "To organize a business is to provide it with everything useful Or its functioning i.e. raw material, tools, capital and personnel's".

Importance:
a) **Benefit of Specialization:**
    a) All activities are sub-divided into various works or various jobs.
    b) The work is divided among groups of workers by division of labour.
    c) This helps in the completion of maximum work in minimum time.
    d) Thus, it gives benefit of specialization.
b) **Transparency:** Organizing clarifies the working relations among employees.
c) **Optimum utilization of Resources:** There is a different employee performing every job. By doing this, it can be ensured that no task is left undone or overdone. Therefore, there is optimum utilization of resources in the organization.
d) **Adaptability:** Organizing makes a company capable of adapting any change which is connected with the post of employees. Whenever, a manager's post falls vacant, it is filled up by promotion, since every subordinate is aware of the working of his boss.

STAFFING
According to Kootz & O"Donell, "Managerial function of staffing involves manning the organization structure through proper and effective selection; appraisal & development of personnel to fill the roles designed and the structure.

Importance:
- **Good Employees = Good Service** – Every institutional success depend on the persons works in each unit. If they appointed on perfect seat, works goes smoothly.
- **Customer-friendly service** – In the institution, if they provide customer friendly service, every things goes perfect.
- **Smart Scheduling Streamlines Service** – Smart scheduling streamlines service enrich the functioning of the institution.

DIRECTING

- It is that part of managerial function which actuates the organizational methods to work efficiently for achievement of organizational purposes. It is considered life-spark of the
- Enterprise which sets it in motion the action of people because planning, organizing and staffing are the mere preparations for doing the work. Direction is that inert-personnel aspect of management which deals directly with influencing, guiding, supervising, motivating sub-ordinate for the achievement of organizational goals.

Importance:
- **It initiates actions** – It is the starting point of the work performing of subordinates. Here the action takes place, and subordinates understand their jobs and do it.
- **It ingrates efforts** – It is through direction the efforts of every department can be related and integrated with others. Integration of efforts brings effectiveness and stability in concern.
- **It is a means of motivation-** Motivation can be done by providing incentives or compensation, whether monetary or nonmonetary, which serves as a morale booster.
- **It provides stability-** It is an index of growth of an enterprise. It can brought through four elements, judicious blend of persuasive leadership, effective communication, strict supervision and efficient motivation.
- **Coping up with the changes** –Adaptability with changing environment helps in sustaining planned growth and becoming a market leader. Effective communication helps in coping up with the changes.
- **Efficient utilization of resources** – If manager makes use of his supervisory, the guidance, the instructions, and motivational skill to inspire the subordinates, it will helps to reducing costs and increasing profits.

CONTROLLING

- **According to *Theo Haimann***, "Controlling is the process of checking whether or not proper progress is being made towards the objectives and goals and acting if necessary, to correct any deviation".
- **According to Koontz & O'Donell** "Controlling is the measurement & correction of performance activities of subordinates in order to make sure that the enterprise objectives and plans desired to obtain them as being accomplished
- **According to Brech**, "Controlling is a systematic exercise which is called as a process of checking actual performance against the standards or plans with a view to ensure adequate progress and also recording such experience as is gained as a contribution to possible future needs."

Importance:
- **It facilitates coordination** – Effective planning need coordination and its lead to controlling the avoidable things. Education institution needs a controlling in such manner that help to accomplished the objectives.
- **It helps in planning** – Controlling leads to maintain the performance of the workers from the beginning in the planning.
- **Effective and efficient utilization of organizational resources** – Physical and mental resources are the key factor of the successful institution. Controlling makes effective and efficient utilization of that both resources.

- **It helps to in taking corrective actions -** Due to controlling, it help to taking corrective action for the betterment of the institution to the manger.
- **It is in contributing to possible future needs –** Management is nothing but the future planning also. If they have ,then controlling help them to do it.

c) Peter Senge's Model of Learning Organization

Background

According to Peter Senge, one-third of 500 companies will disappear within 15 years, and the average lifetime for the largest enterprises is approximately 40 years. It addresses the question how today's organizations can experience continuous growth to perform better than its competitors.

Instead of visualizing a traditional hierarchy, today's companies can survive when it succeeds in creating a learning organization. An organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together.

The Senge's five disciplines of learning organizations describes how to manage the success and development of an organization and how employees give the extra mile that goes beyond the expectations of the company.

Five disciplines of learning organizations by Peter Senge

1. Building a Shared vision

In learning organizations, the vision should be created through interaction with the employees in the enterprise. Many leaders have personal visions that lack transferring them to a shared vision. The only way to create a shared vision is by compromising the organization's and individual's visions. People who do not share the same vision might not contribute as much to the organization. The effect of sharing the same vision is that employees do tasks because they want to do so instead of they are told to do so. It changes the relationship with the company, and it turns its performances in a learning mechanism.

2. Systems Thinking

Instead of focusing on individual issues, system thinking reflects the observational process of an entire system. Managers have to understand that every action and consequence is correlated with another. Many times it happens that managers focus on individual actions, and therefore, forget about seeing the big picture. When the correlation is understood, it enables us to see interrelationships and patterns of change in particular situations. Managers will be able to determine cause and effect.

3. Mental Models

According to Peter Senge, the employees must identify the values of the company and what the business is all about. A correct understanding of who we are will enable us to visualize where to go and how to develop further. The organization has to be flexible in accepting changes to new mental models and a new image of the company. The most successful companies are those who can learn and adapt to new models to become faster than its competitors.

4. Team Learning

To accomplish excellent functional team dynamics, team-learning is a primary importance. It is the discipline by which personal mastery and shared vision are brought together. It is crucial for the workforce to consider its colleagues as team members instead of rivals. It is the first step to set up dialogues wherein people dare to be vulnerable and express their real personality. The working environment should be safe where honest mistakes are forgiven. Otherwise, no learning can be experienced.

5. Personal Mastery

Personal mastery occurs when an individual has a clear vision of a goal, combined with an accurate perception of reality. The gap between the vision and reality drives the employee to practice all necessary related activities to realize the vision. This creative tension depends on a clear understanding of current reality. For this reason, for personal mastery and the related discipline of a shared vision, looking at, and sharing the truth is a crucial fundamental. However, employees could believe they lack the competencies to achieve their goals. A vicious circle might have established and could be difficult to remove. According to Peter Senge, we should train our subconscious mind because it can handle more complex problems quicker than what our consciousness can. When people believe in their own powerlessness, it will hold them back from realizing their vision. For this reason, we should train the subconscious mind to tackle the stress and problems in reality.

Application of the five disciplines

Applying the five disciplines of learning organizations can be challenging for many organizations. It would be more attractable to only focus on one or a few of these disciplines. However, the utilization of all disciples is critical since all disciplines are interlinked.

For instance, when an organization starts to build a Shared Vision with its team, an important aspect is to have better conversations with its team members (Team Learning). In addition, if

an organization starts to work on System Thinking to identify common problems, its employees need to understand the Mental Models. Since all disciplines are linked to another, it does not matter where to start. It does not mean that the organization has to focus on all disciplines at the same time. By focusing more narrowly on one or two disciplines and work to the others will gain competitive advantages for the organization.

On the other hand, the five disciplines of learning organizations focus on long-term growth for both internal and external the organization. Typical events within the organization are the discussion about urgent tasks that could affect the operations. The real threat in this scenario is the focus of the small event because the organization has to focus on the long-term growing process that keeps it competitive.

Conclusion
The key point of understanding and applying the five disciplines of learning organizations is that they are all interrelated. Each discipline cannot stand independently. Even though the focus can be set at one or two disciplines before proceeding to the other, the interrelation will enable the organization to identify complexities and opportunities both internal and external the organization. For this reason, the implementation of the five disciplines of learning organizations will lead to a continuous learning process, and therefore, created a learning and competitive organization. However, some disabilities such as the experience of a traditional hierarchy in the organization can make the implementation challenging.

UNIT 3: ORGANIZATIONAL MANAGEMENT

a) Quality Management: Concept, Process and Indicators

The term quality, which encompasses economic, social, cognitive and cultural aspects of education, is perceived as an integral feature of the educational process and its results. By providing high quality educational services, educational institutions play an important role in the development of the national economy, of the society as a whole and of its individual members. Total quality can only be achieved by establishing an innovative organization, one that is flexible, which can adjust quickly to changes in its environment and is capable of learning. To improve education quality, an essential factor of economic and social development in the 21st century, it is crucial to reduce the huge amount of knowledge students are supposed to master, focusing their attention to a system of basic knowledge, on creativity, problem-solving and lifelong learning.

Meaning of institutional quality-Institutional quality is an integrated institutional approach in delighting customers (both internal and external **)** by meeting their expectations on continuous basis through everyone involved with the organization working on continuous improvement in an academic performance , services and processes along with proper problem solving methodology.

Institutional quality refers to –

" Meeting the expectations of internal and external customers consistently by continuous improvement in the quality of work , functioning , academic performance , services rendered to the customers and the processes which goes on in the an educational institutions." Thus, it means a continuous improvement in an academic performance and services to meet the needs of customers in the most efficient manner.

Processes of Quality Management:

The educational institutions of today are concerned with quality. With the emergence of competition among schools, the identification of the academic institutions that have a high level of quality has become a crucial issue. In the school setting, students and their parents should attain satisfaction from educational services. The services in school should be rendered with the perspective that the students are paying for the services that are provided by the school.

Quality management process includes "all activities of the overall management function that determine the quality policy, objectives, and responsibilities and implements them by means such as quality planning, quality control, quality assurance, and quality improvement, within the quality system."

Three key processes of Quality Management:

1. Establish Quality Criteria and Standards (plan),

2. Measure Quality of Deliverable (Do),
3. Enhance Quality Achieved (Check and Act).

Process of Quality Management:

Though there are many steps in to implementing a Quality Management System, the following steps are essential:

Step 1: Identify Organizational Goals: The process of quality management starts by defining how employees' jobs are tied to organizations goals. Employees need to know the organization's mission, vision, values, how they relate to the organization and their role in it. All new employees should receive a thorough orientation with regards to the organization's vision, mission, values and goals. Knowing their individual goals and how it relates to the organization's goals is the first step in the process of quality management.

Step 2: Identify Critical Success Factors: The factors that make an organization's quality management system successful should be identified. These factors can be a well-designed teaching learning process, curriculum design, technical support, stake holder's support, financial security, or employee satisfaction. One need to make a list of the primary factors that influence the process of quality management and continuously and consistently manage those factors.

Step 3: Identify Internal and External Customers and their feedback: Identifying the key groups of stakeholders that make quality management system work. Knowing these stakeholders
and their needs can help organization develop programs and services for these people. Often customers are parents, students, employees, schools employers, etc. Stakeholder's feedback is essential in the process of quality management. Consistent stake holders feedback enables organizations to detect and solve quality problems before it become a serious issue.

Step 4: Plan At this step the organisation has to decide the quality in accordance with the expected output policy. It also has to set the overall policy, objectives and processes necessary to deliver results in accordance with the expected target or goals to enhance quality. Established structure and provision of resources is also a part of the targeted improvement.

Step 5: Implement Continuous Improvements: Quality management is synonymous with continuous improvement. The results or information gleamed from feedback from stakeholders must be used to make the necessary changes to the quality management process. At this stage the plan or policy is implemented through the organisation, the process is executed. Resources are allocated. This could entail more leadership development, staff training, higher levels of staffing, corrections to the teaching learning process, Curriculum design and planning etc. The essential factor is to study the feedback received and uses it to continuously improve the organizations processes in delivering the services to its stakeholders.

Step 6: Check Quality: Study the actual results and compare against the expected results, targets or goals from the "PLAN" to ascertain any differences. Look for deviation in implementation from the plan and also look for the appropriateness and completeness of the

plan to enable the execution

Step 7: Measure Results: At this stage the plan or policy is implemented through the organisation is an improvement to the prior standard, then that becomes the new standard for how the organization should ACT going forward If the CHECK shows that the PLAN that was implemented is not an improvement, then the existing standard will remain in place. In either case, if the CHECK showed something different than expected (whether better or worse), then there is some more learning to be done. When an organization does not reach its goals, make sure everyone is clear on what required corrective action is necessary to ensure the goals are achieved.

Indicators of quality in education

The system of indicators of quality in education, as well as the quality criteria associated with the indicators, helps schools to point out the important areas of their own activities - their own advantages and disadvantages and development opportunities. School quality team can debate about representation and development of particular indicator aspect and search for method for upgrade and meliorate indicator representation in specify school circumstances. The indicators are grouped into seven areas with specific topics:

1. **Curriculum** - structure of the curriculum (program/goals, tasks, focus on development of functional tasks, focus on students" activities, courses and programs and integration of programs within and between areas). Curriculum revision should be done on regular basis. Hence, there is a need for a certain amount of flexibility in the curriculum to incorporate the emerging concerns. In other words, school curriculum should respond to both the current and the futuristic scenario of higher education. The institution should emphasize that the faculty members use interactive and participatory approach in the transaction of curriculum.

2. **Achievements**: - Educational outputs, including indicators of educational attainment of institutions, brand image created by the institution, learning achievement, course completion, equity outcomes and social outcomes of education. Achievement results by grade and subject, student attendance, completion of admissions coursework, student discipline, and teacher credentialing, among others. Institutions" accountability results, which are derived from student outcome data to indicate Institutions" overall performance and the extent to which they have met their annual state goals. Internal branding (students, faculty and staff) and external branding (industry, society, media and accreditation councils etc.

3. **Learning and teaching** - Curriculum transaction is the most crucial dimension of an

institution's functioning. The dynamism, flexibility and intentions of the curriculum visualized/planned need to be explicated in the transaction modes, which means, these features must be observable in the manner in which the curriculum design is put to practice. The extent of teacher involvement and commitment, student interest and motivation, coordination between and among the various units of the institution as well as the several learning activities, meaningful interconnections among the theoretical and practical activities on the one hand and the institutional and the field based activities on the other are important considerations for effective curriculum transaction.

4. **Students' support**–(students" personal, social and spiritual growth - progress and achievement monitoring - support in all aspects of learning, progress, students" and teachers" personal development.)The institution has to identify the needs of the students and provide individualized support depending on the nature and extent of problems confronting the students. The various support services thus need to take into account the students" educational, social, personal and vocational needs comprehensively. Facilitating mechanisms like guidance cell and financial aid to support students are some examples. Through the various activities on and off the campus the institution encourages positive social interaction and self-motivation fostering the holistic development of the student.

5. **School ethos**–A clear statement of Policies, Regulations, and Committees is essential for organizing the programme as envisioned in the curriculum. It also brings uniformity in implementation by more than one unit of the institution and ensures equivalence in successive implementation.

An effective internal quality management demonstrates dealing with the processes through team work, involving people from all units and levels, improvement and training in management systems, identification and elimination of barriers to teaching-learning and constant review and analysis of data for development. Participatory management procedures and creative governance of human and material resources are important areas which reflect the quality of an institution and ensure that the academic and administrative planning in the institution move hand in hand. The goals and objectives need to be communicated and deployed at all levels to ensure every individual employee"s contribution towards institutional development.

6. **Resources** –(efficient human and material resources)

Faculty – Quality educational processes require qualified and professional principal, well-trained teachers able to use learner-centered teaching and learning methods, and life skills approaches, which tend to emphasize capabilities. Teacher"s classroom performance, turnover rate of faculty, moral and motivational level of the faculty, commitment of the employees and staff development mechanism etc. are the indicators of institutional quality.

Other Resources: There must be adequate hygiene and sanitation facilities accessible to all, and, if possible, health and nutrition services in the vicinity. Physical environment i.e. Building standards, Sanitation standards, Furniture standards, Equipment standards should be maintained.School policies and their implementation must promote physical and mental health, safety, and security. While the physical environment is better understood, the psycho-social one, which is at least as important, deserves serious attention so that practices such as

gender discrimination, bullying, corporal punishment, and forced work are eliminated.

7. **Management, leadership and quality assurance**–
These element include clear, vision-driven management and effective leadership; keeping the goals of the organization limited and ensuring that these schools are addressed; making standards explicit and operational; introducing continuous change, improvement and innovation; building in high-involvement, commitment, participation, ownership, and empowerment of colleagues; informed an pro-active leadership; devolution of responsibility to autonomous teams; the use of management information systems to monitor and measure activities and outcomes; and the development of creativity through problem solving approaches and reward systems.

b) <u>Human Resource Management – Meaning, Need and Process</u>

Meaning of Human Resource Management.

In simple words, HRM is a process of making the efficient and effective use of human resources so that the set goals are achieved.

Let us also consider some important definitions of HRM.

According to Flippo "Personnel management, or say, human resource management is the planning, organizing, directing and controlling of the procurement development compensation integration, 4intenance, and separation of human resources to the end that individual, organizational and social objectives are accomplished".

The National Institute of Personnel Management (NIPM) of India has defined human resource/personnel management as "that part of management which is concerned with people at work and with their relationship within an enterprise. Its aim is to bring together and develop into an effective organization of the men and women who make up an enterprise and having regard for the well-being of the individuals and of working groups, to enable them to make their best contribution to its success".

According to Decenzo and Robbins "HRM is concerned with the people dimension in management. Since every organization is made up of people, acquiring their services, developing their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving organizational objectives. This is true, regardless of the type of organization-government, business, education, health, recreation, or social action".

Thus, HRM can be defined as a process of procuring, developing and maintaining competent human resources in the organization so that the goals of an organization are achieved in an effective and efficient manner. In short, HRM is an art of managing people at work in such a manner that they give their best to the organization for achieving its set goals.

Need of Human Resource Management

1) For Good Industrial Relations

There is large spread unrest, labour- management disputes, lack of trust in each other, increasing expectations of workers, growing of militancy in trade unions etc. These factors have generated a gap among workers and managements. Both sides are blaming of exploitation by the other side. In the absence of cordiality in an organisation, the performance of workers is adversely affected. HRM approach is needed to bring proper understanding among workers and management. The workers are trained and developed to meet their individual and organisational objectives. The workers are made to understand that various managerial actions will assist them in achieving their aspirations and organisation's goal.

2) Create Organizational Commitment

There is a humanisation of work environment in industrially advanced countries like Japan, U.S.A., and Germany etc. Globalisation of economy has exposed Indian industries to international competition. An improvement in efficiency and quality of work can come only when workers develop organisational commitment. HRM approach helps in creating a sense of pride for the organisation among the employees.

3)Meeting with Changing Environment

The business environment is changing rapidly. Technological improvements have revolutionised production processes. Automation has been introduced in office operations. Good co Therefore, there is a need to cope with new and changing situation. The operational efficiency of workers must cope up with a revolutionary change in the technology which necessitates a new approach to manpower communication methods have revolutionised important areas of business.

4)Change in Political Philosophy

Political philosophy has also undergone a substantial change all over the world. The new approach is to develop human resources properly for making their better use. In India, Central Government has created a separate ministry as Human Resource Development and put it under a Senior Cabinet Minister.

This shows the importance given to human resources in India, which opened up a door for a fresh approach to human resource development in the industrial sector too.

5)Enhanced Pressure On Employees

The technological innovations have made possible the use of sophisticated machines. The installation, monitoring of machines, maintenance and controlling of operations etc., require large number of trained and skilful personnel. Technicians, repairers and service people are also necessary. The more the technical development and automation, the more would be the dependence on human beings. There should, therefore, be greater need for humane approach to manpower. Similarly, use of more capital intensive methods would result in greater productivity of men necessitating greater motivating and greater human resources approach to management.

6)Meeting Research and Development Requirements

Fresh initiatives and emphasis on research and development in the realm of industry also led to a new policy of human resource development to cope with the increasing demand for technically capable people. As a result of this, a need arose for a new approach to human resources.

Process of human resource management.

HRD asserts the importance of an organizational climate conducive the development of human potential. According to Rao, such a climate comprises of the following dimensions

1. **Proactively:** Employees are willing to take initiative, are action oriented and able to create or control a situation through a a high degree of proactivity.

2. **Openness and risk-taking: Employees** feel free to express their ideas and the institution is willing to experiment with new id as, methods and procedures.

3. **Collaboration:** There is a feeling of affiliation among employees and a sense of working for a common cause for which they col aborate with each other.

4. **Trust and Authenticity:** Employees, departments and groups trust each other and will do what they claim they will.

5. **Constructive Confrontation:** Employees face problems and issues squarely without hiding them or avoiding them for fear of hurting each other.

6. **Autonomy:** Employees have some freedom to act independently within the boundaries of their job/role definition.

7. **General Development Climate:** Employees are continuously helped to acquire new competencies through a process of performance planning, feedback, training, periodic review of performance and assessment of the developmental needs and creation of development opportunities through training. Job-rotation, redefinition of responsibility, etc

8. **Self-managing Resources:** Every human being is a fundamentally different and unique resource, in the he/she is simultaneously a source, a resource and the end of all economic and social activity. i.e., he/she is the means as well as the purpose.

9. **Potential:** people have potentials, though the nature and degree of potential differ from person to person. These potentials can be developed and utilized with reference to task challenges, responsibility and commitment.

10. **Limitations:** People's weaknesses and limitations are the result of a variety of circumstances, events and factors; and can be overcome with support, awareness and

rectification so as to ultimately allow the potential to bloom.

11.Quality of work Life : It includes opportunities for a meaningful career, job satisfaction and professional development.

12. Meritocracy: People accept meritocracy as a just and equitable system and contribute best under conditions of open opportunities and challenges and differential rewards commensurate with performance.

13. Membership: People are capable of blending leadership. Followership and peership harmoniously.

14. Actualization: The design, implementation and update of human resource management systems, enhancement of skills and creation of an enabling climate will facilitate the self-actualization of individual employees as well as an institute

A conducive climate is one where people can own their strengths and successes with grace rather than arrogance; where they can own their failures and vulnerabilities in dignity and not in shame. The institutional processes provide a sense of winning to all the employees through varied and differentiated processes of individual self-actualisation.

OUTCOMES/ RESULTS OF HRM

These include the following;
   (1) More competent people

   (2) Better developed roles.

   (3) Higher work-commitment and job-involvement.

   (4) More problem solving.

   (5) Better utilization of human resources.

   (6) Higher job-satisfaction and work motivation.

   (7) Better generation of internal resources.

   (8) Better organizational health.

   (9) More team-work, synergy and respect for each other.

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c) Management of Change –Meaning, Need and Process

The Concept of Change:

Change is a process, not an event. It can be planned or unplanned and can be influenced by forces inside and outside of the educational institution. Change is the process of altering behavior, purposes, structure, procedure or product of some unit within an institution.

Causes of change:

- Environmental factors:- government policies and regulations
- Need of the stakeholders
- Demand for better conditions
- Change in the curriculum
- Impact of social media
- Globalization
- Change in the technology etc.
- Economic, political, social , legal and labour market environment(Please elaborate the points)

Factors Affecting the Change Process:

- Capacity for change
- Forces that positively influence change
- Forces that negatively influence change
- Theories that inform change

Types of change:

Planned change: Conscious, deliberate and long term efforts to enhance an organisation's problem solving capacity.

Spontaneous change: Change that is emerged in short time frame as a result of natural circumstances and random occurrences.

Evolutionary change: The change associated with the idea that institutions that evolve through time, people, conditions and events.

 (Please refer Administration and Management of Education book by Dr. S. R. Pandya)

Managing change as a process takes place on two levels:

- **Individual level**
- **Organizational level**

Individual level: Individuals are successful at change when they have Awareness, Desire, Knowledge, Ability and Reinforcement. This results-oriented description of the individual change process gives change management practitioners a new focus.

Organizational level: When it comes to managing change at the organizational level, viewing change as a process helps determine the sequencing and content of the change management effort.

Need of Change Management:

- May help the organization to adapt to changes at a faster rate and thus help the organization to survive in the ever-changing environment

- Easy integration in the case of merger or amalgamation with lesser time, efforts and costs

- May lead to increased efficiency, increased productivity

- May lead to lower cost of operations i.e. cost reduction

- May lead to improvement in quality

- May help in gaining technological leadership

- May lead to more profitability

Process of Change Management:

The change management process is the sequence of steps or activities that a change management team or leader follow to apply change management to a change in order to drive individual transitions and ensure the organisation meets its intended outcomes.

1. Preparing for change (Unfreeze)

This first stage of change involves preparing the organization to accept that change is necessary, which involves break down the existing status quo before building up a new way of operating. The first step in managing change is awareness is created around the employees' reasons or need for change and the risk of not changing.

2. Managing Change (Change)

This is the phase where the changes that have been planned are actually initiated and carried out. Changes could relate to the mission, strategy, objectives, people, task work role, technology, structure, culture or any other aspect of institution. Well thought out changes have to be carefully implemented with the participation of members who will be affected by change. Members start to believe and act in ways that support the new direction.

3. Reinforcing change (Refreeze)

At this phase it is ensured that the changes that have been introduced are working satisfactorily, that any modification , extra considerations, or support needed for making the change operational are attended to, and that there is reasonable guarantee that the changes will indeed fill the gap and bring the system to the new ,desired state of equilibrium. The results are monitored and evaluated and whenever necessary, corrective measures are taken to reach the new goal.

MODULE 2: RESOURCE MANAGEMENT AND ADMINISTRATION.
UNIT 4: HUMAN RESOURCE MANAGEMENT

a) Concept And Functions of Leadership

Definitions

Leadership can simply be defined as the ability to influence others.

Leadership is that work which is done by the leader.

It is a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.

Keith Devis said that leadership is the process of encouraging and helping others to work enthusiastically toward objectives.

According to Koontz and Donnell, the act of leadership is the process of influencing people so that they will strive willingly and enthusiastically toward the achievement of the group goal.

Leadership is the potential to influence the behavior of others.

It is also defined as the capacity to influence a group towards the realization of a goal. Leaders are required to develop future vision and to motivate the organizational members to achieve the visions.

Nature of leadership

- Leadership derives from power and is similar to, yet distinct from, management. In fact, "leadership" and "management" are different. There can be leaders of completely unorganized groups, but there can be managers only of organized groups. Thus it can be said that a manager is necessarily a leader but a leader may not be a manager.
- Leadership is essential for managing. The ability to lead effectively is one of the keys to being an effective manager because she/he has to combine resources and lead a group to achieve objectives.

- Leadership and motivation are closely interconnected. By understanding motivation, one can appreciate better what people want and why they act as they do. A leader can encourage or dampen workers motivation by creating a favorable or unfavorable working environment in the organization.

- The essence of leadership is followership. In other words, it is the willingness of people to follow a person that makes that person a leader. Moreover, people tend to follow those whom they see as providing a means of achieving their desires, needs and wants.
- Leadership involves an unequal distribution of power between leaders and group members. Group members are not powerless; they can shape group activities in some ways. Still, the leader will usually have more power than the group members.
- Leaders can influence the followers' behavior in some ways. In fact, leaders can influence workers either to do ill or well for the company. The leader must be able to empower and motivate the followers to the cause.
- The leader must co-exist with the subordinates or followers and must have the clear idea about their demands and ambitions. This creates loyalty and trust in subordinates for their leader.
- Leadership is to be concerned about values. Followers learn ethics and values from their leaders. Leaders are the real teachers of ethics, and they can reinforce ideas. It is very important for leaders to make positive statements of ethics if they are not hypocritical.
- Leading is a very demanding job for both physically and psychologically. The leader must have the strength, power, and ability to meet the bodily requirements; zeal, energy, and patience to meet the mental requirements for leading.

Functions of Leadership

1. Setting Goals: A leader is expected to perform creative function of laying out goals and policies to *persuade* the subordinates to work with zeal and confidence.

2. Organizing: The second function of a leader is to create and shape the organization on scientific lines by assigning roles appropriate to individual abilities with the view to make its various components to operate sensitively towards the achievement of enterprise goals.

3. Initiating Action: The next function of a leader is to take the initiative in all matters of interest to the group. He should not depend upon others for decision and judgment. He should float new ideas and his decisions should reflect original thinking.

4. Co-Ordination: A leader has to reconcile the interests of the individual members of the group with that of the organization. He has to ensure voluntary co-operation from the group in realizing the common objectives.

5. Direction and Motivation: It is the primary function of a leader to guide and direct his group and motivate people to do their best in the achievement of desired goals, he should build

up confidence and zeal in the work group.

6. Link between Management and Workers: A leader works as a necessary link between the management and the workers. He interprets the policies and programs of the management to his subordinates and represents the subordinates' interests before the management. He can prove effective only when he can act as the true guardian of the interests of his subordinates.

b) **Leadership style: Transformational leadership, Situational leadership. Team leadership (meaning, characteristics, merits and demerits)**

b.1) Transformational Leadership

Definitions

Bass specified that transformational leadership "occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group" Bass stipulates that this transcending beyond self-interest is for the "group, organization, or society".

Transformational leadership is a process of building commitment to organizational objectives and then empowering followers to accomplish those objectives (Yukl, 1998).

Transformational Leadership is a leadership style where one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality

Four basic elements of transformational leadership.
In 1985, industrial psychologist Bernard Bass identified and wrote about four basic elements that underlie transformational leadership.

Idealized Influence

Transformational leaders act as role models and display a charismatic personality that influences others to want to become more like the leader. Idealized influence can be most expressed through a transformational leader's willingness to take risks and follow a core set of values, convictions and ethical principles in the actions he takes. It is through this concept of idealized influence that the leader builds trust with his followers and the followers, in turn, develop confidence in their leader.

Inspirational Motivation

Inspirational motivation refers to the leader's ability to inspire confidence, motivation and a sense of purpose in his followers. The transformational leader must articulate a clear vision for the future, communicate expectations of the group and demonstrate a commitment to the goals that have been laid out. This aspect of transformational leadership requires superb communication skills as the leader must convey his messages with precision, power and a sense of authority. Other important behaviors of the leader include his continued optimism, enthusiasm and ability to point out the positive.

Intellectual Stimulation

Transformational leadership values creativity and autonomy among the leader's followers. The leader supports his followers by involving them in the decision-making process and stimulating their efforts to be as creative and innovative as possible to identify solutions. To this end, the transformational leader challenges assumptions and solicits ideas from followers without criticizing. She helps change the way followers think about and frame problems and obstacles. The vision the leader conveys helps followers see the big picture and succeed in their efforts.

Individualized Consideration

Each follower or group member has specific needs and desires. For example, some are motivated by money while others by change and excitement. The individualized consideration element of transformational leadership recognizes these needs. The leader must be able to recognize or determine — through eavesdropping or observation — what motivates each individual. Through one-on-one coaching and mentoring, the transformational leader provides opportunities for customized training sessions for each team member. These activities allow team members to grow and become fulfilled in their positions.

Characteristics of transformational leaders:

- Very well-organized and expect their followers to be creative
- Team-oriented and expect that followers will work together to create the best possible results
- Respected, and in turn respects followers
- Acts as coach of the team. He or she provides training and motivation to reach the desired goals
- Responsible for their team, but also instills responsibility into team members
- Engenders respect through rapport and a personal influence

Advantages of transformational leadership

- Excellent at communicating new ideas
- Good at balancing short-term vision and long-term goals
- Experience building strong coalitions and establishing mutual trust
- They have integrity and high emotional intelligence (empathy with others)
- Transformational leadership works well in organizations where change is needed.
- One of the best uses of this leadership style is in an organization that is outdated and requires serious retooling.
- It is also a perfect match for a small company that has big dreams and wants to change and adapt to get there.
- In both of these examples, the board of directors can bring in a transformational leader who will change the structure of the organization and also motivate the current workers to buy into the new direction.

Disadvantages of transformational leadership

- Ineffective in initial stage or ad-hoc situations
- Require an existing structure to fix
- Bad fit in bureaucratic structures.

- Transformational leadership is not the right fit for new organizations where no structure exists.

b.2) Situational leadership model by Paul Hersey and Ken Blanchard

- Hersey and Blanchard (1999) and other management experts suggest leaders should adapt their style of leading depending on the situation.

- Thus adaptation, of leadership style depends on follower development or'maturity'which is based on readiness and willingness of the followers to perform the required tasks (that is, their competence and motivation).

Depending on this there are four leadership styles (S1 to S4) that match the development or maturity levels (D1 to D4) of the followers.

FOUR LEADERSHIP STYLES:

S1.Telling (Directing Leader) — a leader provides detailed instruction and closely coaches the follower.

S2. Selling (Coaching Leader) — a leader provides explanations and principles, engages the follower in a discussion of the work, and coaches as needed.

S3. Facilitating or Norming (Counseling Leader) — the leader assists the follower with goal clarification and ideas, then coaches as needed
S4. Delegating— the goal is clarified

- The four styles suggest that leaders should provide more support and direction at a lower developmental level, and less support and direction at higher development levels.

- The leader would also determine his relationship behavior depending on the development level of the follower. Depending on the situation he would use one way or two way communication and build an emotional rapport and exhibit facilitating behavior.

Four stages of follower readiness according to Hersey & Blanchard are as follows

- D1People who are both unable and either unwilling or too insecure to take responsibility to do something. They are neither competent nor confident.

- D2* People who are having less skill level, but willing to do necessary job task falls into this D2 category. They are motivated but currently lack of the appropriate skills.

- D3* People who are able but unwilling or too apprehensive to do what the leader wants

- D4* People who are both able and willing to take responsibility and do what is asked of them

S1: Telling / Directing

- Follower: D1-Low competence, low commitment / Unable and unwilling or insecure

- Leader: High task focus, low relationship focus

- When the follower cannot do the job and is unwilling or afraid to try, then the leader takes a highly directive role, telling them what to do. But there is little concern for the relationship. The leader may also provide a working structure, both for the job and in terms of how the person is controlled.

- The leader may first find out why the person is not motivated and if there are any limitations in ability. They follower may also lack self-confidence as a result.

Selling / Coaching

- Follower: Some competence, variable commitment / Unable but willing or motivated

- Leader: High task focus, high relationship focus

- When the follower can do the job, at least to some extent, and perhaps is over-confident about their ability in this, then 'telling' them what to do may demotivate them or lead to resistance. The leader thus needs to 'sell' another way of working, explaining and clarifying decisions.

- The leader thus spends time listening and advising and, where appropriate, helping the follower to gain necessary skills through coaching methods.

- Note: S1 and S2 are leader-driven.

Participating / Supporting

- Follower: High competence, variable commitment / Able but unwilling or insecure

- Leader: Low task focus, high relationship focus

- When the follower can do the job, but is refusing to do it or otherwise showing insufficient commitment, the leader need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading them to cooperate.

- If the causes are found then they can be addressed by the leader. The leader thus spends time listening, praising and otherwise making the follower feel good when they show the necessary commitment.

Delegating / Observing

- Follower: High competence, high commitment / able and willing or motivated

- Leader: Low task focus, low relationship focus

- When the follower can do the job and is motivated to do it, then the leader can basically leave them to it, largely trusting them to get on with the job although they also may need to keep a relatively distant eye on things to ensure everything is going to plan.

- Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always welcome.

- Note: S3 and S4 are follower-led.

Advantages

- The model is simple, easy to understand and use. When leaders effectively adapt their leadership style to their followers' needs, "work gets done, relationships are built up, and most importantly, the follower's developmental level will rise to D4 [the model's highest level of competence and commitment], to everyone's benefit."
- It recognizes the need for flexibility on the part of leaders and the importance of the followers as determinants of leader behavior.

Disadvantages
- Situational leadership can divert leaders' focus away from long-term strategies, symbols, structure or politics and focus on short term goals only.
- Critics of situational leadership point to the difficulty in defining and quantifying maturity, who should rate it, and the tendency to assume that job maturity matches emotional maturity.
- It ignores interpersonal relationships within work groups that can have a negative impact on performance.
- Followers may be able, willing and confident to perform the tasks but they may also take advantage of the low intervention from their managers so that the tasks may not be completed on time or productivity is not up to par as expected.
- The Situational Leader maybe deemed inconsistent and hard to predict developing lack of trust and fear in the minds of the followers.

b.3) Team leadership

Concept

In definition, team leadership refers to the leadership practices and values exhibited by leaders, governing a specific group of individuals who are working towards achieving a particular goal or objective.

A team would not be able to function as a whole without the governance, authority, and effective interaction with a good leader.

In team leadership, the role of the team leader becomes crucial, as he or she is one who facilitates the processes, the tasks, the working relationships, and the goals, priorities, needs, and achievements of the whole team.

Team leadership is an important element in maintaining a good team, for it enables the group or team to effectively and efficiently work with one another, in its aim to achieve its common goals and objectives.

Characteristics of a Team Leader

Team leadership would not be effective and efficient without the support and the exceptional skills of the team leader. Because the team leader is responsible in planning, organizing, and controlling the activities involved in the team, he or she must have a number of excellent skills. The skills of an excellent team leader include a strong leadership ability, the ability to develop people, excellent communication skills, good interpersonal skills, the ability to handle stress, good problem-solving skills, and time management skills.

Strong leadership ability means inspiring the people assigned to the tasks, and requires the involvement and empowerment of the whole team.

As such, the team leader must exhibit a participative and consultative leadership style, thus, providing guidance and coaching to the team. The ability to develop people means that the team leader has the commitment in training and developing the people working on the tasks of the team, thus, establishing an environment where people can learn from the tasks and experiences in the team.

The team leader must be good communicators, establishing effective and frequent communication for sharing information and problems involved in accomplishing the projects of the team.

Interpersonal skills must also be developed in the team leader, as it involves good oral and written communication skills, which would be essential in establishing clear expectations of members of the team. This is particularly important in empathizing with team members when special circumstances arise.

The ability to handle stress is also important for the team leader must be able to act as a buffer between the team and the top management or the customer of the team. In this regard, good communication and interpersonal skills must be given emphasis.

A good team leader must be an excellent problem solver, becoming critical on the problems that arise in the accomplishment of a particular task or project.

Lastly, time management skills are important for team leaders, thus, involving self-discipline and willingness to delegate tasks. In terms of the delegation of tasks, this involves the empowerment of the team in achieving the objectives of the project. Thus, proper skills are needed by the team leader in order to lead and delegate responsibilities of the team (Gido and Clements 2005).

Team Leadership Model: Styles and stages

STAGE	STYLE
STAGE 1 -Creating a team Teams tend to form more quickly when there is a clear purpose and goal to achieve. In this context a leader will often need to provide a directive approach.	**STYLE 1 -Steering** Starting a team tends to require a steering style, one where the leader provides direction without being overly directive.
STAGE 2 -Developing a team Moving a team from start-up to where it is developing into a team is one of the most important and most difficult of the stages. It is all too easy for a group of people to remain as a loose group and never really begin to function as an effective team.	**STYLE 2 -Supporting** Helping a team come together needs a supporting style of leadership. A leader supports individuals to recognize each other's strengths and how they can complement each other. Where differences begin to surface a leader supports the team in resolving any tensions.
STAGE 3 -Performing and achieving results When teams are clear on their purpose and work well together they begin to perform.	**STYLE 3 -Stimulating** The leader can now help individuals to develop their strengths for the benefit of the team. The leader prompts, encourages and challenges individuals to excel and stimulates the team to improve what they do.
STAGE 4 - Sustaining team performance Team need to be able to sustain their performance	**STYLE 4 -Synergizing** For a team to achieve sustained performance leaders need to be synergistic. They need to bring together ideas, individuals, opportunities and situations so that they combine in ways that mean they deliver more than if they were apart.

Advantages of Team Leadership.

1) Conflict Resolution-

- Team members do not have an outlet to share.
- Team leader is a mediator who solve problems and implement changes.

2) Momentum-

- Team leader knows to delegate work, for more effective outcome team leader delegate task accordingly.
- Leader gives direction to the team members and keeps the project moving along.

3) Direction.

- Pairing the right person on right job.
- Leader also should hold vision for the entire team.

4) Gaining new perspectives.

- Working in a team enables us to look at things from an entirely new perspective.
- Instead of working in particular manner now you learn to work differently by observing others.

5) Building Morale.

- Effective team leader ensures the team morale remains high.
- It gives commitment, enhance quality and develop personality of team members.

Disadvatages of Team Leadership.

1) Unequal participation.

- During performance some people lack opportunity to perform task it leads to unequal participation.
- Due to this situation leader gets blamed.

2) Group Isolation.

- Due to the mistake andfailure in an group, team member blame the leader.
- Result will be the team members leave the group or isolate the team leader.

3)Accountability-

- When a leader takes more responsibility and accountability of the group decision and if it fails in decision- making.
- Damages leader's personal and professional reputation aswell as it negatively impact the business/ group.

4) Clash of Ideas.

- When there is no proper communication between team members and the leader it leads to clashes of ideas.
- Which affect the performance of group as a whole.

c) Leadership: Skills

- **Grievance Management (Meaning and need)**
- **Decision making(Meaning and process)**
- **Crisis Management (Meaning and Need)**

c.1) Grievance Management (Meaning and need)

Meaning of Grievance

Grievance is formal complaint which demonstrates any kind of dissatisfaction in an employee, arising out of the factors which are related to his job.

Dale Yoder- "Grievance is a written complaint filed by an employee and claiming unfair treatment."

Keith Davis- "any real or imagined feeling of personal injustice which an employee has concerning his employment relationship."

The International Labour Organisation Defines Grievance as a complaint of one or more workers in respect of wage payments, overtime, leave, transfer, promotion, seniority, job assignment and discharges constitutes grievances.

Beach-A grievance is any dissatisfaction or feeling of injustice having connection with one's employment situ-ation which is brought to the attention of management.

Speaking broadly, a grievance is any dissatisfaction that adversely affects organizational relations and productivity. To understand what a grievance is, it is necessary to distinguish between dissatisfaction, complaint, and grievance.

- Dissatisfaction is a state or feeling of discontent, unexpressed or expressed.
- A dissatisfaction which is orally made known by one employee to another is known as complaint.
- A complaint becomes a grievance when this dissatisfaction mostly related with work is brought to the notice of the management.

A Grievance is thus

i)A word which covers dissatisfaction and which has one or more of the following characteristics

a)It may be unvoiced or expressly stated by an employer.

b)It may be written or verbal

c)It maybe valid and legitimate, untrue or completely false or ridiculous and

d)It may arise out of something connected with the organisation or work

ii)An employee feels that an injustice is done to him.

Need of grievance management

- It helps to enable the employee to air their grievance
- It clarifies the nature of the grievance
- It helps to investigate the reasons for dissatisfaction
- It helps to obtain, where possible, a speedy resolution to the problem
- It helps to take appropriate actions and ensure that promises are kept
- It informs the employee of their right to take the grievance to the next stage of the procedure, in the event of an unsuccessful resolution
- It encourages employees to raise concerns without fear of reprisal.
- It provides a fair and speedy means of dealing with complaints.
- It prevents minor disagreements developing into more serious disputes.
- It serves as an outlet for employee frustrations and discontents.
- It saves employer's time and money as solutions are found for workplace problems. It helps to build an organizational climate based on openness and trust.

c.2) Decision making (Meaning and process)

Definitions of Decision making
- Decision-making is the selection based on some criteria from two or more possible alternatives. "-—**George R.Terry**

- A decision can be defined as a course of action consciously chosen from available alternatives for the purpose of desired result —**J.L. Massie**

- A decision is an act of choice, wherein an executive forms a conclusion about what must be done in a given situation. A decision represents a course of behaviour chosen from a number of possible alternatives. -—**D.E. Mc. Farland**

- From these definitions, it is clear that decision-making is concerned with selecting a course of action from among alternatives to achieve a predetermined objective

- The thought process of selecting a logical choice from the available options.

- When trying to make a good decisions a person must weigh the positives and negatives of each option, and consider all the alternatives. For effective decision making, a person must be able to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation.

  Process of Decision making - flowchart

The Decision Making Model
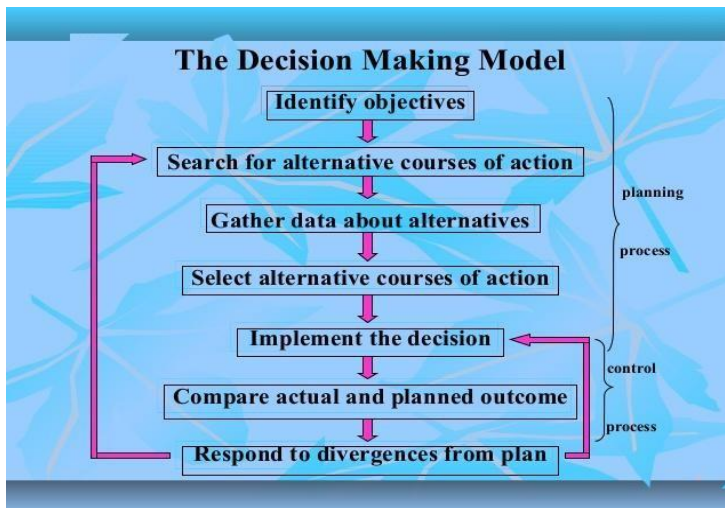
c.3) Crisis Management (Meaning and Need)

What is Crisis?

- A sudden and unexpected event leading to major unrest amongst the individuals at the workplace is called as organization crisis.

- Crisis is defined as any emergency situation which disturbs the employees as well as leads to instability in the organization. Crisis affects an individual, group, organization or society on the whole.
- Crisis is a sequence of sudden disturbing events harming the organization.
- Crisis generally arises on a short notice.
- Crisis triggers a feeling of fear and threat amongst the individuals.

Types of Crisis

- Natural Disasters-Flooding,Earthquake,Storm
- Manmade disasters
- Campus violence
- Accidents due to breakdown of safety regulations-Fire
- Shoot out/murders/suicide
- Attack on staff
- Technical Breakdown
- Strikes
- Rumors

Crisis Management

- The art of dealing with sudden and unexpected events which disturbs the employees, organization as well as external clients refers to Crisis Management.
- The process of handling unexpected and sudden changes in organization culture is called as crisis management.

Essential Features of Crisis Management

- Crisis Management includes activities and processes which help the managers as well as employees to analyze and understand events which might lead to crisis and uncertainty in the organization.
- Crisis Management enables the managers and employees to respond effectively to changes in the organization culture.
- It consists of effective coordination amongst the departments to overcome emergency situations.
- Employees at the time of crisis must communicate effectively with each other and try their level best to overcome tough times. Points to keep in mind during crisis
- Don't panic or spread rumours around. Be patient.
- At the time of crisis the management should be in regular touch with the employees, external clients, stake holders as well as media.
- Avoid being too rigid. One should adapt well to changes and new situations.

Need for Crisis Management

- Crisis Management prepares the individuals to face unexpected developments and adverse conditions in the organization with courage and determination.
- Employees adjust well to the sudden changes in the organization.
- Employees can understand and analyze the causes of crisis and cope with it in the best possible way.
- Crisis Management helps the managers to devise strategies to come out of uncertain conditions and also decide on the future course of action.
- Crisis Management helps the managers to feel the early signs of crisis, warn the employees against the aftermaths and take necessary precautions for the same.

UNIT 5: EDUCATIONAL ADMINISTRATION

a) Time Table: Importance, Types and Principles Of Construction)

DEFFINITIONS OF TIMETABLE

- Timetable is the second school clock on the face of which are shown the intervals, the hours of the day between which lessons are given, the kind of activity in progress each classes, recreation interval as well as time for assembly and dismissal.
- It also shows art, craft, community, social services and sports activities, which though regularly recurring do not rank as ordinary lessons.
- "Well arranged time is the surest mark of a well-arranged mine" by Pitman.
- "Timetable supplies the frame work within which the work of the school proceeds" by H.G. Stead
- It is the instrument through which the purpose of the school is to function.
- The affairs of a school can be conducted in an organized way through a timetable.
- The timetable is necessary for the proper management of the affairs of a school.

NEED AND IMPORTANCE OF THE TIMETABLE
Timetable in any institution or organization is very important for the following reasons:-

- To ensure smooth and orderly working of the school.
- To prevent waste of time and energy of both the student and teacher.
- To maintain discipline among the students.
- To ensure equitable distribution of work load among the teachers.
- To help in adjusting school work according to the needs of the people.
- To facilitate supervision work of the teachers and students.
- To help in the formation of good habits.
- To aid the school discipline.
- To bring efficacy and efficiency in the school work.
- To train the students and teachers to make proper use of their time.
- To plan all the school activities (academic, curricular, co-curricular, extra-curricular) in given fixed time.
- To make maximum utility of the school building (by running in two shifts and extra classes during holidays and night)
- To provide a psychological environment – by removing fatigue during teaching – learning process.

- To develop moral valued – punctuality and regularity.

- To ensure due attention to every subject or activity.

- To work in cooperation and gain varied experience.

- It helps in conduction all management work or process properly and in time.

- To know the free periods of teachers for any work by the school.

- To arrange for proxies.

- To locate the class and the concerned subject teacher.

- To know the number of :-

— Names of teachers

— Classes and divisions

— Number of class rooms

— Number of subjects

— Location of classes, etc.

University timetables – are quite different from school timetables. The main difference is the fact that in high schools, students have to be occupied and supervised every hour of the school day, or nearly every hour. Also, high school teachers generally have much higher teaching loads than is the case in universities. As a result, it is generally considered that university timetables involve more human judgements, whereas high school timetabling is a more computationally intensive task,

TYPES OF SCHOOL TIMETABLE

The school timetable is typical in the sense that it is weekly and periodically having a fixed pattern, which is followed for that entire academic year. For the next year as soon as the school reopens the school continues to follow the previous ears timetable till the new one is made after confirming the staff turnover and student's subject options. Primary schools typically have timetables, however the timetable is usually so simple that they can be constructed manually or in a basic spreadsheet package.

In some countries, such as China and Peru, high school students are not given any choice in subjects, and this makes timetabling easy e.g., the students can reamin in one room all day while the teachers rotate.

In other countries, such as USA, the whole school is typically run on a system of units, where each subject has the same number of lessons per cycle and subjects are placed into 'lines'. This also makes timetabling easy. Other schools use block scheduling.

In other countries, such as Australia and most European Countries, timetables can be extremely difficult to construct. The process can take weeks of effort and typically computers are needed in the process.

The typical or normal schools have the following types of timetables:

- **Class timetable.** This type of timetable displays the class timetable of each

individual class. It shows the distribution of subjects with teachers for each period. It also indicates the short and long breaks and the period for games and other co curricularactivities all the sections and classes in any school follow their respective class timetable. A copy of it is always displayed in that class and in the staff room.

- **Teacher's timetable.** This type gives the placement of teacher in the class at any particular time. It accounts for the workload of teachers and free time allocated to teacher. Such timetable ensures no overwork or overlapping of teacher at two different places simultaneously. This timetable is displayed r kept in the staff room and the copy is with headmaster.

- **Consolidated timetable.** It is also known as general timetable. This timetable gives the entire timetable for the whole week at a glance of the entire school and is possible only if the school is managed by weekly periods. If shows the workload (curricular and co-curricular) of each teacher of the school. It also includes the visiting faculty schedules, e.g., Sanskrit, German, French teachers etc., who comes on hourly basis or professionals who visit school for counselling, music and dramatics, etc., this timetable is meant for headmaster because this timetable facilities the schedule for monitoring the teaching-learning process in the class. The use of closed circuit television (CCTV) and the public address system that works both ways, along with intercom facility ensures communication when reuired.

- **Vacant/free periods timetable.** This timetable ensures a free time for teachers in the school premises and assures the teacher recovers from continuous activity, allots time for preparation like collecting teaching aids, other materials like CD s and preparation for the next class etc., the free period timetable is important to fill the proxy periods for the absent teachers. In the daily logbook of teachers must record the use of free period. This period can be utilized for library reference work, laboratory work, surfing the net, preparation of different question papers for assessment etc., the free period is meant for utilizing constructive school activities, that engaging in their personal non-school activities. These regulations are mentioned in the secondary school code.

- **Co-curricular activities timetable.** This timetable ensures an adequate distribution of stimulus variation in terms of games, visit to audio-visual room, music period, dramatics or competitions. This timetable gives at glance the distribution of a variety of co-curricular activities adequately to each class and with no clashes between

classes. It also takes care of the use of halls, auditoriums or extra rooms and allocation of staff to the different co-curricular activities. In this timetable the venue or place is of much importance, e.g., skating, judo, karate, dance, gymnastics require special spacious rooms or halls that need to be vacant at the right time for the right group.

- **Games and sports timetable.** This timetable takes care of the fair distribution of different sports to different classes age-wise and proficiency in games, and also keeps track of the availability of the venue and the physical trainer/coach for the same. The games timetable and the practice of the games ensure the health of the children because many a times the teachers engage these periods to compete their portion of the academic type without the consent of students and sometimes the headmaster. This timetable helps to curtail the problem of discipline of students as well as teachers in skipping the allotted period.

- **Homework timetable.** The timetable is made to monitor the homework allotted by subject teachers on a weekly basis. It ensures that students are not overloaded with home assignments and there is fair distribution of different subjects to students. This is done to avoid students' mental strain and informed to parents to maximize the assignment purpose to secure their cooperation in its completion. Many schools maintain homework book record, which also gives the dates for submission and rechecking of the same. Some day – schools with longer duration have homework period as the last period in school, where the homework or assignment is completed under supervision of either class teacher or subject teacher. Many schools use worksheets, which may be graded to sustain student interest and challenge for further learning. Such occasions are utilized for out of syllabus learning to supplement the topic or content.

- **Exam unit-test timetable.** This timetable is an important one. It is an indicator of assessment pattern of the curriculum. This timetable gives the detail information abut the duration, subjects, time and location(seating arrangement) and supervision. This timetable is planned in advance and a copy of it is given to both students and parent. Many schools give their exam schedule in the school calendar, which helps parents in preparation of their ward for exams test. It also helps the parents to plan the vacations. The school prepares for the exam in terms of getting the question papers, printing them, storing adequately for distribution during the exam as per the schedule. This timetable is of great importance to set deadlines for teachers in completion of portion and setting question papers. The exam department committee keeps a check on availability of stationeries for the exam/test.

PRINCIPLES OF TIMETABLE CONSTRUCTION

It is not an easy task to prepare a good timetable. It is a more complicated piece of work because it is determined by number of factors and conditions, which changes from place-to-place and school-to school. Framing a timetable is a time absorbing and complex task. Hence, its construction, is possible with concentration and perseverance of mind.

Some of the chief factors which determine the construction of timetable are given below:-

1. **Principle of considering the type of school.** The timetable is based on specific needs of the school for which it is meant for example primary, secondary, Jr. College (urban, rural), single teacher and double shift, day school, co-ed school, etc.

2. **Principle of following Departmental Regulations.** The regulations re obtained from the educational boards which has fixed the length of school year, duration of the school day, duration of each teaching and even the number of each teaching subjects, etc.

For example, in secondary school academic subjects like first language maths/science have eight periods per week, second languages and social studies has five periods per week, respectively. Non-academic subjects like Computers. P.T., Art and craft, etc., have two periods per week. Total periods per week are of 48 to 50. The duration of period varies from 30 minutes to 40 minutes.

Total number of working days excluding exams and unit test is 180 and total of 80 holidays including the two vacations Diwali and Christmas. The summer vacation of 30 days (excluding Sundays) is intermittent between the two academic years while the Diwali vacation is of 21 days and Christmas vacation is for 8 days. The different states of India have liberty to give any short vacation in place of Christmas vacation, e.g., in Maharashtra many schools give any short for Ganapati festival/Ramzan and Eid/Paryushan of Jains. In West Bengal a short vacation is given for Durga puja for Navratri. The other bank holidays and national holidays account for 21 days out of which only 3 days are kept as reserve holidays for any emergency.

3. **Principle of amount of time available.** According to the type of school (day school/ shift school, etc.,) and total time available to school for maximum utility of all resources a timetable has to be planned.

4. **Principle of relative-importance and diccicult of subject.** English and Maths are important and difficult subjects are to be allotted more time and in the beginning of the school as the students are fresh to learn the difficult subjects.

5. **Principle of incidence of fatigue.** Those subjects required more brainwork are to be placed when students are fresh and capable of doing hard and difficult work. For e.g., English and Maths to be placed in 1st to 3rd period, manual work (PT, craft, art) to be

kept in last period or after break. One must take a note that P.T period is not to be kept after lunch break for scientific reason that body must rest for digestion after eating.

6. **Principle of justice.** It is very important to keep in mind equal distribution of work amongst teachers has to be there for two reasons. First of all, all teachers must have equal number of teaching periods so that there is justice. Secondly, all must have nearly same number of free periods in between equally spread so that all are not free at same time and on same day. Also care has to be taken to see that there is no continuous 5 to 6 teaching periods and thereafter continuous free periods which tend to develop a habit in teachers of taking either full-day or half-day leave or even demanding concession to go home early. Also care must be taken that none of the day must be too hectic with teaching periods which brings fatigue in teachers and they tend to take leave to escape work as a result students are at loss and proxy teachers are burdened. All these affect the working of the school and no one benefits.

7. **Principle of variety.** Children have a very short span of attention and they get bored very soon. If there is variety then learning will become fruitful and meaning. For this, a change of room, of seat, of posture is an antidote against weariness. Varieties can be introduced by variation in subjects (by using a blen/combination of different subjects for using both the left and the right hemisphere of the brain so that it gives opportunities for using the entire brain).

b) **Staff Meeting (Need, Types and Process)**

INTRODUCTION

Efficient functioning of the school demands that members of the staff meet regularly under the leadership of the head of the school for sharing responsibility as well as experience. No Principal can run an institution single-handedly. Principal needs to share
his/her responsibilities as well as information with the staff from time –to – time. For this co-ordination of the staff is required.

Co-ordination of work of the staff is achieved through staff meetings, which is a democratic way of :

- Reducing Headmaster's burden
- Enhancing staff's enthusiasm
- Staff 's involvement
- Staff 's confidence

- Staff's co-operation etc. To achieve all these, headmaster has to make use of staff meetings.

DEFINITION OF STAFF MEETING

- Staff meeting is a part of Human Resource Management (HRM) in the process of management.
- Staff meeting is a formal meeting with a specific purpose of either solving problem or decision making or planning an action plan of an activity or to review the work officially or preparing a report under a chairman, i.e., HM/Management.
- According to Briggs, the expectations of teachers from staff meetings are:-
  — Help in their problems
  — A wider outlook of education
  — Meeting to be happy and wholesome
  — Meeting based on appreciation of effort and accomplishment rather than shortcomings and faults.

NEED/PURPOSE OF STAFF MEETING
For any staff meetings to happen there must be specific reason or purpose. They can be many but very important once are given below:
- Giving and gathering information (anything related to academic).
- Solving problems (of the school or class or teacher or parents, etc).
- Decision-making (about the course/academic, student, teacher, parent, society, management, etc).
- Persuading others to a course of action (make all responsible for any action/decision).
- Developing team spirit of the staff.
- Developing spirit of cooperation among the staff/parents.
- Reviewing performance of students, teachers and institution.
- Identifying future programmes (both academic and non-academic).
- Identifying course of action for improvement total quality management
- Handling grievances of staff, students and parents.
- Planning for new activities, projects and experiments.
- Formulating policies jointly and democratically.

- Assigning different tasks (academic, co-curricular and administrative) to the staff members in accordance with their interest, abilities and aptitudes.

- Contribution by staff to the effective functioning of the institution and in shaping the institution's academic and professional life,

- According to **Verghese,** the purpose of a staff meeting is to :-

- Stimulate and encourage teachers individually and co-operatively.

- To help them to ascertain their needs,

- To accept their responsibilities

- To analyze their problems, and

- To grow professionally and effectively.

TYPES OF STAFF MEETING
There are basically 4 types of staff meetings:-
- Formal meeting.

- Informal meetings

- Planned meetings.

- Emergency meetings

Formal Meetings:

- **Formal Meetings** includes 2 types of meetings :

1. **Committee meetings** which are 3 types :

(a) School committee meetings (b) Academic council meetings (c) PTA-meetings

2. Project progress meetings.

- Held at regular intervals.

- There is a strict adherence of time limits.

- Rigid, structured agendas with a specific time allotted to subjects by agreement with participation

- To control large groups covering varied topics.

Every meeting has an agenda and so also the formal meeting. Hence, the agenda of formal meetings is as given below :
- Formulation of curriculum.

- Allotment of duties and subjects to teachers

- Decisions concerning co-curricular activities.

- Issues concerning examinations dates, timetable paper-settings, allotment of

invigilation and classrooms, assessment dates.....etc.

- Discipline, enforcement of rules and regulations.

Informal Meetings:

As the name suggests, informal meetings are informally conducted. **Informal meetings** are conducted when staff feels
"It's time we need to talk". It is **Adhoc**in nature. It is dealt with specific issues to discuss a problem-child in a class/staff/parent. Usually informal/little notice is needed for conveying such a meeting. Informal meetings could be a sub-group of a formal meeting.

- Outcome of informal meetings is usually :-

- A plan

- A solution

- A request to hold a large, formal meeting.

Planned Meetings:

As the name suggests, planned meetings are formally conducted meetings with proper agenda and proper planning. **Planned meeting** is most useful for planning institutional tasks and activities. Here headmaster decides the :

- objectives,

- identifies and selects participants,

- prepares case and

- deals with staff members singly or in group

- For any planned meeting it is necessary to think about all the possible individuals who can provide help in the process of planning before – hand to avoid random results, misunderstanding and wastage of both time and energy.

Emergency Meettings:

They are of a very special type as its needs are very special. These meetings are only in emergencies when things are not in our control and no one in school has a proper and final solution or even power to take any decision. At such time all staff has to meet to come to concise and take unanimous decision for any emergent problem or accident, etc.

— **Emergency meeting are:-**

— Called at short notice

— When unforeseen or unexpected situtations arise.

— **Examples are :**

— Fire food, heavy rains, riots, bandh, attack by hooligans.....etc.

— A visit of educational/govt. officials, an inspecting authority of the

institution .... etc.

— A case of gross misbehaviours, negligence or indiscipline either by student or teacher.

PROCESS OF STAFF MEETING
OR
PRINCIPLES FOR PROCESS OF STAFF MEETING

- **Principle of agenda** – a well throughout agenda is circulated well in advance, so that teachers come prepared to participate in the discussion and give proper solution or even to the information.

- **Principle of objectives** – comprehensible and clear objectives to be framed so that the entire meeting goes in the desired fruitful direction. Thus, there is no scope for any digression. This helps to do both convergent and divergent thinking in the meeting on any issues.

- **Principle of systematic and orderliness** – to conduct the task of the meeting. It has to be very systematic and in an order of priority. To discuss each point in detail and then take decision before moving to the next point of agenda.

- **Principal of co-operation** – a spirit of goodwill and tolerance to prevail. There is every possibility that some or few members may totally diverge from both the issues for discussion or the solutions suggested for the issues.

e.g. 1. To set the question paper in the school and not at home.

2. to prepare a model answer with marking scheme of all the papers. Such situation can lead to unnecessary prolonged arguments, which required tolerance of others to listen and them come to consensus.

- **Principle of non-dominance** – no domination by anyone. Usually people/staff, which have vested interest or are dominating in nature takes the whole show and other are totally passive as they are not heard at all. As a result, these non-dominance staff skips the meetings under some or the other pretext. Hence, the principal must see that there is no dominance of any kind by any one under any circumstances.

- **Principle of constructive criticism** – the discussion must involve all members, i.e., all must contribute their views. All must take care to avoid personal attack, unnecessary arguments, mudslinging and destructive comments. All these puts down the morale of the meeting and the staff. One has to think that the discussion is for making the system and mechanism better and not point mistakes of each other. Every aspect must be taken in positive stride, i.e, in constructive way for improvement.

- **Principal of non-digression-** not to depart from main point of agenda as leads to waste of time, energy and no positive achievement is seen. People start thinking that such meetings are of no use as there in no outcome from it. They even skip or sleep in the meetings.

- **Principle of constructivism –** disagreements, conflicts and criticisms to be handled constructively and amicably. Principal has to handle these issues in a very tactful and constructive manner to avoid all negativism and bring constructivism as this is a very sensitive issue.

- **Principle of consensus/democracy –** decision made should be general agreement/opinion of all as all have to follow it. They should agree from heart the decision and not by force. The democratic functioning facilitates and considers the decision of the majority.

- **Principle of mutual respect –** is to be shown by all. Even individual is an important element of the staff meeting and all belong to the same institution. Hence, all must respect others views or opinion because it is their experience and their way of thinking which may be totally different from others. Mutual respect is one of the ways of showing tolerance, acceptance, loving...etc., which are the values to be practiced in our democratic country.

- **Principle of commitment –** towards the group's collective purpose and a willingness to make positive, constructive contributions in all staff. Once the decision is taken with the above ingredients there must be commitment to fulfill that.

c) Absenteeism - Causes And Measures (Staff And Students)

Meaning

Student absenteeism has been consistently identified by educators as a major concern (Marvilde 1981). Classroom absence is a major factor responsible for falling standard in school education system today. Future of the nation always takes place in schools. School is such an organization which deals with the betterment of society (Khatri, 2013).

School absenteeism has a far-reaching impact on a child's academic progress and future. Absenteeism creates a dead, tiresome and unpleasant classroom environment that makes students who come to class uncomfortable and the teacher irritable (Marburger, 2001).

It disturbs the dynamic teaching learning environment and adversely affects the overall well being of classes (Segel, 2008).

Inequality terms, absenteeism is a waste of educational resources, time and human potential. Students who have absenteeism problem generally suffer academically and socially (William,2000).

Absenteeism can be defined as persistent, habitual and unexplained absence from school (Brooks, 1997, as cited in Bond, 2004).

They noted that chronic absenteeism occurs when a student is absent without reason. The Auditor General Victoria (Australia, 2004) identified fourmajor dimensions of absenteeism truancy, school refusal, school withdrawal and early leaving. It is important to identify the different dimensions of absenteeism in tackling the problem because they require different interventions. Truancy as the persistent, habitual and unexplained absence from school of a child of compulsory school age, although it can occur with parental knowledge and sometimes consent.

Bond (2004) included fractional truancy, which occurs when student arrive late or leave early or spend entire days away from school. School refusal differs from truancy in that children refuse to attend schools even in the face persuasion and punitive measures from parents and school. These students stay at home with the knowledge of their parents and school administrators (Mcshane, Walter & Ray, 2001).

School withdrawal means children are absent from school because their parents keep them away from school on a frequent basis. Their parents do not enroll them at school. Early leaving refers to children fewer than 15who drop out of school before completing their schooling.

Some possible causes of school students absenteeism are listed here.

- Lack of Subject Interest and Personal Interest in studies.
- Available opportunities for entertainment like malls, movie halls etc.
- The mental capacity of a student does not matches with the course opted.
- Too much pamperness from family.
- The poor teaching skills of a teacher also keep away student from the school.
- Unfavorable learning environment, unconducive interpersonal relations between students & teachers in schools.
- Lack of confidence and Ragging also cause absenteeism.
- Lack of allied activities also causes absenteeism like no sports program, no fresher or farewell parties, no annual day celebration etc.
- Poor food of canteen and poor infrastructure facility in school such as no place in a library to sit may also be considered as reasons for absenteeism.
- Teacher absentees or lacking of efficient teachers in schools is a major cause to shift towards private tuitions which further lead to student absenteeism.

- Most of the students are doing private coaching's for their entrance examinations such as medical engineering or are preparing for their board exams through private tuition causes absenteeism in school & college.
- Preparation for examination, excess of homework and sometimes fear from examination keep away students from school/college.
- Preparation for the participation in TV shows in dance musical or acting, G.K. contest programs also increase the percentage of absenteeism.
- If school or college is far off the percentage of absenteeism may increase.
- Over expectation of parents also deteriorate the attendance of a student when s/he is unable to cope with parent nature of making comparison among their own children of with the friends of their child.
- Poor socio-economic background of the student and too much socialization causes absenteeism. It mostly happens during teen age and college when the students form a group to freak out.
- Use of drug and alcohol by the student and peer group influence.
- When more than desired facilities are provided by parents such as CAR, Mobiles, High amount of money as Pocket Money the student start enjoying those facilities and become absent.
- Social phobia (don't have friends), Health (always sick) and inferiority complex within student causes absenteeism.
- School culture shock (have a hard time coping up, might be that the school is too advance or too slow.)
- Influences from outside the school gates (sees people who cuts classes, Internet and Computer games.)
- Financial support (the family can't afford education or education is not a primary necessity).
- Differing Community Attitude towards Education (The people that surrounds your home and within it education is not given importance)
- Transportation (The family might lived in a very rural community where in transportation cannot easily

Possible Solutions to Reduce Students Absenteeism
It is recommended that:
- Schools should identify training needs and organize symposium, workshops, conference sand staff development programs for teachers to enhance their skills and performance level.
- The school administration with the parents of the concerned students must conduct and effective conference dialogue.
- Solutions to the different areas of difficulty due to absenteeism can be taken action by the responsible organizations and individuals in their respective fields.
- Orientation and briefing on students who are absent might be conducted to at all least they would commit to absenteeism.
- Schools seeking to alleviate their attendance problems should study the particular circumstances present in the school before adopting any plan. The successful programs should be adopted which fit the needs of the schools
- The school enlists the help of parents and community agencies in the effort to reduce Student absenteeism. It is clear that the schools cannot solve the problem alone.
- Teachers and other members of the school staff become more involved in the programs for reducing absenteeism. Although absenteeism can be viewed as an

administrative problem, many of the causes of absenteeism begin in the individual classroom.

- Alternative programs should be developed for students who have trouble adjusting to the traditional structure of most schools. Educators must begin to realize that traditional schools do not meet the needs of all students.

Causes of absenteeism of the teachers in the school.

- Family/Personal reason
- Medical reason.
- Insufficient salary
- Lack of encouragement from Principal.
- Teaching as routine work.
- Work conditions of the school.
- Organizational climate.
- Lack of interest, after some years.
- Lack of Professional development.
- Unbearable stress.
- Administration blames teachers for everything.

Measures to over come the problem of absenteeism of the teacher.

- By professional Ethics, teacher should keep all your personal problems in house, not school.
- Take counseling for themselves if they want come out from the personal problems.
- Take good medical measures, with the help of the higher authority of the school.
- To increase the interest in the teaching profession, school can arrange seminar, workshops even for teachers also.
- In-service training must be compulsory to the teachers for updating themselves.
- School environment should base on democratic values.
- Organizational climate should enjoyable and stress free.
- Functioning of the school should base on equal distribution work.
- Every educational institution should provide justifiable salary to the teachers.

c) **Secondary School Code (Importance and Characteristics)**

IMPORTANCE/NEED FOR SECONDARY SCHOOL CODE

- A controlling authority of education to implement and check that all the aided, unaided, recognized, private, etc., follow a common and legal binding set by the state government and derived from Central Government. This leads to equality to all in education.

- A common system of administration of supervision for initiating and accelerating educational reform through GRs. (Government Resolution)
- To have a common school system (textbooks, teaching pattern, assessment and evaluation) of public education to all.
- To maintain a common standard that an average parent will not feel the need to send their children to a unrecognized and independent school.
- To maintain a common standard by the management/trust in functioning the school. Thus, dissolving the discrimination between the teachers working under different managements.
- To maintain a common standard (in terms of appointment, for the workload, salary, leave, promotion, etc.,) for the teaching faculty and even the non-teaching staff.
- To check that all schools impart secular education.
- To dissolving the discrimination between the schools under different management so that school can provide minimum essential conditions necessary for giid education.
- To have common standard for disbursement of grants to schools.
- To protect both the teaching and non-teaching staff by empowering them with their rights and duties. Also to guide them with legal issues through school tribunal.
- To have a common/universal Progessional Ethics for both teachers and managements as a privilege.
- To keep check on the professional ethics, i.e., code of conduct
- To give the information of the Rules and Regulations Act 1977 and 1981 about

— Code of conduct

— Conditions of services

— Schedules A to I

CHARACTERISTICS/SALIENT FEATURES OF SECONDARY SCHOOL CODE

- SS Code for private schools is known as "The Maharashtra Employees of Private Schools Regulation Acts and Rules".
- SS Code is easily available in market prepared either by the government or private bodies (advocates).
- It is helpful to the Bench, the Bar and the managements of private educational institutions as it is a legal educational Bible.

- It deals with the laws relating to the private schools and junior colleges in the state of Maharashtra.

- The Act and Rules are not applicable to primary schools and pre-primary schools

- It deals with the importance of legislation which is not to be underestimated.

- It legally helps to solve the problems of administration of justice in the educational field.

- To provide access to tribunal to redress grievances on the issue of termination, reduction in rank and super-session (to put in place of)

- It also deals with the trace of history of education along with various stages of NEP, the Act along with judicial decisions, reservation of posts with circulars and a brief note on internal inquired held by the management.

- It deals with the reservation policies and social policies.

- The employees too can very well get acquainted with the provision of the Act, and Rules which are important to their service conditions.

- It is helpful to the management, staff and all dealing with schools, i.e., both employers and employees.

MAHARASHTRA SECONDARY SCHOOL CODE INCLUDES THE FOLLOWING:-

I. It includes the definitions of their term school, girls' schools, secondary and higher secondary schools, higher secondary multi-purpose schools, vocational secondary schools, night schools, secretariat, department, director, deputy director, educational officer, girls' school inspectors, inspecting officer, management, headmaster, trained teachers and so on.

II. Recognition, organization and management of schools
Section – I Recognition
Section– II Aspects of School Management
Section – III Admissions and Withdrawals
Section – IV Examinations, Curriculum and Textbooks

Section – V Health of School Children

Section – VI fees and Free Studentships

Section – VII School Terms, Holidays, School

Hours Section – VIII Principals of Discipline

III. Staff-service conditions records and inspection

Section – I Maintenance of Adequate Staff, etc.,

Section – II Conditions of Service

Section – III Rules of Discipline and Leave

Section – IV Records, Registers and Inspection.

IV. Grant-in-aid

Section – I Salary and Non-salary grant. Section – II Building grant.

Section – III other grants

Section – A List of items of technical and vocational schools. Section – B List of items of inadmissible of grant

Section – C List of items for technical and vocational schools. Appendices (1 to 25) Dealing with new orders

Annexure (1 to 70) Modifications after the publication of grant-in-aid code.

20.9 ASPECTS OF SECONDARY SCHOOL CODE

Secondary School Code deals with the following aspects :-

- Duties of the entire staff especially of teaching staff.

- Private tuition rules.

- Rules for full-time and part-time teachers.

- Submission of representations.

- Obtaining higher or additional qualifications.

- Termination of services on account of abolition of posts.

- Retrenchment on account of abolition of posts.

- Principles of termination or dismissal of service.

- Penalties.

- Imposition of penalty of withholding an increment.

- Classification of penalties-minor and major.

- Procedure for inflicting major and major.

- Procedure for inflicting major penalties.

- Payment of subsistence allowance.

- Conditions of suspension.

- Inquiry committee. Procedure of inquiry.
- Power to terminate services, etc.
- Procedure of filing appeals.
- Resignation.
- Transfers, transfer norms and rules.
- Contesting election.
- Appearance of legal practioners before the tribunal.

UNIT 6: EDUCATIONAL ADMINISTRATION OF INDIA.

a) Educational Administrative set-up in India

Introduction:

- The administrative machinery is sole responsible for the spread of education.
- Due to the rapid growth of scientific and technological advancement in our country, there was an increasing awareness among the people and the set up aimed for the integrated development of citizens.

School Education.

A uniform structure of school education, 10+2 system, has been adopted by all the states and union Territories (UTs) of India following the National Policy of Education NPE 1986.

Levels of Schooling:

1)**Pre-Primary Education**: This is the foundation of children's knowledge, skills and behavior.

- Pre-Primary education in India is not a fundamental right.
- A systematic process of pre-school education is followed in India to impart knowledge in the best possible way for better understanding.
- Projects like Anganwadi, a government funded fee rural childcare and mother care nutrition and learning program also incorporating the free Midday Meal.

2) **Primary Education**:

Elementary School, Class I-VIII, is recognized as the period of compulsory schooling, with the constitution amendment making education a fundamental right.

- . Several efforts have been made to enhance the education quality by the government like DERP (District Education Revitalisation Programme) launched in 1994.
- One of the largest education initiatives-
- Sarva Shiksha Abhiyan ensures Universalisation of Education for All.

3) **Secondary and Higher Secondary:**

- Secondary education covers children aged 12 to 18 upto Class X.
- The final two years or +2 is called the higher Secondary.
- The two halves of Secondary education are each important for which board exams are conducted and a pass certificate is required to pursue college.
- These are affiliated by Central B aords of Education under HRD ministry.
- Most schools in India do not offer subject and scheduling flexibility due to budgeting constraints.

University or College Education.

A. After passing the Higher Secondary Exam, students can enroll in general degree programmes such as arts, commerce or science, or professional degree programmes such as engineering, law, medicine, B.B.A.

- India's higher education system is the third largest in the world.
- The main governing body is the UGC, University Grants Commission (India).
- UGC enforces its standards, advises the government, and helps co-ordinate between the centre and the state upto Post graduation and Doctorate.

Constitutional Provision of India safeguarding the right to education.

- The 86th amendment of the constitution in India in 2002 got inserted Article 21-A that is, freee and compulsory education for all the children between 6 to 14 years old. This article made education a fundamental right for every child.
- The Right to Education Act (RTE), 2009 under article 21-A, means that every child has the right to study in the school in a proper way such that it must satisfy essential rules and regulations.

Conclusion.

- India has come a long way from having the Gurukul system in ancient times to the school system that now exixts.
- Since independence India has ensured an increase in the literacy rate. To make this completely effective, the government has made different rules nad regulations, norms, acts, to increase awareness among the people and provide better quality of education.
- Education in India is provided by the public sector aswell as the private sector. The ratio of public schools to private schools in India is 7:5.

b) **Characteristics of state, national and international systems of education – SSC, ICSE, CBSE, IB, IGCSE Boards of education.**

1) **Characteristics of SSC Board**

Secondary School Certificate, commonly known as **SSC**, is a public examination taken by students in Maharashtra, Madhya Pradesh, Gujarat, Andhra Pradesh and Goa in India, It is followed by Higher Secondary (School) Certificate (HSC).
The Maharashtra State Board of Secondary Education was set up on 1st January 1966 with the purpose of regulating secondary education in the state of Maharashtra. 13,835 schools are affiliated to SSC Board as on 31/03/2000.

Following are the characteristics:-

1. The main objectives of the SSC Board are to support and enhance the national system of common school education structure in the State of Maharashtra by providing uniform curriculum, common text books, examination and academic innovations with a flexible scheme of studies suitable to the needs of students based on NCERT innovations in the field of secondary and higher secondary education.

2. The board is responsible for formation, and implementation of the rules and regulations in accordance to the guidelines set by the state as well as central boards. It is also in charge, autonomously, of, and implementation of the syllabus/curriculum of all the grades, textbooks, exam schedule, and type.

3. The board is also responsible for creation of textbooks, scoring of the centralised tests, and conducting examinations fairly and providing unbiased justice in the event of dispute.

4. State Boards are comparatively limited in the content and subjects as compared to other Boards.

5. The syllabus is easier. The curriculum is not very vast or exhaustive and hence less stressful to the students.

6. The State language is compulsory.

7. Seats are reserved in the state recognized colleges and universities.

8. It offers hassle free admission process and an easy access and added advantages in admission to colleges.

9. Education is comparatively less expensive than any other Board.

10 The Board conducts examination twice a year.

11 There are 9 divisional boards with the state to represent the state board. Their duties include, but not limited to:

- Decide the schools/colleges to conduct the final exams.
- Appoint the paper setters, translators, custodians (of question papers, and blank and filled up answer papers), conductors (transportation), and examiners (paper checkers).

There are nine divisional boards located at Amravati, Aurangabad, Kolhapur, Konkan, Latur, Mumbai, Nagpur, Nashik, and Pune.

CHARACTERSTICS OF ICSE BOARD

The Indian Certificate of Secondary Education [ICSE] is an examination conducted by the council for the Indian School Certificate Examination, a private board of school education in India.

Every year in the month of November three day seminar of all the Principals of ICSE schools is held.
Syllabus, teaching methods and techniques and evaluation methods etc. are discussed in detail. This opportunity is taken to exchange views and ideas related to various issues.
1. It has been designed to provide an examination in a course of general education
2. It is in accordance with the new education policy 1986 (India) through English.
3. It is one of the reputed boards in India
4. ICSE board will reportedly conduct board examination for VI and VIII also from 2018
5. There will be no pass-fail tags. It will only be periodical examination

Subjects

The subjects that are offered are divided in to three groups.

Group I (Compulsory subjects) – English, History & Civics, Geography and Indian Languages

 Group II - Any two from mathematics, science (Physics, Chemistry and Bio), as separate subjects. Environmental Studies, Computer Science, Agricultural Science, Commercial Studies, Technical Drawing, A modern Foreign Language, Economics.

Group III – Any one from Computer Application, Economics, Home Science, Cookery, Fashion Design.

6. All Subjects have components of internal assessment.
7. The internal marks are carried out by schools on the basis of project work/assignments.
8. There is 20% weightage for internal assessment in group I and II and 50% weightage for group III.

In subjects where there are more than one paper eg. Science, the marks obtained in the subject are calculated by taking the average of all the papers in the subject.

ICSE results are taken from best five of six subjects out of which English marks are compulsory.

ICSE has two papers in English, three papers in Science group and two papers in Social Studies group.

Characteristics of ICSE:

1. Principal is given free hand to decide as to which books to use in his/her school and which projects to conduct and other things related to teaching.
2. Freedom and flexibility are the main features of ICSE.
3. Teaching techniques includes (Such as Student teacher interaction; debates and discussion; field trips etc).
4. There are no standard wise text books for primary level; instead a list of reference books suggested.
5. Every class has maximum of 40 students.
6. No Student declared "Fail" until 4th standard.
7. The students with learning disabilities are given special favour.
8. Teachers who do good can enjoy performance appraisal.
9. It is compulsory to have full fledge library.

CONCLUSION

ICSE certificates are accepted by most of the schools and collages all around the world. It is recommended for the parents who move in different countries.

Characteristics of CBSE Board

The **Central Board of Secondary Education** (**CBSE**) is a national level board of education in India for public and private schools, controlled and managed by Union Government of India. CBSE has asked all schools affiliated to follow only NCERT curriculum. There are approximately 19,316 schools in India and 211 schools in 25 foreign countries affiliated to the CBSE

- Standardised curriculum across the country established by the NCERT (National Council of Educational Research and Training)
- More than 16000 schools offering this curriculum in India and in 24 countries across the world.
- The syllabus is very structured and controlled
- Standardised Textbooks.
- No child can fail a class till 8th grade
- Most entrance exams conducted in the country for college admission follow this syllabus.
- Board exams are OPTIONAL in 10th grade and MANDATORY in 12th Grade
- Favoured by those who constantly relocate within India or even abroad to countries in the Middle East etc and seek a standardized curriculum
- Favoured by those who want to go into the traditional routes of Engineering/medical
- **Curriculum Focus at Secondary Level:** This focuses on 7 major learning areas (Actual subjects offered will vary from school to school)
    1. Languages - Hindi, English, and 32 other languages
    2. Humanities- Geography, History, Economics, Home Science, Sociology, Fine Arts, Political Science, Fashion Studies, Creative Writing and translation Studies and related subjects
    3. Mathematics
    4. Science and Technology- Subjects related to Biology, Chemistry, Physics, ICT, Information Practices and Web and Multimedia Studies
    5. Health and Physical Education
    6. Visual and Performing arts - Dance, Drama, Music, Drawing, Painting, Crafts and Sculpture
    7. Commerce - Business Studies, Accountancy, Entrepreneurship, Economics and related subjects
- ASSESSMENT: In the CBSE System, instead of 3 exams like Quarterly, half yearly and Annual, there is continuous assessment throughout the year called Formative Assessments (FA) and one exam called Summative assessment (SA).
- There are two semesters.
- First semester Assessment:
    o FA1: Formative Assessment will consist of 3 activities of 10 marks each: (Final Weightage: 10 marks)
        ▪ Individual Activity (Making chart, model, project etc)

- Group Activity (Skit, Model making, project presentations etc)
- Pen and paper exam
  - FA2: Same as above (Final Weightage: 10 marks) Summative Assessment:
    - Written Exam - (90% Theory, 10% Practical)
    - Final weightage – 30 marks
    - Total marks per semester: 50
    - Two semesters add up to 100 marks for the academic year.

GPA CRITERIA

MARKS RANGE	GRADE	GRADE POINT
91-100	A1	10
81-90	A2	9
71-80	B1	8
61-70	B2	7
51-60	C1	6
41-50	C2	5
33-40	D	4
21-32	E1	
20 and Below	E2	

The prime focus of the Board is on:

- Innovations in teaching-learning methodologies by devising students friendly and students centered paradigms
- Reforms in examinations and evaluation practices.
- Skill learning by adding job-oriented and job-linked inputs
- Regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programmes, workshops etc.

Characteristics of IB Board

The **International Baccalaureate** (**IB**), formerly known as the **International Baccalaureate Organization** (**IBO**), is an international educational foundation. It was found in 1968 and is headquartered in Geneva, Switzerland.
The IB prepares students to succeed in a world where facts and fiction merge in the news, and where asking the right question is an important skill that will allow them to flourish.
The IB has a presence in over 150 countries throughout the world and has been in India since 1976.
Mode of teaching is in 3 languages: English, French or Spanish.
Mission:

IB's mission has been to create a better world through education. It is committed to ensuring that their educational programmes reflect this for the benefit of students.

An IB education focuses on learners, are student-centred and promote healthy relationships, ethical responsibility and personal challenge. It develops effective approaches to teaching and learning.

IB programmes increase understanding of languages and cultures and explore globally significant ideas and issues. IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

Programs:

The IB offers an education for students from age 3 to 19, comprising of four programmes that focus on teaching students to think critically and independently.

Schools can choose to offer any or all of the programs. Each program has independent process for accreditation. IB offers specific authorisation separately for each program.

1. **Primary Years Programme**

The PYP prepares students to become active, caring, lifelong learners who show respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.

Age range:
3-12
First offered:
1997
Subjects in the Primary Years Programme (PYP) are:

- Language.
- Social Studies.
- Mathematics.
- Science and Technology.
- Arts.
- Personal, Social and Physical education.

Teachers use a wide range of assessment strategies to collect information on each of the elements represented in the written curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action.

In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition.

2. **Middle Years Programme**

It is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

Age range:
11-16
First offered:
1994
Middle Years Programme (MYP) comprises eight subject groups:

- Language acquisition.
- Language and literature.
- Individuals and societies.
- Sciences.
- Mathematics.
- Arts.
- Physical and health education.
- Design.

In the final year of the programme, optional MYP eAssessment provides IB-validated grades based on examinations and course work. Students who undertake external assessment are eligible for MYP course results and the IB MYP Certificate.

3. **Diploma Programme**

Research suggests many benefits to choosing the DP. The programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

Age range:
16-19
First offered:
1968
Students who pursue the IB diploma must take six subjects: one each from Groups 1–5,[20] and either one from Group 6 or a permitted substitute from one of the other groups, as described below.[25] Three or four subjects must be taken at Higher level (HL) and the rest at Standard level (SL).[20

Group 1: Studies in language and literature.
Group 2: Language acquisition
Group 3: Individuals and societies.
Group 4: Experimental sciences.
Group 5: Mathematics
Group 6: The arts.

To be awarded an IB diploma, a candidate must fulfill three core requirements, in addition to passing his or her examinations:
   a. Extended Essay
   b. Creativity, Activity, Service
   c. Theory of knowledge

The IB uses both external and internal assessment in the DP.

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions

- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

Diploma Programme (DP) courses within the CP are assessed in accordance with rigorous international standards.

Students take written examinations at the end of their courses, which are marked by external IB examiners. The marks awarded for each course range from 1 (lowest) to 7 (highest).

4. **Career-related Programme**

The CP is a framework of international education addressing the needs of students engaged in career-related education. It leads to further/higher education apprenticeships or employment.

Age range:
16-19
First offered:
2012

CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.

Students take written examinations at the end of their IB Diploma Programme courses which are marked by external IB examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest).

Students who complete the programme receive the International Baccalaureate Career-related Programme Certificate, the certification awarded by the career-related study provider in their chosen field of study, and their secondary school degree.

Recognition:

- The IB works closely with universities in all regions of the world to gain recognition for the IB diploma. To aid this process, university admissions officers and government officials have direct online access to all syllabuses and recent examinations.
- To assist IB diploma students in making appropriate choices, the organization holds a database containing contact details of universities around the world together with up-to-date information about their requirements for admission.
- Students applying to a particular university may also grant permission for their grades to be accessed directly from the IBO's secure web site.

INTERNATIONAL

IBDP is an internationally accepted and acclaimed Pre University Course. Leading Universities in the world offer preference and even accelerated credits to high scoring IB graduates.

INDIA

IBDP is being recognized by the Association of Indian Universities as equivalent to the +2 stage qualification of an Indian Board giving access to the Bachelors Degree programmes at any Indian University.

A very strong all-rounder has a good chance of getting a good scholarship or financial aid package to study at a foreign university.

Characteristics of IGCSE Board

"The International General Certificate of Secondary Education"
Introduction

The International General Certificate of Secondary Education, or IGCSE as it is known, is one of the most recognized secondary-level qualifications in the world. It is administered by the prestigious institution, the University of Cambridge in England.

The world's curriculum, as it is referred to, the ties of the Cambridge International Examinations with India, date back a century.

The Cambridge board qualification program in India has flourished since its inception and is prevalent in over 330 schools across the country.

> It is a unique UK government endorsed programme provided to thousands of schools around the world.

There are 70 subjects available at the Cambridge IGCSE, including 30 languages and schools can offer them in any combination.

History of IGCSE

In England, beginning in 1951, a two-tier examination system was established, originally as GCE at Ordinary Level (O Levels for 16 year olds) and Advanced Level (A Levels for 18 year olds).

In 1988, O Levels were replaced in by the GCSE (General Certificate of Secondary Education). At the same time, Cambridge agreed to make special provision for the growing number of international schools that were being established throughout the world in order to cater for children of diplomats and the increasingly mobile workforce of international corporations.

This was based on the GCSE and named the International General Certificate of Secondary Education (IGCSE), the courses we offer today.

IGCSE subjects and grading

IGCSEs are two year courses designed for 14 to 16 year olds.

More than 70 subjects are offered by IGCSE. Each group in IGCSE curriculum has five subject groups with several subjects within.

A student should take a minimum of five subjects and a maximum of 14 subjects. English, Mathematics, and Sciences are the core subjects.

For each subject, one IGCSE Certificate will be awarded, i.e. for five subjects, five certificates will be awarded. The number of subjects needed to be taken varies from school to school.

The IGCSE is graded on an 8-point scale from A* to G with a 9th grade "U" signifying "Ungraded". This measure of grading is also found in the UK GCSE. Previously, the "A*" grade in the GCSE did not exist, but was later added to recognise the very top end of achievement.

Objectives

IGCSEs are known for developing vital educational knowledge, understanding and skills. They are established qualifications that keep pace with educational developments and trends and so are an ideal foundation for higher level courses.

Recognised throughout the world, by academic institutes and employers, they are a mark of quality and evidence of real ability.

They are taken as single subjects or occasionally as double subjects (requiring twice the work and having double the value).

The assessment techniques check the problem-solving skills, time-management skills, practical and oral skills, initiative and application of skills, knowledge, and understanding. The curriculum gives an international perspective to studies and it is compelling as well.

Recognition

Students typically sit seven to nine subjects in one session at the end of Year 11. Schools can offer any combination of subjects with each subject being certificated separately. Over 70 subjects are available, offering something for all learners of different abilities, interests and backgrounds.

IGCSE is a globally recognized English language curriculum, similar to CBSE or ICSE examinations. While many schools follow SSC (Secondary School Leaving Certificate), ICSE (Indian Certificate of Secondary Education) and CBSE (Central Board of Secondary Education) curriculum, several international schools follow the IGCSE curriculum.

IGCSE is taken in over 100 countries by an annual candidate entry of more than 250,000. Grade C in IGCSE English (either First Language or Additional Language) satisfies the English proficiency requirements of many universities in the UK and other Anglophone countries.

Most of the International Universities prefer students who have at least one IGCSE Certification.

Conclusion

The IGCSE curriculum is moreover like a jump from State level to International level as the State board is traditionally more of rote learning whereas the IGCSE curriculum is of application-oriented learning.

In many respects, the IGCSE stands at an important crossroads in our school's curriculum, as both a foundation for later courses of study and as a vital link from the learning and development that takes place in the Middle School years.

c) Different governing bodies in education – Functions of NCERT, MSCERT.

Function of National Council for Educational Research & Training (NCERT)

National council for educational research & training was set up in September, 1961 as an autonomous organization under the Ministry of education (human resource development), Government of India. The union minister for education is its president and all State Education Ministers are its member's. The Secretary to the Ministry is it's Director and an officer of the Minister is the Joint Director. Its main objectives are to promote, organize and foster research in all

branches of education, to organize advanced level training; to disseminate knowledge of improved educational techniques and practices in the school system; and to act as a learning house and with this object, undertake special studies, surveys and investigations.

The board of educational studies is the principal advisory body of the council. It considers all proposals relating to research, training and extension projects, referred to the board for advice. It also initiates, guides and supervises research and training projects and examines and co-ordinate scheme related to them.

This board functions through three standing sub committees:
i. The first dealing with research schemes, submitted to the Council by other organizations.
ii. The second dealing with planning and coordinating educational studies and research with the national institute of education.
iii. The third dealing with the extension and field services and Regional college of Education.

The council has established the national institute of education to carry out its aims and objectives and serve as a principal institutional agency for developing research, advanced training and extension services.

The National council of educational research and training is an apex resource organization set up by the Government of India, with headquarters along Sri Aurbindo Marg in New Delhi, to assist and advise the central and state government on academic matters related to school education.

Functions of NCERT: Main functions of National Council for Research and training:

1.   Promotes, organizes and fosters **research** in all branches of Education.
2.   Organizes advanced level in-service **training** for teachers.
3.   Disseminates knowledge of improved **educational techniques** and practices in the school and   college system.
4.   Act as a **storehouse** of learning and with this objective undertakes special studies, surveys and investigation.
5.   Runs four **regional college** of education at Ajmer, Mysore, Bhopal and Bhubaneshwar.
6.   Organizes **workshops,** seminars and educational conference.
7.   Implements **national policy** on education by preparing guidelines and national curriculum.
8.   Initiates, guides and supervises **Research and training** projects and coordinates these schemes at national level.
9.   Publishes textbooks, research journals and papers instructional papers from preprimary to college level.
10.   **Encourages** school and college teachers to undertake research work.

Functions of MSCERT

The National Council of Educational Research and Training (NCERT) maintain a network of field offices to keep a close communication with State Government. At present, these offices have been established in different States and Union territories. State Council of Educational Research and Training **(SCERT)** is one of these offices. It came into existence on 5th January 1979 as a result of transformation and upgradation of the former State Institute of education (SIE).

Following are the functions:-

1. To organize and implement the special educational projects sponsored by UNICEF, NCERT and other agencies for qualitative improvement of school education and teacher educators.

2. To prescribed curricula and textbooks for the school and teacher training institutions.

3. To produce instructional materials for the use of teacher- educators.

4. To arrange in-service training for different categories of teachers, inspecting officers and teacher-educators and coordinate the work of other agencies operating at the state level.

5. To organize programs including Correspondence-cum- Contact Courses for professional development of teachers, teacher-educators and inspecting officers.

6. To supervise the working of the Teacher-Training Colleges, Secondary Training Schools and Elementary Training Schools.

7. To provide extension service to Teacher-Training Institutions at all levels in the state.

8. To conduct studies and investigations on the various problems of education.

9. To evaluate the adult and non-formal education programmes entrusted by the Government.

10. To conduct the public examinations specially at terminal stages with a view to selecting candidates for scholarships through examinations.

The State Council of Educational Research and Training (**SCERT**) has a Programme Advisory Committee under the chairmanship of the Education Minister. There are also Special Advisory Committees for programs like Population Education, Educational Technology and Non-formal Education.