



739

# INSTITUTIONAL LEADERSHIP AND MANAGEMENT

**Module 1 : Understanding Leadership in Educational Institution**

**Module 2 : Resource Management**



NATIONAL INSTITUTE OF OPEN SCHOOLING



# Open Vocational Educational Programme

## Certificate in Institutional Leadership and Management

<b>MODULE-1</b>	<b>UNDERSTANDING LEADERSHIP IN EDUCATIONAL INSTITUTION</b>
<b>MODULE-2</b>	<b>RESOURCE MANAGEMENT</b>



### **NATIONAL INSTITUTE OF OPEN SCHOOLING**

(An autonomous institution under Ministry of Education, Govt. of India)

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## Chairperson's Message



**Dear Learner,**

I congratulate and welcome you for choosing National Institute of Open Schooling (NIOS) as your preferred option for pursuing Vocational Education. By enrolling with this institution, you have become a part of the NIOS family which is the world's largest open schooling system. As a learner of the National Institute of Open Schooling (NIOS) Vocational Programme, I am confident that you will enjoy studying and will benefit from this very unique school and method of training.

Before you begin reading your lessons and start your training, there are few words that I would like to share with you. Diploma in Institutional Leadership and Management is an upskilling programme which is designed keeping in mind the needs of tomorrow's global leaders. The specialized curriculum is tailored to help participants gain industry-relevant knowledge and skills that will enable them to excel in their careers. This programme will provide clarity on their leadership identity and furnish them with the competencies required to make a significant impact in their organizations and professional paths.

This course aims to help you tap into your true potential as leaders and identify opportunities that would aid your professional growth. It is the ideal program for building a leadership skill set in the 21st century. It is a multi skilled programme, which will expose you to a variety of skills in educational leadership. We hope that you will find it useful to enhance your management skills and leadership quality.

I wish you the very best for a bright and successful future.

**Prof. Saroj Sharma**

Chairperson

National Institute of Open Schooling (NIOS)

## A Word with You

**Dear Learner,**

Welcome to the course "**Diploma in Institutional Leadership and Management**".

I congratulate you for selecting this vocational course as your choice of learning.

**Diploma in Institutional Leadership and Management** is one-year program offered by National Institute of Open Schooling (NIOS) aimed at professionals who are looking to enhance their knowledge on administrative and management of an educational institution which contributes to the institution's performance, student learning and the achievement of collective goals. The program is appropriate for those who are looking to develop their leadership competencies as able administrators and leaders of their institutions. The course comprises an in-depth study of educational administration, management & leadership.

This Programme will help sharpen the managerial and administrative skills of the learner. It is ideal for principals and institutional heads looking to upgrade their knowledge and senior teachers, administrators and educationists can also apply for this course. This programme comprises of Modules like **Understanding Leadership in Educational institution, Resource Management, Action Research, Innovation and Best Practices and a Compulsory Internship**. Each module has been designed keeping in view the requirements of self-motivated learners like you. It has a text written in simple language, supplemented by pictures and figures for a better clarity of the content.

It is a dynamic and in-demand programme. Jobs are opening up in the administrative wings of educational institutions worldwide and there will be no dearth of jobs for people with a certification in Institutional Leadership and Management. Those who are planning to shift from classrooms to principal's office or hold managerial positions must pursue this upskilling programme which will help them stand in good stead. The diploma programme could be immensely helpful for aspiring educational leaders and also provides an educator with the fundamentals who wants to be an entrepreneur or about to start his/her own institution.

I hope you will find the lessons interesting and will be able to apply your knowledge in real-life situations. So, read all these lessons carefully and prepare well for the examinations. You ultimately have to enter the competitive world and your success at the place of work will depend on how skillfully you have performed your assigned job. It is expected that the course will help you in developing the skills to understand the various aspects of Educational Leadership and make it a meaningful experience in your life.

As this is a vocational course which is skill based, so master your skills and internship component is must for all. So, we request you to kindly attend the Personal Contact Programme (PCP) at your allotted Accredited Vocational Institution (AVI).

In case you have any difficulty in your studies, do not hesitate to write to us at [dirvoc@nios.ac.in](mailto:dirvoc@nios.ac.in).

Wishing you good luck and success!

**Team NIOS**



## How to use the Learning Material

Congratulations! You have accepted the challenge to be a self-learner. It means, you have to organize your study, learn regularly, keep up your motivation and achieve your goal. Here it is solely you, who is responsible for your learning. NIOS is with you at every step. It has developed the material in Diploma in Institutional Leadership and Management keeping only you in mind. A format supporting independent learning has been followed. You can take the best out of this material if you follow the instructions given below.



**Title:** will give a clear indication of the contents within. Do read it.

**Introduction:** This will introduce you to the lesson linking it to the previous one.

**Objectives:** These are statements that explain what you are expected to learn from the lesson. The objectives will also help you to check what you have learnt after you have gone through the lesson. Do read them.



**Notes:** Each page carries empty space in the side margins, for you to write important points or make notes.



**Intext Questions:** Very short answer self check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.



**What You Have Learnt:** This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.



**Terminal Questions:** These are long and short questions that provide an opportunity to practice for a clear understanding of the whole topic.



**Answers To Intext Questions :** These will help you to know how correctly you have answered the questions.



**Learning Outcomes :** This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.

**Activities:** Certain activities have been suggested for better understanding of the concept.

**www Web site:** These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

# COURSE OVERVIEW

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**MODULE**

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**LESSON**

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## 1. Understanding Leadership in Educational Institution

1. Meaning and Concept of Educational Institution
2. Nature and Scope of Educational Leadership
3. Profile of a Leader
4. Leadership Skills and Processes
5. Institutional Development Plan

## 2. Resource Management

1. Roles & Functions of a Leader
2. Human Resource Management
3. Non-Human Resource Management
4. Financial Management
5. Managing Teaching Learning Process  
(Curriculum, Pedagogy, Evaluation)
6. Institution-Community Interface

## 3. Action Research, Innovation and Best Practices

1. Meaning and Concept of Action Research
2. Methodology of Action Research
3. Innovations and Best Practices in  
Educational Leadership
4. Leadership Issues and Challenges

## 4. Internship

1. Internship
2. Internship Report Format

## SCHEME OF EXAMINATION

<b>Institutional Leadership and Management</b>					
S.r. No.	Course Code	Module Name	Theory Marks	Internal Assessment Marks	Internship Marks
<b>Certificate in Institutional Leadership and Management (6 Months)</b>					
<b>Paper I</b>	<b>739</b>	<b>Module I</b> Understanding Leadership in Educational Institution	40	60	Not Applicable
		<b>Module II</b> Resource Management			
		<b>Total Marks (a)*</b>	40	60	-
<b>Diploma in Institutional Leadership and Management** (12 Months)</b>					
<b>Paper II</b>	<b>740</b>	<b>Module III</b> Action Research, Innovation and Best Practices	40	60	50
		<b>Total Marks(b)***</b>	40	60	50
<p><b>Note -</b> On successful completion of Module I &amp; II the learners will be awarded the Certificate in Institutional Leadership and Management and on subsequent successful completion of the Module III and Internship, the learners will be awarded Diploma in Institutional Leadership and Management.</p> <p>* The certificate programme will be of <b>total 100</b> marks which will include theory of 40 marks and internal assessment of 60 marks.</p> <p>** The learner who enrolls in Diploma programme will have to clear Paper I and Paper II along with Internal Assessment and Internship.</p> <p>*** The Diploma programme will be of total <b>250 marks</b> which will include the marks of certificate programme i.e 100 and the marks of Paper II (40 marks), Internal Assessment(60 marks) and Internship (50 marks).</p>					

## GUIDELINES FOR INTERNAL ASSESSMENT

**The Internal Assessment is of 60 marks. The distribution of marks is as under:**

S.r. No.	Components of Internal Assessment	Marks Distribution	Brief Explanation of Components
1.	Projects	30	<p>The project will be based on the current practices trends in the field of Educational Leadership and Management which is related to the self learning material.</p> <p><b>Note:</b></p> <p><i>Three projects of 10 marks each have to be submitted by the learner for internal assessment.</i></p>
2.	Community Work	10	<p>Promoting education within a particular community, mobilize the community to participate for supporting education in community and organize events that bring the school and community together. <b>For example</b>, workshops, fairs, and community service projects etc.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• <i>Continuous and systematic collection of Community work throughout the academic period, which indicates cumulative efforts and learning of student over the time. It is mandatory that your community work report includes pictures.</i></li> <li>• <i>A learner can start the community work after reading the lesson 6 of Module II of this course which is based on institution-community interface.</i></li> </ul>
3.	Case Study	10	<p>The learner will be given two case studies/scenarios/ role-plays each of 5 marks to interpret and highlight the problem and its solution.</p>

4.	Display of Behavioral	05	While attending the class, there are five components of one marks each which are class participation, discipline, peer interaction, creativity and curiosity.	
5.	Attendance	05	<b>Criteria for Award of Marks of Attendance</b>	
			Less than 40%	No marks
			41% to 50 %	2 marks
			51% to 60 %	3 marks
			61% to 70 %	4 marks
			70% and above	5 marks
	<b>Total</b>	<b>60</b>		
<b>Note:</b>				
1. The schedule of submission of the Projects will be finalized by the study centre coordinator by the AVIs in consultation with teacher concerned and shall be notified to the students accordingly.				
2. The Internal Assessment marks shall be awarded by the teacher teaching the subject.				
3. It is compulsory for the students to secure minimum 50% marks to pass in Internal Assessment.				

## GUIDELINES FOR INTERNSHIP

### Guidelines for Internship

- Internship is mandatory only for the learners who enroll in one year Diploma Programme.
- Internship includes field visits of Institutions/Organisations documenting best practices in Educational Leadership and Management.
- After completing the Internship, a learner will be able to develop required skills and practical experience which is necessary to compete in the competitive world.
- **Marks** - The Internship is of 50 marks.
- **Duration**- 45 Days.
- **Hours**- 120 hrs.
- A learner can choose any two of the following thrust areas for internship.
  - Resource Management
  - Non-Human Resource Management
  - Financial Management
  - Management of Teaching Learning
  - Use of ICT in Institutional Management
  - Student Support Services
  - Critical Analysis of Role, Function and Behaviour of Successful Leaders
  - Contribution of CSR Activities
- Submit a report after the completion of internship. For evaluation, it is mandatory that your internship report includes pictures of the internship period and certificate of internship.
- Internship programme will be organised, executed and monitored by the AVI or the learner itself.
- To know more about the need and importance of internship and the benefit of internship with example please go through content of lesson -1 (Internship).

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	4. Financial Management	69-84
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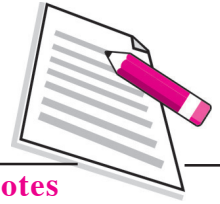


## **MODULE -1**

### **Understanding Leadership in Educational Institution**

1. Meaning and Concept of Educational Institution
2. Nature and Scope of Educational Leadership
3. Profile of a Leader
4. Leadership Skills and Processes
5. Institutional Development Plan





# 1

## MEANING AND CONCEPT OF EDUCATIONAL INSTITUTION

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### 1.0 INTRODUCTION

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Educational institutions are essential components of the education system because they contribute to the overall growth and education of individuals. Educational institutions provide classrooms, libraries, laboratories, and other learning-related resources. They play a crucial role in shaping individuals and promoting their intellectual and personal growth. They may also provide co-curricular activities and other resources to foster students' overall growth. In addition to academic knowledge, educational institutions also emphasize the skill development, training in particular area like arts, music, dance, sports, medical, computers, and hotel management etc. This chapter will focus on the meaning, nature, concept and characteristics of educational institutions that contribute to the holistic growth of students like development of physical, social, mental, intellectual, emotional, spiritual and moral values. It will also help you in understanding the role and functions of educational institutions and in what way these are different from other Institutions. Through this exploration, our aim is to provide a thorough understanding of the pivotal role play that educational institutions hold in shaping individuals and society.



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### 1.1 OBJECTIVES

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After reading this lesson, you will be able to:

- State the meaning and concept of Educational Institutions.
- Explain the nature and characteristics of Educational Institutions.
- Discuss the role and functions of Educational Institutions.



Notes

- Differentiate between Educational Institutions and Other Institutions.
- Describe the types of Educational Institutions.

## 1.2 MEANING AND DEFINITION OF EDUCATIONAL INSTITUTIONS

An educational institution is a place or organization dedicated to providing education and learning opportunities to people. It consists of two components: “education,” which refers to the process of acquiring knowledge and skills, and “institution,” which signifies a structured establishment that facilitates the delivery of education. Educational institutions can include schools, colleges, universities, training centers, or any other formal setting where individuals receive instruction and gain knowledge.

According to UNESCO (United Nations Educational, Scientific and Cultural Organization), “Educational Institutions are the Institutions that provide education as their main purpose, such as a school, college, university or training centre. Such institutions are normally accredited or sanctioned by the relevant national education authorities or equivalent authorities.”

Educational institutions are formally recognized and authorized by national or regional educational authorities to provide formal education. These institutions play a vital role in providing high-quality education and fostering inclusive learning opportunities for people of various age groups.

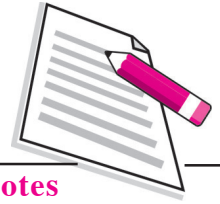
The National Education Policy (NEP) 2020 in India “introduces various reforms for educational institutions. It includes promoting holistic and multidisciplinary education, ensuring universal access to early childhood care and education, encouraging flexibility and multilingualism, integrating technology in education, emphasizing teacher training and professional development, fostering vocational education and skill development, promoting research and innovation, and granting autonomy and accountability to educational institutions.”

- Educational institutions are organizations that are specifically dedicated to providing education and learning opportunities to individuals. These institutions serve as formal structures that facilitate the process of imparting knowledge, skills, and values to students of different ages and backgrounds.
- Educational institutions refer to establishments or entities that have the primary objective of offering formal education. They encompass a wide range of organizations such as schools, colleges, universities, academies, and vocational

training centers that provide structured learning programs and resources to support the educational development of individuals.

- Educational institutions are recognized as establishments that focus on delivering education in a systematic and organized manner. They have defined curricula, qualified teachers or instructors, and educational facilities that create an environment conducive to learning and knowledge acquisition.
- Educational institutions are institutions or organizations dedicated to providing educational services and opportunities. These institutions play a vital role in imparting academic knowledge, promoting skill development, fostering personal growth, and preparing individuals for future endeavors in various fields.
- Educational institutions are recognized as entities that are primarily responsible for offering formal education to students. They encompass diverse educational levels and domains, including early childhood education, primary and secondary schooling, higher education, and vocational training. These institutions create structured learning environments and provide the necessary resources to support the educational journey of individuals.
- Educational institutions are institutions or establishments that exist to provide education and learning experiences to individuals. They serve as pillars of the education system, offering structured programs, qualified educators, and educational resources to facilitate the acquisition of knowledge, development of skills, and overall growth of students.
- Educational institutions play a vital role in delivering quality education, fostering inclusivity in learning, and equipping individuals with the knowledge and skills needed for their future endeavors.
- An educational institution is a specified place where individuals of varying age groups to an education in form of getting instructions and acquire knowledge.

In the education system, there are several examples of educational institutions in which some offer formal education and some provide non-formal education to individuals. It is essential to emphasize that both formal and non-formal education have vital roles in society. Formal education offers an academic base and recognized certifications/degrees. These institutions serve as dedicated organizations for learning and knowledge acquisition whereas non-formal education focuses on particular skills and lifelong learning. The decision between the two frequently depends on individual goals and learning objectives. Formal education offered in schools, colleges, and universities, while non-formal education is exemplified by vocational training centers, gurukuls,



# Module - 1

## Understanding Leadership in Educational Institution



Notes

### Meaning and Concept of Educational Institution

madaras and community workshops. Here are some examples of educational institutions:

Schools	Colleges and Universities	Vocational Training Centers	Training Institutes	Research Institutions	Academies/ Coaching Centers
<ul style="list-style-type: none"> <li>• These institutions offer education at the pre-primary, elementary and secondary levels.</li> <li>• They provide a structured curriculum and employ qualified teachers to facilitate teaching-learning process.</li> </ul> <p><b>Examples</b> are Elementary Schools, secondary schools, Boarding schools, Public schools, Private schools etc.</p>	<ul style="list-style-type: none"> <li>• These institutions provide higher education programs and degrees at graduation, post-graduation and doctorate level.</li> <li>• They offer a wide range of academic disciplines and specialized courses for students pursuing advanced studies.</li> </ul> <p><b>Examples</b> are Hindu College, Delhi College of Arts and Commerce</p>	<ul style="list-style-type: none"> <li>• These institutions focus on providing practical skills and training in specific trades or industries.</li> <li>• They equip individuals with the necessary expertise for specific career paths.</li> </ul> <p><b>Examples</b> are Industrial Training Institutes (ITIs), National Skill Development Corporation (NSDC) Pradhan Mantri Kaushal Vikas</p>	<ul style="list-style-type: none"> <li>• These institutions offer professional development programs and skill enhancement courses.</li> <li>• They help individuals acquire new skills or upgrade their existing knowledge in specific areas.</li> </ul> <p><b>Examples</b> are National School of Drama (NSD): Acting and Theater Training, Indian Institute of Mass Communication (IIMC): Journalism and Media</p>	<ul style="list-style-type: none"> <li>• These institutions focus on conducting research and advancing knowledge in various fields.</li> <li>• They provide a platform for scientific exploration and innovation.</li> </ul> <p><b>Examples</b> are Indian Council of Medical Research (ICMR), Tata Institute of Fundamental Research (TIFR), Indian Space Research Organisation (ISRO),</p>	<ul style="list-style-type: none"> <li>• These institutions concentrate on specific subjects or disciplines, providing specialized instruction and training in areas such as academics, arts, music, dance, or sports.</li> </ul> <p><b>Examples</b> are Aakash Institute, Vidya Mandir Classes, Brilliant Tutorials, FIITJEE, Chanakya IAS Academy, T.I.M.E. (Triumphant Institute of Management Education),</p>



Notes

Schools	Colleges and Universities	Vocational Training Centers	Training Institutes	Research Institutions	Academies/ Coaching Centers
	(DCAC), Indian Institute of Technology (IIT), All India Institute of Medical Sciences (AIIMS), Delhi University, GGS IP University, IGNOU, National Institute of Fashion Technology (NIFT), National Law School of India University (NLSIU) etc.	Yojana (PMKVY), Beauty and Wellness Training Institutes, Hospitality and Hotel Management Institutes, Fashion Designing and Tailoring Schools, Agriculture and Farming Vocational Training Institutes, Healthcare and Nursing Training Centers etc.	Training, National Institute of Technology (NITs): Engineering and Technology Training, Indian Maritime University (IMU): Maritime and Nautical Training, Film and Television Institute of India (FTII): Film and Television Training etc.	Indian Council of Agricultural Research (ICAR), Indian Statistical Institute (ISI) for Statistical Research and Data Science etc.	National School of Drama (NSD), Tabla Gharana, Bharatanatyam Natya Kendra, Kala Kendra, Ravi Shastri Cricket Academy, Dronacharya Cricket Academy etc.

These examples illustrate the diversnge of educational institutions within the education system, each with its own purpose and role in facilitating learning and personal development.

Educational institutions are establishments committed to delivering education and creating opportunities for learning. Their primary purpose is to impart knowledge, skills, and values to individuals from diverse backgrounds and age groups. Educational institutions encompass schools, colleges, universities, academies, vocational training centers, training institutes, research institutions, academies/ coaching centers, community workshops,

### Understanding Leadership in Educational Institution



Notes

gurukuls, and madarsas etc. They foster personal growth, intellectual development, critical thinking, skill development, and equip individuals for their future pursuits.

In short, these institutions serve as the foundation of societal progress, shaping individuals into capable and responsible citizens, and thereby contributing to the overall growth and development of nations.

### 1.3 NATURE AND CHARACTERISTICS OF EDUCATIONAL INSTITUTIONS

The nature and characteristics of educational institutions can be summarized as follows:

- **Focus on Education:** The main objective of educational institutions is to provide opportunities for education and learning through structured programs and curricula.
- **Formal Structure:** They have established rules, regulations, and procedures, adhere to curriculum guidelines, and require qualifications for teachers/educators.
- **Accreditation and Recognition:** Educational institutions are officially recognized and accredited in order to meet quality standards and adhere to educational guidelines.
- **Age and Level Specificity:** They cater to various age groups and offer education at various levels, taking into consideration the unique requirements and developmental stages of learners.
- **Learning Environment :** Educational institutions provide a conducive learning environment with classrooms, libraries, and technology to facilitate active learning and intellectual growth and development.
- **Knowledge Dissemination:** They serve as platforms for instructors to transmit (knowledge) subject-specific content, theories, and practical skills using a variety of teaching methods and resources.
- **Student Diversity:** Educational institutions welcome students from diverse backgrounds, cultures, and age groups, thereby promoting inclusion and facilitating interaction.
- **Holistic Development:** They emphasize overall development by nurturing personal growth, social skills, creativity, critical thinking, and character development.
- **Research and Innovation:** Numerous institutions engage in research and



innovation, encouraging students and faculty to explore new ideas and promote intellectual growth.

- **Community Engagement:** Educational institutions promote collaboration and engagement to connect with the community through events, outreach programs, and other initiatives.

These characteristics collectively highlight the unique nature and significance of educational institutions in providing quality education and preparing individuals for their future pursuits.

### 1.4 ROLE AND FUNCTIONS OF EDUCATIONAL INSTITUTIONS

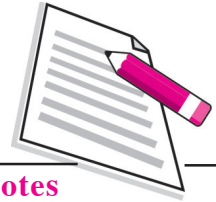
Educational institutions have a significant impact on individuals, communities, and societies by providing the groundwork for personal growth, social advancement, and the acquisition of the essential knowledge and skills required for a thriving society. The following are important functions of educational institutions:

- Knowledge Dissemination
- Skill Enhancement
- Character Building
- Personal Development
- Future Readiness
- Socialization and Citizenship
- Research and Innovation
- Community Engagement
- Economic Contribution
- Lifelong Learning

**Knowledge Dissemination:** Educational institutions serve as platforms for delivering structured learning programs, courses, and curricula in a variety of disciplines and subject areas.

**Skill Enhancement:** Educational institutions focus on cultivating a wide spectrum of skills in students, such as problem-solving, critical thinking, collaboration, communication, and cognitive abilities that contribute to personal and professional development.

**Character Building:** Educational institutions prioritize character development and value



### Understanding Leadership in Educational Institution



Notes

education, nurturing qualities such as social responsibility, empathy, and respect that contribute to holistic development.

**Personal Development:** Educational institutions provide an environment that promotes personal development, self-discovery, and the exploration of interests, talents, and aspirations.

**Future Readiness:** Educational institutions prepare students for their future pursuits, whether it is further education, career paths, or entrepreneurial endeavors, by providing them with guidance, counseling, and support to make informed decisions.

**Socialization and Citizenship:** Educational institutions promote socialization and assist students in the development of social skills, cultural awareness, and a sense of belonging, thereby preparing them to become responsible and engaged members of society.

**Research and Innovation:** Educational institutions actively contribute to research and innovation through scholarly activities, studies, and the encouragement of faculty and students to explore new ideas, thereby advancing knowledge and fostering progress.

**Community Engagement:** Educational institutions collaborate with parents, local organizations, and other stakeholders to engage with the community, resolve its needs, promote social awareness, and contribute to the community's well-being.

**Economic Contribution:** By equipping individuals with workforce-relevant knowledge and skills, educational institutions contribute to economic growth and industry expansion.

**Lifelong Learning:** Educational institutions foster a culture of continuous learning, encouraging individuals to continue their educational journey and pursue personal and professional growth beyond formal education. They also play a crucial role in promoting the overall development of students, encompassing physical, social, mental, intellectual, emotional, spiritual and moral aspects. In essence, these institutions create an environment where lifelong learning and holistic development are encouraged.

### 1.4.1 Role of Educational Institutions at Different Levels

At elementary, secondary, and higher level of education, educational institutions play a crucial role in providing comprehensive learning experiences and promoting the development of individuals at various phases of their educational journey. The roles of educational institutions at three different levels are as follows:

- At Primary level
- At Secondary level
- At Higher level



Notes

Role of Educational Institutions at Different Levels		
Elementary Education	Secondary Education	Higher Education
<ul style="list-style-type: none"> <li>• <b>Foundational Learning:</b> Educational institutions at the primary level provide foundational knowledge and abilities to young students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Academic Preparation:</b> Educational institutions at the secondary level prepare students for higher education and future careers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advanced Knowledge and Specialization:</b> Educational institutions at the higher education level provide in-depth knowledge and specialized programs.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Basic Literacy and Numeracy:</b> These programs emphasize the development of basic literacy and numeracy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Specialization:</b> They provide greater variety of subjects and permit students to choose specific streams based on their interests.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Professional Training:</b> They offer courses and programs designed for particular professions and industries.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Socialization and Development of Behavior:</b> Educational institutions promote socialization, positive behavior, and values.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skill Development:</b> Educational institutions emphasize on critical thinking, problem-solving, communication, and collaboration skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Research and Innovation:</b> Through studies and advanced research programs, educational institutions promote research and innovation.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Holistic Development:</b> They foster physical, cognitive, emotional, and social growth.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Preparation for Exams:</b> Students are prepared for standardized examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Career Preparation:</b> Internships, practical training, and industry exposure increase employability.</li> <li>• <b>Personal and Intellectual Development:</b> Institutions of higher education at this level foster critical and independent thought.</li> </ul>

### Understanding Leadership in Educational Institution



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In conclusion, educational institutions at various levels play distinct roles in providing foundational education, preparing students for higher education and vocations, promoting skill development, and facilitating personal growth and socialization. They contribute to the development and readiness of individuals for future endeavors.



### INTEXT QUESTIONS 1.1

1. Which of the following statements best describes the nature and characteristics of educational institutions?
  - a.) Educational institutions are primarily concerned with providing entertainment and recreational activities.
  - b.) Educational institutions aim to promote the physical and mental well-being of individuals.
  - c.) Educational institutions focus solely on vocational training and skill development.
  - d.) Educational institutions have no role in shaping social & cultural values.
2. Which of the following best describes the meaning of educational institutions?
  - a) Organizations that solely focus on providing entertainment and recreational activities.
  - b) Institutions dedicated to promoting lifelong learning and knowledge acquisition.
  - c) Institutions primarily concerned with promoting religious practices and beliefs.
  - d) Organizations responsible for providing healthcare services to the community.
3. Which of the following characteristics is associated with educational institutions?
  - a) Exclusive focus on job placements.
  - b) Limited access to resources and learning materials.
  - c) Encouragement of critical thinking and intellectual curiosity.
  - d) Promotion of unhealthy competition among students.
4. What role do educational institutions play in society?
  - a) They have no significant impact on society.

## Meaning and Concept of Educational Institution

- b) They primarily focus on promoting individual success and achievement.
  - c) They contribute to social and economic development.
  - d) They are solely responsible for the moral upbringing of individuals.
5. Which type of educational institution offers undergraduate programs and grants bachelor's degrees?
- a) University
  - b) Secondary School
  - c) Industrial School
  - d) Technical Institute
6. Which type of educational institution focuses on practical skills and job-specific training?
- a) Elementary School
  - b) Middle School
  - c) Secondary School
  - d) Vocational School

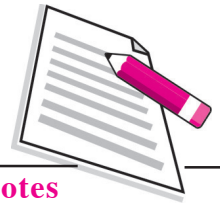
## 1.5 DIFFERENTIATING BETWEEN EDUCATIONAL INSTITUTIONS AND OTHER INSTITUTIONS

Educational institutions can be distinguished from other institutions based on their main purpose, structure, and services provided. Here are some key points of differentiation:

Aspect	Educational Institutions	Other Institutions
<b>Purpose</b>	Educational institutions primarily focus on providing formal education and learning opportunities to individuals, aiming to impart knowledge, develop skills, and foster personal growth.	Other institutions may have different objectives, such as providing healthcare, financial services, or promoting cultural activities.
<b>Focus on Learning</b>	Educational institutions prioritize the learning and academic development of individuals, emphasizing the acquisition of knowledge, skills, and values.	Other institutions may prioritize different aspects, such as providing medical treatments in healthcare institutions or offering financial services in banks.
<b>Structure</b>	Educational institutions have a specific organizational structure	Other institutions have structures and facilities tailored

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### Understanding Leadership in Educational Institution



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### Meaning and Concept of Educational Institution

	dedicated to supporting education, with classrooms, libraries, laboratories, and other learning facilities.	to their specific functions, like hospitals in healthcare institutions or financial centers in banks.
<b>Accreditation or Recognition</b>	Educational institutions often undergo accreditation or recognition processes by education authorities to ensure they meet quality standards.	Other institutions may have different accreditation or certification processes specific to their fields, such as medical board accreditations for healthcare institutions.
<b>Curriculum</b>	Educational institutions follow defined curricula aligned with educational standards. They deliver education through structured courses and subjects.	Other institutions may have different frameworks or guidelines for their operations, which may not involve a formal curriculum.
<b>Non-profit / For-profit</b>	Non-profit based: Primary aim of educational institutions is to improve the quality of education by dissemination of knowledge, skill development along with holistic development.	Profit based: Primary aim of other institutions is to generate financial profits or returns for their stakeholders.
<b>Qualified Staff / Staffing</b>	Educational institutions employ qualified teachers/ educators and professionals with expertise in education. They have teachers, professors, and instructors who are specialized in delivering effective education.	Other institutions may have professionals' specific to their fields, such as doctors in healthcare institutions or financial experts in banks.
<b>Examples</b>	Schools, colleges, universities, training centers, AVIs (Accredited Vocational Institutions), etc. AIs (Accredited Institutions), open schools etc.	Hospitals, banks, businesses and corporations , Legal Firms

### 1.6 TYPES OF EDUCATIONAL INSTITUTIONS

Educational institutions encompass a range of types, including government and private institutions, formal and non-formal institutions, as well as Accredited Vocational Institutions (AVIs) and Accredited Institutions (AIs). In addition, Non-Governmental Organizations (NGOs) contribute to the educational landscape. These educational institutions offer a variety of methods/approaches to satisfy the diverse needs and objectives of their students in education.

Govt. /Private, Formal/Non- formal, Accredited Vocational Institution (AVI), Accredited Institution (AI), Non-Governmental Organization (NGO)

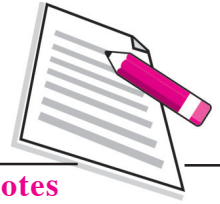
- **Govt. Institutions/Private Educational Institutions**
- **Formal/Non- formal**
- **Accredited Vocational Institution (AVI)**
- **Accredited Institution (AI)**
- **Non-Governmental Organization (NGO)**

1. **Govt. Institutions/Private Educational Institutions:** Educational institutions are places where people go to learn and acquire knowledge and skills. They provide formal education and training to students. There are different types of educational institutions, such as government and private institutions.
2. **Government Educational Institutions:** These institutions are supported and administered by the government. These institutions are established and operated by various levels of government, including the central, state, and local levels. Government educational institutions play an important part in providing education to the public and permitting access to quality education for everyone. They are generally supported by government funds, regulations, and policies. Government schools, colleges, universities, and vocational training institutions are examples of government educational institutions. These institutions aim to offer affordable education, encourage social equity, and meet educational needs.

#### **Characteristics of Government Educational Institutions:**

- ❖ **Government Funding:** Government educational institutes receive financial support from the government to cover infrastructure, staff salaries, and educational resources.
- ❖ **Accessibility:** Government institutes strive to make education affordable and accessible to a wide range of individuals, regardless of their socioeconomic background.

### Understanding Leadership in Educational Institution



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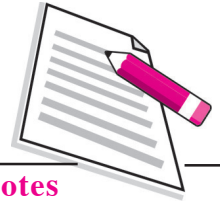
- ❖ **Regulatory Compliance:** Government institutions operate in accordance with established regulations and guidelines set by education authorities.
  - ❖ **Focus on Public Interest:** Government institutes prioritize the public's best interests by addressing educational needs and contributing to a skilled workforce and educated society.
  - ❖ **Comprehensive Education:** Government institutes offer a wide range of programs and subjects, providing a comprehensive education that includes essential subjects and extracurricular activities.
  - ❖ **Merit-Based Admissions:** Government institutes typically use merit-based admission criteria, ensuring equal opportunities for students based on academic achievements or entrance exams.
  - ❖ **Qualified Faculty:** Government institutes have qualified faculty members who possess the necessary qualifications and expertise in their respective fields.
  - ❖ **Research and Innovation:** Government institutes actively engage in research and innovation to advance knowledge and promote innovation in various disciplines.
  - ❖ **Free Education:** Government educational institutions provide education at no cost to the students, aiming to ensure accessibility and equal opportunities for all without imposing tuition fees or extra charges for educational activities.
  - ❖ **Community Outreach:** Government institutes conduct community outreach programs to disseminate information, provide assistance, and address societal needs.
  - ❖ **Public Trust and Reputation:** Government institutes enjoy a high level of public trust and reputation due to their affiliation with the government and commitment to providing quality education.
  - ❖ **Oversight and Accountability:** Government institutes are subject to government oversight and are accountable to relevant educational authorities.
3. **Private Educational Institutions** are administered and managed by private individuals, organizations, or corporations. Private institutions are not funded by any government but they are dependent on private funding sources, such as tuition fees, donations, and grants. Private educational institutions, including schools, universities, and specialized training institutes, offer a variety of



educational programs. Many institutions have the freedom to create their own curricula and teaching methods, emphasizing on specialized subjects or innovative educational approaches. Private institutions play a significant role in providing different opportunities in education by offering subject choices and promoting innovation and diversity in the world of academia. They may, however, charge higher tuition fees than government institutions and operate under their own governing bodies and policies.

### Characteristics of Private Educational Institutions:

- ❖ **Private Ownership:** Private educational institutions are privately owned and funded by sources other than the government, such as tuition fees and donations.
- ❖ **Flexibility and Autonomy:** Private institutes have more freedom to make decisions regarding curriculum, teaching methods, and policies to meet the specific needs of their students.
- ❖ **Varied Admission Criteria:** Private institutes may have different admission criteria compared to government institutions.
- ❖ **Diverse Educational Offerings:** Private institutes often offer a wide range of programs and courses, specializing in specific fields or niche subjects.
- ❖ **High cost of Education:** Private educational institutions often charge tuition fees and additional expenses like books, uniform etc., making them generally more expensive for students.
- ❖ **Emphasis on Innovation and Entrepreneurship:** Private institutes prioritize fostering creativity, problem-solving skills, and an entrepreneurial mindset.
- ❖ **Focus on Quality and Specialization:** Private institutes strive for high-quality education and may specialize in certain disciplines.
- ❖ **Modern Infrastructure and Facilities:** Private institutes invest in modern infrastructure, laboratories, libraries, and technological resources to enhance the learning environment.
- ❖ **Student-Centric Approach:** Private institutes prioritize personalized attention, smaller class sizes, and student support services to promote individual growth and development.





- ❖ **Networking and Industry Connections:** Private institutes provide networking opportunities and industry connections to enhance career prospects and practical experience for their students.
- ❖ **Financial Aid and Scholarships:** Private institutes may offer financial aid programs and scholarships to support students with financial constraints.
- ❖ **Reputation and Alumni Network:** Private institutes build a strong reputation and have well-established alumni networks, providing opportunities for networking, internships, and employment.

Both government and private educational institutions offer similar educational programs and courses. However, there may be differences in terms of resources, facilities, fees, and admission criteria. Government institutions are usually more affordable as they receive financial support from the government, while private institutions may charge higher fees to cover their expenses.

4. **Formal/Non- formal Educational Institutions:** - Formal and non-formal educational institutions serve distinct purposes. Formal institutions, such as schools and universities, offer a structured education with recognized degrees, whereas non-formal institutions provide flexible learning for the development of specific skills and vocational training. Both contribute to diverse educational pathways and lifelong learning for individuals with diverse preferences and objectives.

- ❖ **Formal Educational Institutions:** Formal educational institutions, including schools, colleges, and universities, are structured organizations that adhere to a standardized curriculum and grant recognized degrees or certificates. They provide a comprehensive education system with well-defined learning goals, established curricula, and formal evaluations. Formal institutions have a clearly defined faculty and administrative hierarchy and adhere to specific educational standards established by relevant authorities. They play a vital role in imparting academic knowledge, promoting skill development, and preparing students for higher education or professional careers. These institutions establish an optimal learning atmosphere with classrooms, libraries, laboratories, and other resources to support the educational progress of students.

### Characteristics of Formal Educational Institutes:

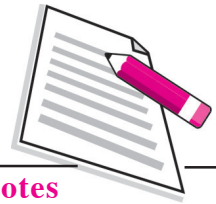
- ❖ **Structured Curriculum:** Formal institutes follow a structured curriculum that covers a wide range of subjects and learning objectives.

- ❖ **Recognized Credentials:** Formal institutes offer degrees or certificates that are widely recognized and valued.
- ❖ **Accreditation and Quality Assurance:** Formal institutes undergo accreditation processes to ensure they meet quality standards and provide a high-quality learning environment.
- ❖ **Qualified Faculty:** Formal institutes have qualified faculty members with expertise in their respective fields.
- ❖ **Learning Resources:** Formal institutes provide access to libraries, laboratories, and technology-based tools to support learning.
- ❖ **Assessment and Evaluation:** Formal institutes use various methods to assess students' progress and understanding.
- ❖ **Standardized Learning Environment:** Formal institutes maintain a consistent learning environment and uphold teaching methods.
- ❖ **Clear Administrative Structure:** Formal institutes have a well-defined administrative hierarchy.
- ❖ **Academic Support and Guidance:** Formal institutes offer support services like counseling and tutoring to enhance the academic experience.
- ❖ **Pathway to Higher Education:** Formal institutes prepare students for higher education by providing a strong foundation of knowledge and skills.

These characteristics contribute to the credibility, consistency, and role of formal educational institutions in providing a structured and recognized education system. They play an essential role in imparting knowledge, fostering academic development, and preparing students for future academic and professional endeavors.

### Characteristics of Non-formal Educational Institutes:

- ❖ **Flexible Learning Programs:** Non-formal institutes offer flexible learning programs that accommodate diverse learner needs and preferences outside the traditional formal education system.
- ❖ **Skill Development and Vocational Training:** Non-formal institutes focus on specific skills and vocational training to prepare individuals for practical, job-specific knowledge in specialized areas.



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## Understanding Leadership in Educational Institution



Notes

## Meaning and Concept of Educational Institution

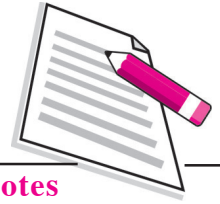
- ❖ **Customized Approach:** Non-formal institutes tailor their programs to address specific learning needs; allowing individuals to learn at their own pace and focus on areas of interest or career development.
- ❖ **Alternative Assessment and Recognition:** Non-formal institutes employ informal methods of assessment and recognition, including practical demonstrations, portfolios, and industry-recognized certifications.
- ❖ **Targeted Audience:** Non-formal institutes cater to adult learners, working professionals, and individuals seeking specialized knowledge or further skill development.
- ❖ **Flexible Learning Environments:** Non-formal institutes offer diverse learning environments such as online platforms, vocational training centers, and part-time learning opportunities to accommodate various schedules and constraints.
- ❖ **Practical Application of Knowledge:** Non-formal institutes prioritize practical application through hands-on learning experiences, real-world simulations, and industry partnerships.
- ❖ **Emphasis on Lifelong learning:** Non-formal institutes promote lifelong learning, encouraging continuous personal and professional development throughout an individual's life.
- ❖ **Diverse Teaching Methods:** Non-formal institutes employ a range of teaching methods, including workshops, apprenticeships, mentorship programs, and self-paced learning modules.
- ❖ **Collaborative Learning Environment:** Non-formal institutes foster informal and collaborative learning environments, facilitating networking, peer-to-peer learning, and sharing experiences among learners.



### INTEXT QUESTIONS 1.2

1. Which type of educational institution is funded and administered by the Government?
  - a) Private School
  - b) NGO
  - c) Government School
  - d) Accredited Institution

2. Which type of educational institution provides education outside the regular school system, typically targeting specific skills or knowledge?
  - a) Private School
  - b) Government School
  - c) Formal School
  - d) Non-formal School
3. Which type of educational institution follows a structured curriculum, rigid admission and examination norms and is recognized by an official education system?
  - a) Non-formal School
  - b) Accredited Vocational Institution
  - c) Informal School
  - d) Formal School
4. Which type of educational institution is operated and financed by non-governmental entities or individuals?
  - a) Government School
  - b) Formal School
  - c) Private School
  - d) Accredited Vocational Institution
5. Which type of educational institution delivers education through alternative methods and approaches, often targeting marginalized or underserved communities?
  - a) Accredited Institution
  - b) Non-formal School
  - c) Formal School
  - d) Government School
5. **An Accredited Vocational Institution (AVI)** is an educational institution that focuses on providing vocational training and skills development in particular industries. For example, an AVI may specialize in offering programs for



### Understanding Leadership in Educational Institution

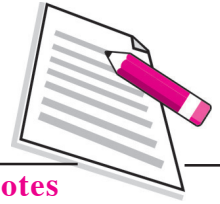


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automotive mechanics, culinary arts, or computer programming. These institutes offer hands-on training and practical skills-based courses that prepare students for specific careers or trades. AVIs go through an accreditation process to ensure that they meet quality standards set by educational authorities. This accreditation ensures that the education provided by AVIs aligns with industry requirements and prepares students for real-world employment. By collaborating with industry partners and updating their curriculum, AVIs ensure that students receive up-to-date and relevant training. Through their specialized vocational programs, AVIs play a crucial role in equipping individuals with the practical skills and knowledge needed to excel in their chosen fields.

#### Characteristics of Accredited Vocational Institution (AVI):

- ❖ **Specialized Vocational Training:** AVIs focus on specialized vocational training in specific industries or trades, providing practical skills and knowledge.
- ❖ **Industry Relevance:** AVIs collaborate with industry partners to ensure their curriculum meets industry standards and remains relevant.
- ❖ **Accreditation:** AVIs undergo accreditation to meet quality standards set by educational authorities.
- ❖ **Hands-on Learning:** AVIs emphasize practical training and real-world experiences.
- ❖ **Career-oriented Approach:** AVIs prepare students for specific careers or trades, offering career guidance and job placement assistance.
- ❖ **Industry-Experienced Faculty:** AVIs have faculty with industry experience, providing valuable insights to students.
- ❖ **State-of-the-Art Facilities:** AVIs offer modern facilities and equipment for practical learning.
- ❖ **Flexible Learning Options:** AVIs provide flexible learning options like part-time or online courses.
- ❖ **Continuing Education:** AVIs offer lifelong learning to learn new skills and update their knowledge as per advancements.
- ❖ **Industry Recognition:** AVIs are recognized and respected by industry professionals and employers.



6. **Accredited Institution (AI):** An Accredited Institution (AI) is an educational institution that has received official recognition and accreditation from relevant authorities. These institutes adhere to specific quality standards set by educational bodies and offer approved curricula that align with established educational guidelines. They have a faculty composed of qualified educators who deliver effective education and provide comprehensive student support services. Graduates of Accredited Institutions receive recognized credentials that open doors to further education and career advancement. Through a rigorous accreditation process, these institutes demonstrate their commitment to maintaining high educational standards and ensuring a valuable learning experience for students. The accreditation status enhances the credibility and reputation of the institute, instilling confidence in students regarding the quality of education they receive.

#### Characteristics of Accredited Institutions (AI):

- ❖ **Quality Assurance:** Accredited Institutions have met the required quality standards set by educational authorities, ensuring the delivery of high-quality education.
- ❖ **Approved Curriculum:** These institutes follow an approved curriculum that aligns with educational objectives and industry requirements, providing students with a well-rounded education.
- ❖ **Experienced Faculty:** Accredited Institutions employ qualified faculty members who possess the necessary expertise and experience to deliver effective education and mentor students.
- ❖ **Adequate Resources:** These institutes have the necessary infrastructure, facilities, and resources to support teaching, learning, and research activities.
- ❖ **Assessment and Evaluation:** Accredited Institutions have formal assessment methods in place to assess students' understanding and progress, ensuring their academic growth.
- ❖ **Professional Development:** Faculty members are encouraged to engage in professional development activities to stay updated with the latest research and teaching methodologies.
- ❖ **Lifelong Learning:** These institutes often offer continuing education programs, workshops, and seminars to support the ongoing professional development of individuals.



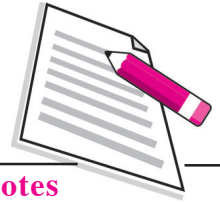


- ❖ **Industry Partnerships:** Accredited Institutions collaborate with industries and organizations to provide students with practical exposure, internships, and industry-relevant experiences.
- ❖ **Career Services:** These institutes offer career support services, including job placement assistance, internships, and networking opportunities, to help students succeed in their chosen career paths.
- ❖ **Alumni Network:** Accredited Institutions cultivate strong alumni networks, enabling current and former students to connect, collaborate, and benefit from each other's experiences and professional networks.

The main difference between an Accredited Vocational Institution (AVI) and an Accredited Institution (AI) lies in their focus and educational offerings. AVIs specialize in providing vocational training and skills development in specific industries or trades, focusing on practical skills and hands-on training. For example, an AVI may offer programs in automotive technology, culinary arts, or computer programming. In an AVI, the curriculum may include courses such as welding techniques, electrical installations, or medical assisting, where students learn the practical skills required for specific vocational careers. On the other hand, AIs offer a broader range of academic programs across various disciplines, providing a comprehensive education. For example, an AI may offer programs in business administration, engineering, or humanities. In an AI, the curriculum may include subjects like mathematics, literature, economics, or sociology, providing students with a broader understanding of various academic disciplines.

7. **Non-Governmental Organizations (NGOs)** are independent and non-profit organizations that have a significant impact on education. In contrast to government or private institutions, NGOs have a specific focus on addressing particular social issues or serving marginalized communities. Their primary goal is to provide educational access to disadvantaged individuals who may not have opportunities in formal educational settings. NGOs often design and implement innovative educational programs and initiatives that cater to the unique needs of their target beneficiaries. They collaborate with local communities, governments, and other stakeholders to create educational opportunities and promote positive social change. Through their dedication and commitment, NGOs contribute to narrowing educational gaps and empowering individuals with knowledge and skills for a brighter future.





### Characteristics of Non-Governmental Organizations (NGOs):

- ❖ **Mission-driven:** NGOs are driven by a specific mission or cause, working towards addressing social issues and serving marginalized communities.
- ❖ **Non-profit:** NGOs operate on a non-profit basis, focusing on community service rather than generating profits.
- ❖ **Independence:** NGOs operate independently from government control, allowing them to develop their own strategies and programs.
- ❖ **Advocacy:** NGOs actively engage in advocacy work to promote social change and address systemic issues.
- ❖ **Collaboration:** NGOs collaborate with other organizations, governments, and stakeholders to maximize their impact.
- ❖ **Funding:** NGOs rely on donations, grants, and sponsorships to support their programs and operations.
- ❖ **Volunteer involvement:** NGOs engage volunteers who contribute their time and skills to advance the organization's mission.
- ❖ **Transparency:** NGOs uphold transparency in their operations and financial management, being accountable to their stakeholders.
- ❖ **Flexibility and innovation:** NGOs are flexible in adapting to changing circumstances and employ innovative approaches.
- ❖ **Impact-oriented:** NGOs focus on creating tangible and sustainable impact in the communities they serve, measuring success through positive outcomes.



### INTEXT QUESTIONS 1.3

1. Which type of educational institution leverages artificial intelligence and technology to deliver instruction and learning experiences?
  - a) AI Institution
  - b) Private School
  - c) Government School
  - d) All of the above

#### Understanding Leadership in Educational Institution



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2. Which type of educational institution focuses on providing social and community services rather than profit-making?
  - a) AI Institution
  - b) Government School
  - c) Private School
  - d) Formal School
3. Which type of educational institution operates independently of government control and is driven by the mission of providing educational services to the community?
  - a) AVI
  - b) NGO
  - c) Private School
  - d) AI Institution
4. Which type of educational institution focuses on providing vocational training and skills development?
  - a) AVI
  - b) Non-formal School
  - c) NGO
  - d) Formal School



#### WHAT YOU HAVE LEARNT

Educational institutions are organizations or places that are dedicated to providing education and learning opportunities to everyone. These institutions play a vital role in developing understanding, competencies, and moral values among students of different ages and socioeconomic backgrounds. The primary purpose of educational institutions is to facilitate formal education by providing well-organized and structured educational courses. These courses may include early childhood education, primary and secondary education, as well as college and university education. Vocational training centers are also considered educational institutions because they provide specialized training in particular fields. Typically, educational institutions have a curriculum or set of courses designed to satisfy educational goals. They employ competent teachers or tutors who

## Meaning and Concept of Educational Institution

guide students through the learning process. Educational institutions provide classrooms, libraries, laboratories, and other learning-related resources. In general, educational institutions serve as pillars of education by providing structured learning opportunities and fostering environments for individuals to acquire knowledge, develop skills, and develop academically and personally.



### TERMINAL QUESTIONS

1. Explain the meaning, nature and characteristics of Educational Institutions.
2. Differentiate between Educational Institutions and other Institutions.
3. Discuss the role and functions of Educational Institutions.
4. Explain the types of educational Institutions.



### ANSWERS TO INTEXT QUESTIONS

#### 1.1

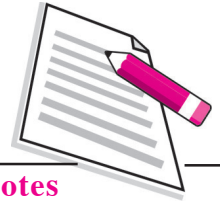
1. b) Educational institutions aim to promote the physical and mental well-being of individuals.
2. b) Institutions dedicated to promoting lifelong learning and knowledge acquisition.
3. c) Encouragement of critical thinking and intellectual curiosity.
4. c) They contribute to social and economic development.
5. a) University
6. d) Vocational School

#### 1.2

1. c) Government School
2. d) Non-formal School
3. d) Formal School
4. c) Private School
5. b) Non-formal School

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### Understanding Leadership in Educational Institution



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### Understanding Leadership in Educational Institution



Notes

### 1.3

1. d) All of the above
2. b) Government School
3. b) NGO
4. a) AVI



### LEARNING OUTCOMES

After reading this lesson, you are able to:

- Explain concept & meaning of Educational Institutions and the nature & characteristics of Educational Institutions.
- Discuss the role & functions of Educational Institutions and describe the types of educational Institutions.
- Differentiate between Educational Institutions and other Institutions.



# 2

## MEANING AND CONCEPT OF EDUCATIONAL INSTITUTION

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### 2.0 INTRODUCTION

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Leadership, as a crucial element in society and organizations, involves guiding and influencing individuals or groups towards a common objective. It transcends formal authority and requires various skills like communication, empathy, and adaptability. By recognizing and meeting the needs of followers and encouraging them to perform their best, effective leadership promotes innovation, teamwork, and goal achievement. Educational leadership involves managing and guiding educational institutions in order to achieve educational goals successfully. Its main objectives are to boost the quality of tutors, improve student progress, and provide a happy learning environment. It addresses particular issues within the education sector and is focused on educational goals, pedagogy, and student development, in contrast to corporate, political or other types of leadership.

This chapter will focus on the meaning, nature, scope and significance of leadership. It will also help you in understanding the role of a good leader and in what way academic leadership is different from administrative leadership.



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### 2.1 OBJECTIVES

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After reading this lesson, you will be able to:

- Explain the meaning and concept of leadership.
- Discuss the qualities of a good leader.
- Discuss the transformation in the leadership approach.

### Understanding Leadership in Educational Institution



Notes

- Explain the nature, scope and significance of leadership.
- Describe the types and theories of leadership.
- Discuss the leadership in Educational Institute.
- Differentiate between academic and administrative leadership.

## 2.2 MEANING AND DEFINITION OF LEADERSHIP

To achieve the goal of quality, every educational institute requires a leader. Success of any institute depends upon the vision of its leader. A Leader's role is very crucial. Leader means not only 'In-charge', it is actually- 'In your charge'. A leader is a person, who inspires, directs, supports and motivates a group of people to achieve a common target and which leads to the success. Leaders have strong communication skills; problem solving skills, clear vision, ability to motivate/support others, empathy and empower their team members. However, a manager is responsible for completing four critical functions: planning, organizing, leading, and controlling. A leader not only delegates responsibilities among the team but also motivates team members for the quality output. An effective leader believes in Honesty, hard work, collaboration, and problem solving attitude, team work, and healthy work culture, novelty in ideas, flexibility and success with quality. Leadership is at the fundamental basis of quality education. Educational leadership is an important factor in achieving learning outcomes. True leadership strives for ongoing development. We can **define leadership** in the following ways:

- **According to Stogdill, 1950**, "Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement".
- **According to Bass, 1999**, "Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members." Leadership occurs when one group member modifies the motivation or competencies of others in the group.
- **According to Ololube, 2004**, "Leadership can also be explained as a development of a clear and complete system of expectations in order to identify, evoke and use the potentials of all resources in the organization the most important of which is people."

- According to Adesina, 2011, “Leadership is defined as the ability to get things done with the support and cooperation of other people within the institution, organization, or system.”

Thus, leadership is a dynamic process involving the influence, interaction, and motivation of group members to work together towards achieving common goals within an organization. It encompasses the development of clear expectations and the utilization of available resources, primarily people, to effectively accomplish tasks and objectives while fostering cooperation and support among team members.

### Characteristics of Leadership

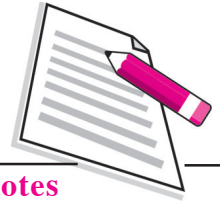
- Leadership is the art of guiding, motivating, and influencing individuals or groups towards a shared goal or vision. Leaders lead by example, empower others, and collaborate effectively in teams.
- Leadership involves motivating and transforming individuals or groups, turning their potential into reality. Leaders direct and control a group, motivating them to reach their full potential.
- Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives. It plays a critical role in helping individuals or groups identify their goals and work towards achieving them.
- Leadership is not limited to specific roles or positions. Whether it’s a manager, sports coach, or teacher, all leaders share the purpose of influencing outcomes and empowering teams.
- Leadership is a skill that can be cultivated. It includes elements such as providing support and guidance, active participation, goal accomplishment, and acting as a catalyst for turning capabilities into reality.
- Leadership encompasses all interpersonal interactions that influence an institution’s ability to work towards its objectives. It requires setting an example, building trust, and fostering an environment that promotes success, development, and innovation.
- Leadership exists in various fields like education, business, politics, and society. It is essential for bringing about change, motivating people, and attaining success.

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### 2.3 QUALITIES/ CHARACTERISTICS OF A GOOD LEADER

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Quality is a characteristic that defines excellence, reliability, or superiority in specific contexts. In humans, qualities like empathy, integrity, resilience, and others exemplify



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these attributes. Similarly, in non-human aspects like systems and products, qualities such as durability, efficiency, reliability, and sustainability serve as benchmarks for excellence and effectiveness. In essence, quality serves as a standard of excellence, shaping the nature and actions of individuals and objects within their respective domains.

A good leader leads with positive attitude/positive mindset, honesty and integrity. A leader's behavior significantly affects the performance and morale of team members.

Following are the characteristics of a good leader:

**Inspiration:** A good leader inspires and motivates others to achieve their best and strive for success.

**Clear Vision:** They have a clear vision and set goals that guide their actions and inspire others to follow.

**Perseverance:** A good leader possesses a never-give-up spirit, overcoming challenges and setbacks with determination.

**Empathy:** A good leader demonstrates empathy and understanding, considering the feelings and perspectives of others.

**Open-Mindedness and Creativity:** They are open-minded and encourage new ideas and creative thinking to drive innovation.

**Flexibility:** Good leaders are adaptable and flexible, adjusting their strategies and approaches as needed.

**Supportive:** They provide support, guidance, and resources to help individuals and teams succeed.

**Observational Skills:** A good leader possesses strong observational skills, recognizing strengths, weaknesses, and opportunities for improvement.

**Effective Communication:** Good leaders are skilled communicators, conveying their ideas clearly and actively listening to others.

**Continuous Learner:** They embrace a mindset of continuous learning, seeking knowledge and self-improvement.

**Decision-Making:** They are effective decision-makers, considering available information and making timely and informed choices.

**Integrity:** People admire and trust leaders who consistently act with integrity.

**Accountability:** Effective leaders take ownership of their decisions and hold both the team members and themselves responsible for achieving objectives.



**Confidence:** Leaders exhibit confidence, which encourages people to do their best work and inspires them to do the same.

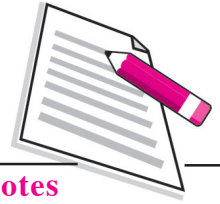
**Empowerment:** Effective leaders delegate power, offer assistance and resources, and give their team members the tools they need to succeed.

**Resilience:** Resilient people keep a positive outlook and inspire others in the face of difficulties. These characteristics contribute to outstanding leadership and the capability to make a positive impact on individuals, teams, and organizations. Leadership skills may be improved through self-awareness, education, expert advice and practice.

### 2.4 TRANSFORMATIONS IN THE LEADERSHIP APPROACH

Conventional methods of leadership traditionally involve a hierarchical and top-down approach, where leaders exert authority and control over their teams. These leaders often make decisions independently and expect compliance from their subordinates. In contrast, transformations in leadership approach reflect a shift towards more collaborative and inclusive leadership styles. The latest trends of leadership approach involve five essential shifts that not only build upon but also extend beyond conventional methods:

- 1. Moving from executive to visionary status:** Creating a compelling mission that engages and benefits all stakeholders as a whole. Transitioning from an executive to a visionary in the education field can be illustrated by creating an inspiring mission that involves and benefits all stakeholders collectively. For instance, the Khan Academy's mission of providing free, world-class education for anyone, anywhere, exemplifies visionary leadership by engaging learners, educators, and supporters worldwide in a shared pursuit of accessible and high-quality education, ultimately transforming the educational landscape.
- 2. Moving from being a planner to an architect:** Rethinking and developing latest models that can provide new levels of value. Shifting from a planner to an architect in the education field entails reimagining and creating innovative educational models that offer enhanced value. For example, online learning platforms like Coursera have transitioned from basic course planning to architecting comprehensive virtual learning ecosystems that provide diverse courses, certifications, and skill development opportunities, thus transforming the landscape of education and making it accessible to a global audience.
- 3. Moving beyond the role of director and becoming a catalyst:** Creating positive work environment and igniting inspiration within others to initiate action.



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Evolving beyond the role of a director in the education field can be demonstrated by becoming a catalyst for change, fostering a positive work environment, and inspiring others to take meaningful action. For instance, a school principal who actively engages teachers, students, and parents to collaborate on innovative educational projects and initiatives ignites inspiration and motivation within the school community, propelling it towards positive transformation and academic excellence.

- 4. Moving beyond controller to coach:** Empowering their colleagues to cultivate fresh mindsets, acquire knowledge, and develop essential skills. Transitioning from a controller to a coach in the education field involves empowering colleagues to embrace new perspectives, acquire knowledge, and cultivate vital skills. An example of this shift is seen in educational leadership where school administrators, instead of solely imposing rules, coach teachers in adopting innovative teaching methods, fostering a culture of continuous learning and growth among the staff, and ultimately improving the quality of education.
- 5. Moving beyond being a boss to being a human and being one's true, authentic self:** Creating a nurturing and uplifting work atmosphere through genuine connections and displaying empathy towards team members. In education, moving from a boss to an authentic self is seen in teachers who connect personally with students, understanding their challenges, and creating an inclusive, safe learning space. This authenticity strengthens student-teacher bonds, fosters open communication, trust, and enriches the learning journey.

In conclusion, Traditional leadership methods typically follow a hierarchical, top-down approach where leaders hold authority and expect compliance. In contrast, transformational leadership involves a shift towards collaborative and inclusive styles. This shift includes five essential changes: visionary leadership focused on inspiring missions, transitioning from planning to architectural innovation, becoming a catalyst for change, shifting from controller to coach, and moving from a boss to an authentic self. These changes diversify leadership skills and enhance employee satisfaction, stakeholder loyalty, and organizational success, marking a departure from conventional leadership practices. Together, these changes can support a leader in diversifying their skill set and bringing new levels of value to the stakeholders in an organization. The final change is the most significant since it centers on achieving a higher state of consciousness and inner awareness. A leader who looks within and embarks on a sincere journey of self-discovery makes significant changes in both themselves and their lives, which makes them better able to serve their organization. This entails cultivating

“state awareness” (the understanding of what motivates a person to act) as well as “profile awareness,” which are the combination of a person’s cognitive, feeling, and behavior patterns in various situations. This style of leadership is far more successful. Employee satisfaction, stakeholder loyalty, and output of an organization depend upon the leadership.



### INTEXT QUESTIONS 2.1

1. Leadership is a comprehensive term which include
  - a) Mutual exchange of ideas among the groups
  - b) The participation in conflicts and cooperation with other group
  - c) Leaving his own group in the time of difficulties
  - d) Only work as an autocratic nominee
2. The character related quality of a good leader is
  - a) Idealistic ideas and motivating spirit
  - b) Symbol of cultural and social values
  - c) Attractive personality
  - d) Completely devoid of it in modern perspective
3. Leadership is to create and achieve vision about
  - a) Motivating and inspiring individuals
  - b) Influencing, motivating and giving motivation to the individuals
  - c) Influencing and controlling individuals
  - d) Controlling and governing individuals
4. What will be the result of weak leadership?
  - a) Breakdown in the organization
  - b) Rebellion in the organization
  - c) No effect
  - d) All of the above

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## 2.5 NATURE, SCOPE AND SIGNIFICANCE OF LEADERSHIP

The nature, scope, and significance of leadership are fundamental aspects that explore the essence of leadership, the extent of its impact, and its vital role in various domains. Understanding these dimensions helps in comprehending the essence and relevance of leadership in different contexts. Some key points outlining the nature and scope of leadership:

### 2.5.1 Nature of Leadership

Leadership is a dynamic process that inspires and guides individuals or organizations towards shared goals, leading to positive outcomes and personal growth through a leader's qualities. It requires qualities like vision, morality, accountability, and resilience and can emerge at all levels, fostering collaboration and innovation.

- Leadership as a process: The process of inspiring, motivating, and guiding people or organizations toward attaining shared objectives is known as leadership. It includes everything of a leader's controlling and influencing others to achieve desired results. Leaders enable the growth, development, and success of their followers or team members through effective communication, decision-making, and inspiration.
- Leadership as a product: Positive outcomes, improved teamwork, healthy work culture/ environment and the development of individual potential define effective leadership as a product. It is the manifestation of a leader's qualities, skills, and behaviors in their interactions and influence on others.
- Leadership involves directing, encouraging, and motivating individuals or groups toward predefined goals or objectives.
- It needs characteristics like clear vision, morality, compassion, and good communication.
- Leadership is a process of taking personal accountability, taking decisions, and showing a path.
- Effective leaders show resilience, flexibility, and the capacity to motivate and inspire others.
- Leadership is not restricted to formal positions of control; it can occur at all levels and in a variety of roles.

- Leaders are essential in fostering collaboration and innovation, as well as positive work or learning environment.

### 2.5.2 Scope of Leadership

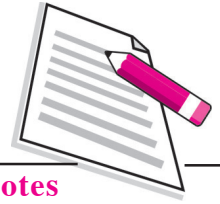
Leadership has a wide scope, from education to society, and involves tasks like guiding institutions, setting objectives, and improving learning environments. Leaders are responsible for curriculum development, teacher training, and making strategic decisions, impacting not just specific settings but also broader societal issues and well-being.

- Leadership can be used in a variety of contexts, including society, organizations, and education.
- In the field of education, leadership is concerned with directing educational institutions, establishing educational objectives, and fostering a favorable learning environment.
- Curriculum development, instructional design, and teacher professional development are the purview of educational leaders.
- Leadership goes beyond the confines of certain institutions and organizations, with leaders frequently influencing policies, promoting social change, and championing causes.
- Managing teams, establishing strategic goals, and reaching decisions are all included in the definition of leadership.
- Leaders address issues pertaining to community participation, organizational or societal challenges, and the wellbeing of employees or students.

### 2.5.3 Significance of Leadership

The significance of leadership can be found in its vital function in communities, organizations, and society at large. The following main points emphasize the importance of leadership:

- **Goal Achievement:** Setting goals, developing a vision, and directing people or organizations toward those goals all require leadership. It gives guidance and ensures that efforts are directed toward a goal.
- **Motivation and Inspiration:** People who are under the direction of effective leaders are motivated and inspired to go above and beyond, maximize their potential, and pursue excellence. Leaders promote a positive work or learning



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environment, inspire confidence, and support innovation and expansion.

- **Decision Making/ Making judgment:** In complex and uncertain situations, leaders are especially important for making wise choices/decisions. They acquire data, examine options, and make decisions that determine how people or organizations will proceed.
- **Support and Advice:** Leadership offers teams or individuals mentorship, support, and guidance. Leaders help others reach their full potential and develop their talents by providing coaching, feedback, and chances for growth.
- **Organizational Culture and Climate:** Leaders shape an organization's environment, encouraging cooperation, trust, and high performance. In addition, leaders have the ability to influence society by inspiring significant social transformations and addressing prevalent challenges in an effective manner.
- **Success planning/ Strategic Readiness:** Effective leadership involves preparing and fostering the next generation leaders by identifying and developing their talent and capabilities.
- **Growth and Well-being:** Effective leadership is required for the development, achievement, and psychological wellness of individuals, teams, organizations, and society as a whole.



### INTEXT QUESTIONS 2.2

1. An important quality of a good leader is
  - a) Disciplined
  - b) Favoritism
  - c) Over directive
  - d) None of the above
2. Which of the following is an important skill of a good leader?
  - a) Micromanagement skill
  - b) Lack of Empathy skill
  - c) Effective communication skill
  - d) None of the above

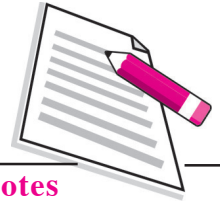
3. Which is an essential quality for a leader to inspire and motivate others?
  - a) Indecisiveness
  - b) Emotional Intelligence
  - c) Lack of Vision
  - d) None of the above
4. Which trait is important for a leader to build and maintain trust?
  - a) Lack of transparency
  - b) Consistency and integrity
  - c) Excessive control
  - d) Autocratic leadership style
5. Which characteristic contributes to effective problem-solving in a leader?
  - a) Inflexibility
  - b) Open-mindedness
  - c) Lack of adaptability
  - d) Avoiding responsibility
6. Which quality is vital for a leader to be adaptable in a rapidly changing environment?
  - a) Resistance to change
  - b) Lack of agility
  - c) Flexibility and resilience
  - d) Rigid decision making

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## 2.6 TYPES OF LEADERSHIP

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**Introduction:** Leadership encompasses diverse viewpoints and styles that shape how individuals lead and collaborate with their teams. Leadership training programs aid in recognizing one's leadership style and enhancing capabilities. Various leadership styles include autocratic, democratic, laissez-faire, bureaucratic, charismatic, people-oriented, task-oriented, servant, transactional, transformational, environment-focused, and situation-driven. There is no universal leadership style, and individuals should select the one that resonates with their objectives and principles.





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Every leader has a unique philosophy, understanding various leadership philosophies allow individuals to identify their own leadership style and select the type of leader they aspire to be. By participating in a comprehensive leadership training program, individuals can further develop and enhance their skills and abilities. Now let's discuss one by one:

#### **Autocratic** (Lewin, Lippitt & White, 1939)

An authoritarian leader possesses complete control over their team, strongly upholding their principles and standards without making compromises. They make corporate decisions independently, without involving the team. Moreover, the group is expected to strictly adhere to the leader's guidance.

**For example**, In schools/colleges/the head of AVIs, the principal retains ultimate authority and control over all decisions, which are made in a centralized manner.

#### **Democratic** (Lewin, Lippitt & White, 1939)

Democratic style is also known as participative leadership style. This style of leadership involves leaders and team members working together in order to achieve shared objectives. It creates a productive work environment by fostering mutual support in the pursuit of individual objectives.

**For example**, the school/college/AVIs head, principal encourages a culture of shared accountability and ownership with this leadership approach. The teachers and staff are offered the opportunity to actively contribute to decision-making by sharing their knowledge and perspectives. The head promotes an atmosphere of open discussion with mutual respect, and trust where everyone feels appreciated and empowered.

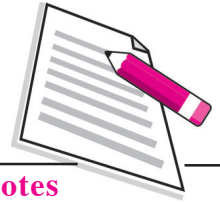
#### **Laissez-Faire** (Lewin, Lippitt, & White, 1939)

The phrase "laissez-faire" is a French expression that means "allow to do."

According to Dictionary.com, non-interference is "the practice of not interfering in the affairs of others, particularly with reference to individual conduct or freedom of action." In this leadership style, team members have the autonomy to execute their responsibilities in their own way. They are granted the freedom to apply their knowledge and intelligence in performing company tasks. To gain a deeper understanding of this approach, consider enrolling in a leadership course.

According to their professional judgment and subject-matter competence, teachers may, for instance, be permitted to create their own lesson plans, choose their own instructional strategies, and create their own assessment plans.





### **Bureaucratic** (Weber, 1905)

In this type of leadership, leaders strictly follow organizational rules and policies. Team members are expected to comply with standardized practices and predefined processes. Leaders in the bureaucracy are frequently organized and self-driven.

A charismatic leader inspires their team members with enthusiasm. Long-term dedication to the organization is necessary for this kind of leader. To attain the trust of the team members requires time and effort.

### **Charismatic** (Weber, 1905)

A charismatic leader inspires his/her team members with enthusiasm. Long-term dedication to the organization is necessary for this kind of leader. Here, leaders take a risk because their workforce considered them responsible for the department's success, rather than the team. To build trust and get support from team members requires time and effort with a different style of leadership.

### **People-Oriented** (Fiedler, 1967)

A people-oriented leader is one who supports, encourages, trains, and develops their staff in order to increase job satisfaction.

### **Task Oriented** (Fiedler, 1967)

Task-oriented leader is one who concentrates on the responsibilities and tasks that have been delegated to each employee in order to achieve the goal on time. To get the desired results, careful observation and proper control is necessary.

### **Servant** (Greenleaf, 1977)

A servant leader is a type of leader who helps their team members to achieve their goals by providing the necessary support and resources. This style generally gives outcome at a slower pace, despite having a higher level of employee engagement.

### **Transactional** (Bums, 1978)

A transactional leader focuses on the interaction or transaction between leaders and subordinates. To encourage their subordinates to achieve predetermined goals and objectives, transactional leaders employ a system of rewards and penalties.

### **Transformational** (Bums, 1978)

A Transformational leader is a type of leader who inspires and motivates subordinates to produce outstanding results. Transformational leaders inspire and engage their team members by a compelling vision and charisma, rather than only concentrating on

### Understanding Leadership in Educational Institution



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transactional interactions. They promote an environment of innovation, creativity, and personal development. Transformational leaders have the capability to create positive change and improve both the performance of individuals and the business as a whole by acting as role models and empowering their followers.

#### **Environmental** (mazzi, 2005)

An environment leadership approach focuses on fostering a favorable group or organizational environment in order to affect people's emotional and psychological impressions. This method makes use of group psychology and dynamics, encourages leadership growth, and builds a culture of cooperation and learning. The group leader takes use of this setting to motivate and direct the participants toward group activity that will benefit to all involved.

#### **Situational** (Joseph Praveen Kumar, Hersey, Blanchard, & Johnson, 2008)

The situation leader is a leader who follows the leadership style as per circumstances and the kind of work along with their subordinates.

**Note:** There is no ideal leadership style. Therefore, you must select what kind of leader you want to be.

These styles represent a continuum from highly centralized and controlling (autocratic) leadership styles to more collaborative and empowering (laissez-faire, democratic) styles, with bureaucratic and charismatic styles falling in between. The link between these styles reflects the spectrum of leadership approaches available to leaders based on their values, objectives, and organizational context.

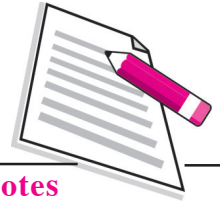
To sum up, there are different beliefs and leadership styles that affect how people lead. Recognizing these ideas aids people in discovering their own style of leadership and goals. Comprehensive programs for leadership development also improve their abilities. There are many different types of leadership, each with unique traits, such as authoritarian, democratic, laissez-faire, and bureaucratic. Depending on their objectives and strengths, leaders might adopt a charismatic, people-oriented, task-oriented, servant, transactional, or transformational style of leadership. Situational leaders adjust to shifting conditions, whereas environment-focused leaders foster a favorable environment. People should choose a leadership style based on their goals and ideals, as there is no one style that fits all situations.

*You will also read some leadership styles with more explanation in the next lesson.*



**INTEXT QUESTIONS 2.3**

**Understanding  
Leadership in  
Educational Institution**



**Notes**

1. Which leadership style is also popularly known as “Reward?”
  - a) Laissez fair leadership
  - b) Democratic leadership
  - c) Transactional style
  - d) None of the above
  
2. Which leadership style involves a leader making all the decisions without consulting the team members?
  - a) Laissez-faire leadership
  - b) Democratic leadership
  - c) Autocratic leadership
  - d) Transformational leadership
  
3. Which leadership style focuses on establishing a clear vision, inspiring and motivating followers to achieve it?
  - a) Laissez-faire leadership
  - b) Transformational leadership
  - c) Autocratic leadership
  - d) Transactional Leadership
  
4. Which leadership style provides little guidance or direction to team members, allowing them to make their own decisions?
  - a) Autocratic leadership
  - b) Transactional leadership
  - c) Laissez-faire leadership
  - d) Charismatic leadership

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5. Which type of leadership focuses on serving the needs of others and promoting the well-being of the team?
  - a) Charismatic leadership
  - b) Transactional leadership
  - c) Servant leadership
  - d) Autocratic leadership
6. Which leadership style is characterized by the leader having a dominant and controlling influence over the team?
  - a) Laissez-faire leadership
  - b) Autocratic leadership
  - c) Democratic leadership
  - d) Transformational leadership

### 2.7 THEORIES OF LEADERSHIP

Theories of leadership include numerous frameworks and views that make an effort to describe and comprehend the character, conduct, and efficacy of leaders. Several well-known leadership theories include:

**Trait Theory:** According to this theory, effective leaders have certain innate characteristics or attributes, such as intelligence, self-confidence, and personality.

**Behavioral Theory:** This theory emphasizes both the behavior as well as actions of leaders, and it believes that particular actions, such as focusing on tasks or people behaviors, affect the efficacy of leadership.

**Contingency Theory:** According to this theory, a leader's efficacy is influenced by a variety of situational elements, including the traits of their followers, the nature of the task, and the atmosphere of the organization.

**Adaptive Leadership Theory:** The notion of adaptive leadership is concerned with the capacity of leaders to adjust to complex and quickly changing scenarios, promote innovation, and lead organizations through adaptive obstacles.

**Authentic Leadership Theory:** According to the genuine leadership idea, a leader's self-consciousness, genuineness, and alignment with their beliefs foster trust, commitment, and desired results.

**Participative Theory of Leadership**, also known as Participative Decision-Making Theory or Democratic Leadership Theory, emphasizes the active participation of subordinates in the decision-making process. According to this theory, managers should encourage and involve their staff members in decision-making to boost their morale, satisfaction at the workplace, and general performance.

**Transformational Leadership Theory/ Relationship theory:** The power of the leader to inspire and encourage followers to pursue goals beyond their own self-interests, so transforming both people and organizations, is emphasized by the transformational leadership theory.

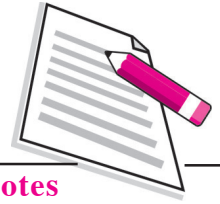
**Transactional Leadership Theory/ Management Theory:** The theory of transactional leadership emphasizes the exchange that takes place between leaders and followers, wherein the leader gives incentives (reward) and consequences in return for desired behavior.

**Situational Leadership Theory:** The Situational Leadership Theory indicates that successful leadership is influenced by the degree of preparedness or the ability of participants, and leaders should modify their leadership approach accordingly

**Servant Leadership Theory:** According to the Servant Leadership Theory, a leader should prioritize meeting the needs of others and giving them the opportunities that they need to realize their full potential rather than imposing a dictatorship.

These theories offer various viewpoints on leadership as well as insights regarding the traits, behaviors, and methods that go into effective leadership. It is significant to emphasize that no single theory can adequately reflect the intricacies of leadership and that various circumstances may require the application of a variety of ideas.

In conclusion, the integration of diverse leadership theories offers a comprehensive perspective on effective educational leadership, encompassing personal attributes, behaviors, contextual factors, adaptability, and multiple leadership theories. This holistic approach deepens our understanding of leadership effectiveness, acknowledging its intricate nature and the need for various theories in different situations. Illustrated by a school principal with strong communication skills and a participative leadership style (Trait and Participative Theories), who adapts to budget constraints and changing demographics (Contingency Theory) through elements of Adaptive Leadership, these theories empower educational leaders to navigate complex challenges while upholding their educational vision. Together, they provide a well-rounded understanding of leadership's multifaceted role in education.



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### INTEXT QUESTIONS 2.4

- \_\_\_\_\_ are the approaches to the study of leadership which emphasise the personality of the leader:
  - Contingency theories
  - Group theories
  - Trait theories
  - Inspirational theories
- In leadership trait theory, what is a trait?
  - A list of the thing that makes leader different to everyone else
  - A list of things that a leader should do to be great
  - The list of behaviors a leader exhibits.
  - A list of qualities that makes a leader great.
- Which leadership style encourages team members to participate in decision-making and values their input?
  - Transactional leadership
  - Laissez-faire leadership
  - Servant leadership
  - Democratic leadership

### 2.8 LEADERSHIP IN EDUCATIONAL INSTITUTION

Educational leadership has gained significant importance in education policies across the world. It plays a vital role in improving school outcomes through its influence on teacher motivation, capabilities, and the overall school environment. The efficiency and relevance of education greatly depend on effective educational leadership and the clear definition of associated responsibilities. As per the New Education Policy (NEP) 2020, educational leadership pertains to individuals within the education system who hold the responsibility of delivering proficient leadership and management. The main aim of the policy is to improve educational outcomes through strategies that promote inclusivity, creativity, and innovation. These leaders are crucial for the development of teachers and staff and for engaging stakeholders such as parents, communities, and

policymakers. The Policy recognizes the significance of strong educational leadership in driving educational reforms and achieving policy objectives.

According to Pont, Nusche, and Moorman (2008), “*Educational leadership functions can contribute in making provision of guidance on the main characteristics, tasks and responsibilities of proficient leaders in the field of education.*”

- Educational leadership encompasses multiple dimensions beyond student learning and growth.
- Educational leaders must consider the institutions’ mission, vision, values, and standards, as well as ethical and professional norms. They also need to address equity, cultural responsiveness, curriculum design, instructional methods, technology integration, performance evaluation, community building, professional development, fostering collaboration among teachers, staff and students, engaging families and the community, and effective management of administrative functions to promote school improvement.

### 2.8.1 Leadership Qualities in the Educational Institutions

Leadership qualities in the educational institutions have a significant impact on the development and performance of educational institutions. Following are a few crucial qualities of leadership:

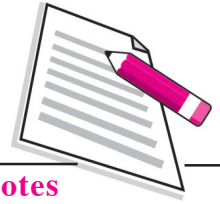
**Clear Vision:** Educational leaders need to have a distinct vision for the institution’s future and the type of education they want to offer students.

**Leadership in Instruction:** Educational leaders should be able to mentor and assist teachers in providing high-quality instruction. They should also have a thorough understanding of effective teaching and learning strategies.

**Student-Centered Approach:** Effective leaders put students’ needs, wellbeing, and academic performance first, making sure that decisions and plans are centered on their educational experiences.

**Collaboration and team building:** Educational leaders can promote a collaborative culture by encouraging collaboration between departments or grade levels as well as among staff members.

**Communication Skills:** Strong communication skills are a prerequisite for effective leaders in education. These leaders must be able to establish good rapport with teachers, students, parents, and other stakeholders in order to provide crucial information.





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**Innovation and adaptability:** Education leaders must be innovative and receptive to new concepts, tools, and teaching strategies in order to satisfy the changing demands of students and the educational environment.

**Supportive and Empowering:** Leaders should foster an atmosphere that is both encouraging and empowering for teachers and staff, giving them the tools, opportunity, and support they need to succeed in their positions.

Leadership that is morally and ethically sound upholds the interests of students and the educational community by requiring decision-makers to act with honesty, integrity, and fairness.

**Community Engagement:** Strong leaders develop relationships with parents, members of the local community, and other stakeholders in order to improve educational opportunities and promote a feeling of shared responsibility.

**Continuous Learning:** In order to make well-informed decisions, educational leaders should embrace continuous learning and professional development by keeping up with the latest findings in the field, best practices, and legislative changes.

These qualities help to make educational leadership effective by allowing leaders to have a beneficial influence on students, instructors, and the entire educational system.

### 2.8.2 Types of Leadership in Educational Institutions

Educational institutions can be broadly categorized into academic leadership and administrative leadership. For the overall success of educational institutions, effective collaboration between academic and administrative leaders is essential. Academic leaders focus on teaching, learning, and curriculum development, while administrative leaders ensure smooth operations, resource management, and compliance with policies and regulations.

#### Types of Leadership in Educational Institutions

Academic Leadership

Administrative Leadership

Academic leadership roles include principals, vice principals, headmasters, department heads, curriculum coordinators, instructional coaches, subject coordinators and vocational institutions head. These leaders shape the academic vision, set goals, monitor curriculum implementation, support teachers, and promote effective instructional practices. On the other hand, administrative leadership in schools involves roles such as principals, vice principals, headmasters, assistant principals, school business



managers, school counselors, registrars, admission officers, AVIs head, and district-level administrators. They manage daily operations, handle budgeting and resource allocation, enforce policies and regulations, support student services, and ensure compliance with academic and administrative requirements.

### 2.8.2.1 Academic Leadership

Academic leadership in the education system consists of individuals or positions tasked with defining the academic vision, objectives, and strategies that facilitate effective teaching and learning. The following are examples of academic leadership positions in the education system:

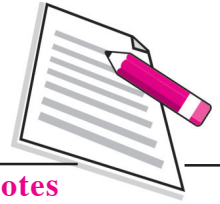
**Principals, Vice Principals, and Headmasters:** These academic leaders supervise the overall operation of the school, establish academic goals, monitor the implementation of the curriculum, and provide instructional direction. They collaborate with stakeholders to improve academic outcomes, support and evaluate teachers, and cultivate a positive learning environment.

**Department Heads:** Department heads provide academic leadership within specific subject areas. They coordinate curriculum development, ensure teaching practices are aligned, mentor and support teachers in their departments, and uphold academic standards. Additionally, department leaders facilitate teacher collaboration and promote professional development opportunities.

**Curriculum Coordinators:** Curriculum coordinators are responsible for designing, developing, and revising the curriculum to align with educational standards and objectives. They collaborate closely with instructors to ensure effective implementation of the curriculum, provide instructional support, and evaluate the curriculum's efficacy. Moreover, they keep abreast of educational trends and research to inform curriculum decisions.

**Instructional Coaches:** Instructional coaches collaborate with teachers to enhance their instructional practices. They provide targeted support and feedback, model effective teaching techniques, and facilitate opportunities for professional development. Instructional coaches play a crucial role in fostering a culture of continuous development and bolstering the capacity of teachers.

**Subject Coordinators:** These experienced educators provide academic leadership within specific grade levels or subject areas. They collaborate with other educators, exchange best practices, mentor and support colleagues, and contribute to the implementation of new instructional strategies and initiatives.



### Understanding Leadership in Educational Institution



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**AVI/AI Heads:** The heads of Accredited Institutions and Accredited Vocational Institutions predominately have administrative functions. However, they also may have a significant academic role. They are involved in ensuring the implementation of innovative pedagogical practices, thus demonstrating academic leadership.

#### Teacher as a leader:

Teachers play a crucial leadership role within the education system. They act as leaders in numerous ways, such as:

- **Curriculum Development:** Teachers contribute to the development of curricula by aligning instructional plans with educational standards and designing innovative and applicable learning experiences. They determine the appropriate content, instructional methods, and assessments for their students.
- **Instructional Leadership:** Teachers provide instructional leadership by creating and delivering lessons effectively, implementing appropriate teaching strategies, and evaluating student growth. They guide students throughout the learning process and motivate them to reach their maximum potential.
- **Classroom Management:** Teachers lead their classrooms by fostering a positive and inclusive environment for learning. They establish rules and protocols, manage student behavior, and foster an environment of mutual respect and collaboration.
- **Mentorship and Guidance:** Teachers act as mentors and guides for their pupils, providing encouragement, support, and direction. They help students develop essential skills, set objectives, and make well-informed educational and career decisions.
- **Collaboration and Professional Development:** Teachers collaborate professionally by collaborating with colleagues, exchanging best practices, and engaging in professional development activities. They contribute to the enhancement of the education system and the growth and development of their peers.
- **Active Learner:** Teachers believe in lifelong learning. They actively seek opportunities to expand their knowledge, acquire new skills, and adapt to emerging trends and challenges.
- **Advocacy:** Teachers advocate for their pupils' needs and rights, ensuring equal access to high-quality education. They may advocate for inclusive practices, resources, and support services that benefit their students and the educational community as a whole.

- **Resource Provider:** Teachers provide relevant and engaging instructional resources such as textbooks, educational technology, manipulative, and supplementary materials to their students to facilitate their academic growth and success.

Teachers influence the educational experiences and outcomes of their students through their knowledge, devotion, and leadership. Their influence extends beyond the classroom, contributing to the advancement of society as a whole and shaping the development of future generations.

Overall, these examples illustrate the numerous academic leadership positions within the school system. Academic leaders collaborate with administrative leaders to establish a conducive environment for teaching and learning. Their contributions are essential to the school's academic direction and success.

### 2.8.2.2 Administrative Leadership

Administrative leadership in the school education system involves individuals or positions responsible for managing the operational and administrative aspects of the school. The following are examples of administrative leadership positions within the school education system:

1. **Principals/ Vice Principals/ Headmaster:** School principals are administrative leaders at the school level. They supervise daily operations, manage the school's budget, handle personnel issues, enforce school policies and regulations, and maintain positive relationships with stakeholders including teachers, students, parents, and the community.
2. **Vice Principals/ In-charge:** Assistant principals/ In-charge support the principal in managing administrative tasks and responsibilities. They may be responsible for coordinating and supervising specific areas, such as discipline, curriculum, and student services.
3. **School Managers/Accounts Head/SO:** School managers manage the school's financial and operational aspects. They manage the budget, handle purchasing and procurement, supervise facility management, and ensure financial regulations are followed. Managers play a vital role in resource allocation and financial planning efficiency.
4. **School Counselors:** Counselors in schools provide administrative leadership for student services. They promote the academic, career, and social-emotional



### Understanding Leadership in Educational Institution



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growth of students, supervises counseling programs, and collaborates with instructors, parents, and outside agencies to ensure the success and well-being of students.

- 5. Head of AVI (Accredited Vocational Institution) / AI (Accredited Institution):** The Head of an Accredited Vocational Institution (AVI) or Accredited Institution plays a crucial role in administrative leadership. They oversee various administrative functions, such as curriculum development, faculty management, student enrollment, and compliance with accreditation standards. For instance, in a high school, the Head of AVI ensures that vocational programs meet accreditation requirements, collaborates with teachers to design relevant courses, and ensures students receive quality vocational education, contributing to the overall success and reputation of the school's vocational programs within the education system.
- 6. Registrars and Admission Officers:** Registrars and admission officers manage student enrollment, registration, and admission processes. They maintain student records, schedule courses, process transcripts, and communicate with parents and prospective students regarding admission requirements.

Administrators at the district level, including superintendents, assistant superintendents, and directors, provide administrative leadership at the district level. They supervise multiple schools, administer budgets, coordinate district-wide policies and programs, and ensure compliance with state and federal regulations.

These examples illustrate various administrative leadership positions within the educational system. Administrative leaders collaborate with academic leaders to foster an environment conducive to learning while managing the operational aspects of the school.

**In colleges and universities**, academic leadership roles include college deans, academic chairs, program directors, university provosts, and department chairs. These leaders oversee academic programs, faculty development, curriculum management, and research initiatives. Similarly, administrative leadership roles at the college and university level encompass roles like college presidents, vice presidents, registrars, department head, and research center directors. These leaders manage overall operations, strategic planning, financial management, faculty recruitment, and campus-wide policies.

Overall, Academic leadership focuses on the educational and instructional aspects of the institution, while administrative leadership deals with the managerial and operational aspects.



### INTEXT QUESTIONS 2.5

1. Which of the following best describes academic leadership in an educational institution?
  - a) The management and oversight of day-to-day administrative tasks
  - b) The guidance and supervision of faculty members and academic programs
  - c) The coordination of student affairs and extracurricular activities
  - d) The financial planning and budgeting for the institution
2. Academic leadership is responsible for:
  - a) Recruiting and hiring administrative staff members
  - b) Establishing and maintaining partnerships with industry stakeholders
  - c) Setting strategic goals and vision for the institution
  - d) Monitoring and evaluating teacher performance
3. Administrative leadership focuses on
  - a) Ensuring compliance with government regulations and policies
  - b) Designing and implementing teaching and learning strategies
  - c) Conducting academic research and publishing scholarly articles
  - d) Managing student enrollment and admissions processes
4. Which of the following is a key role of administrative leadership?
  - a) Assessing and addressing student needs and concerns
  - b) Conducting academic research and publishing scholarly articles
  - c) Reviewing and approving faculty promotion and tenure applications
  - d) Establishing partnerships with local community organizations for outreach programs



Notes

### Understanding Leadership in Educational Institution



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### WHAT YOU HAVE LEARNT

Various leadership theories, including authoritarian, democratic, transformational, and servant leadership, each have their own unique advantages and disadvantages. Educational leadership is crucial in determining the direction and success of educational institutions. Educational leaders create a healthy learning environment, set strategic goals, motivate staff and students, and inspire instructors and students. Vision, cooperation, decision-making, and instructional expertise are necessary for effective educational leadership. Strong communication abilities, drive, and a dedication to continual development are necessary. Educational leaders must negotiate complicated environments, adjust to shifting regulations, and meet a range of demands. Their leadership has the ability to influence legislation, stimulate innovation, and foster an excellent culture. For the benefit of all stakeholders involved, understanding educational leadership enables us to affect positive change, enhance student outcomes, and empower educators. Individuals can have a significant impact on their businesses and contribute to the expansion and success of their teams by honing their leadership abilities and accepting the associated responsibilities.



### TERMINAL QUESTIONS

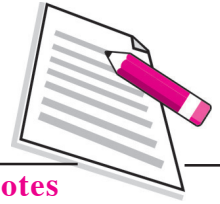
1. Explain the meaning, nature and scope of leadership.
2. Describe the qualities of good leadership.
3. Differentiate between academic and administrative leadership
4. Discuss the types and theories of leadership.
5. Explain the role of teacher as a leader.



### ANSWERS TO INTEXT QUESTIONS

#### 2.1

1. (a) Mutual exchange of ideas among the groups
2. (a) ideal ideas and motivating spirit
3. (b) influencing, motivating and giving motivation to the individuals
4. (d) All of the above



### 2.2

1. (a) Disciplined
2. (c) Effective communication skill
3. (b) Emotional; Intelligence
4. (b) Consistency and integrity
5. (b) Open-mindedness
6. (c) Flexibility and resilience

### 2.3

1. (c) Transactional style
2. (c) Autocratic leadership
3. (b) Transformational leadership
4. (c) Laissez-faire leadership
5. (c) Servant leadership
6. (b) Autocratic leadership

### 2.4

1. (c) Trait theories
2. (d) A list of key characteristics that makes a leader great.
3. (d) Democratic Leadership

### 2.5

1. (b) The guidance and supervision of faculty members and academic programs
2. (d) Monitoring and evaluating teacher performance
3. (a) Ensuring compliance with government regulations and policies
4. (c) Reviewing and approving faculty promotion and tenure applications

### Understanding Leadership in Educational Institution



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### LEARNING OUTCOMES

After reading this lesson, you are able to:

- Explain the meaning, concept and significance of leadership and the qualities of a good leader.
- Discuss the transformation in the leadership approach and the role of leadership in educational institute.
- Differentiate between academic and administrative leadership.





# 3

## PROFILE OF A LEADER

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### 3.0 INTRODUCTION

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The leader in an educational institution is the one who initiates or takes the first step towards institutional improvement, is self-motivated, motivates, support and influences the staff. The leader develops a vision in collaboration with different stakeholders which include parents, teachers, students and system level functionaries. The leaders keep a positive attitude and utilize the resources in a cost effective manner. The leaders inspire others through their actions and create a joyful environment in the institution.



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### 3.1 OBJECTIVES

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After reading this lesson, you will be able to:

- Explain the qualities of an effective leader
- Discuss the different type of leadership styles
- Elaborate the concept of self-actualization in the context of leadership
- State the concept and relevance of valued based leadership

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### 3.2 CONCEPT AND MEANING OF LEADERSHIP PROFILE

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A leadership profile describes the attributes or qualities a leader needs to work efficiently and improve the institution functioning. Profiles are based on real insight as to how the leaders function in their daily routine. The leaders should act democratically and take decisions in consultation with other stakeholders or act autocratically. Thus leadership profile is important to get an understanding on the functioning style of an institution.

### Understanding Leadership in Educational Institution



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## 3.3 QUALITIES OF AN EFFECTIVE LEADER

Effective and efficient leaders provide direction, inspiration and guidance to their fellow workers. They nurture the strengths and talent of their teachers, students and other staff members. They tap the potential of their team members and allocate work by looking at their talent and abilities. They ensure that no student is discriminated and feel that all students have the capability to learn. Effective leaders are leaders of academic or vocational institutes which mean that they have knowledge, skills and attitude to monitor and improve the teaching-learning process.

The following case will make it clear

### CASE STUDY 1

The Institutional Heads of Accredited Institutions (AI) and Schools are required to increase the number of classrooms as enrollment has increased. Their institutions have some empty space, but they do not have sufficient funds to build a room. The Heads have contacted few corporate organizations and managed to get one room built. With the cooperation of the community they managed to get enough furniture. They called a meeting of the parents and were able to get some reading material.

Define the qualities of the Institutional Heads as a leader?

## 3.4 LEADERSHIP STYLES

Each leader is unique and adopts different leadership styles or methods to deal with the given situations. Leadership style also determines how the leaders implement their plans and organize their institutional activities. The most common leadership styles are discussed below.

Democratic

Autocratic

Laissez-Faire

Transformational

### 3.4.1 Democratic Leadership

The very name democratic leadership implies that the institutional leaders take decisions after discussing with other stakeholders. In schools the stakeholders include parents, teachers, students, system functionaries such as District Education Officers, Block Education Officers. For instance, if the issue is related to the organization of Annual Day of the school, the school head discusses with teachers first and then can discuss

with parents and students. Subsequently the heads will discuss with the system level functionaries. In case of accredited institutes and accredited vocational institutes the stakeholders include learners, teachers, and parents amongst others. The advantage is that all the stakeholders are involved right from the planning stage. The team members get an opportunity to contribute in the decision making process. However, the ultimate responsibility lies with the institutional head. The drawback of this kind is that sometimes it leads to delay especially in those matters which require immediate attention.

<b>Advantages</b>	<b>Disadvantages</b>
Emphasis on team involvement, participation, and engagement.	If the deadlines or goals are approaching fast it may lead to delay.
Conducive environment creates friendly atmosphere and is useful for developing more innovative, creative ideas for bringing change. This leads to better learning achievement of students.	If the staff members are not skilled and experienced they will not be able to contribute in decision making.
Greater job satisfaction among staff due to team building and collaborative activities.	Difficult to reach to consensus and too much consultative meetings may again lead to delay in achieving the targets.
Staff more motivated as there is flexibility in work culture.	

### **3.4.2 Autocratic Leadership**

Contrary to democratic leadership is autocratic leadership. In this case, the leader takes all decisions and does not involve team members in the decision making. All the powers rest with the leader. The team members are supposed to follow the decisions taken by the leader. Decisions making is a quick process as only single person gives direction and takes the decision. If the leader is experienced and well informed about the local context, then in certain circumstances this leadership style is useful. For instance, if the institutional heads require additional funds for renovation of their institution then they negotiate directly with the system level functionaries or with the management personnel of their institution. This style should not be used frequently as the staff becomes stressed and fearful.



### Understanding Leadership in Educational Institution



Notes

Advantages	Disadvantages
Faster Decision-Making	Staffs become more anxious than necessary.
Set specific expectations for staff members working under them.	Low morale. little initiative by the staff, no motivation
Vision of the organisation is more specific	Dissatisfaction in the staff members leads to resentment and non -conductive working environment
	No appreciation or recognition is given to the staff

### 3.4.3 Laissez-Faire Leadership

Laissez-Faire Leadership is commonly known as the "hands-off" or passive type of style. The leader does not provide direction to the staff members and give them freedom to plan, take decisions, and resolve their problems. The leader takes a back seat. Leaders do not get involved in the decision making and there are no specific rules and procedures of decision making. This approach can be useful in those cases when the staff is highly skilled and self- motivated. Given the freedom the staff can innovate and try out new experiments. However, it can lead to chaotic conditions and if the staff is not well motivated the performance of the institution will be adversely affected.

Advantages	Disadvantages
Promotes decentralisation as staff themselves set goals and have freedom	May lead to anarchy and confusion as staff members sets their own goal with no common purpose
Staff has development opportunities as they can try out new experiments	Not beneficial if the staff is not highly skilled and experienced
Creativity and innovation practices encouraged	Difficult to monitor and supervise the staff
Staff can have high morale and satisfaction	Can lead to conflict among staff members

3.4.4 Transformational Leadership

Understanding Leadership in Educational Institution



Notes

Transformational leadership is bringing the change or transformation in the system by motivating team members. Transformational leaders bring changes keeping in view their local context. The leader transforms and motivates followers. (Bass2008). The institutional leaders not only adapt to the changing situation but try to change and transform the existing system by building a vision, taking initiative and adopting the problem-solving attitude. Transformational leaders have a set goal and a specific purpose to achieve. To achieve that goal, they work with a positive perspective and motivate their staff to achieve the common goal. This leadership style is ideal and this brings more efficiency and improvement in the institutional functioning. The traits of transformational leadership include that leaders have a clear and shared vision of their institution, have positive attitude, are prepared to take initiative and experiment new ideas, are proactive, show empathy to their staff and possess good communication skills.

Advantages	Disadvantages
Clear vision and definite goals for improving the institutional functioning and better learning outcomes of students	If goal by leader is not well defined the staff may face confusion and not perform well
Collaboration with different stakeholders in decision making which in turn helps to achieve the targets	Leaders may misuse their power and use coercive method to influence the staff
Ability to establish trust of the staff members	At times difficult to communicate the purpose and goal to all stakeholders
Opportunities for trying innovative practices that promotes creativity	May lead to biases and favouritism to some staff members
Increases staff engagement, and improves performance of staff and students	Focus is on vision and long term goals and may ignore the small details to achieve the set goal

- In a real situation no single leadership style can be practiced. The good leaders use different behavioral styles in different situations.

### Understanding Leadership in Educational Institution



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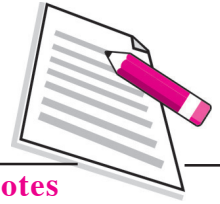
#### ACTIVITY 3.1

Having discussed the different leadership styles let us now check to which category of leadership style you belong to:

#### Instructions

For the statements given below, circle the alternate that indicates the degree to which you agree or disagree. Give your opinion there is no right or wrong answer.

S. No.	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I believe team works best when all the staff members are involved in taking decisions	1	2	3	4	5
2	I am good at bringing out the best of my staff members					
3	I go beyond my personal self-interest for the good of my institution					
4	I make it clear to my staff members what I expect from them to achieve the set goal					
5	I avoid making decisions					
6	I try to overcome my personal weakness and barriers to achieve the set goals					



**Notes**

S. No.	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
7	I consider the moral and ethical consequences of my decisions					
8	I encourage my staff members to challenge my ideas and strategies if they do not agree					
9	I believe staff needs to be supervised closely otherwise they do not work properly					
10	I believe that staff and students should be left alone to work independently					
11	I provide guidance to my staff and students but do not put pressure					
12	I give recognition/ reward to my staff to motivate them to achieve the set goal					
13	I give opportunity to my staff in their professional growth like their participation in trainings/seminars					

# Module - 1

## Profile of a Leader

### Understanding Leadership in Educational Institution



Notes

S. No.	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
14	I try to delegate as many tasks as possible					
15	I have a clear focus on what we need to do in the institution for improving the learning achievement level of students					
16	I try to envision the future In the optimistic way					
17	I spend time in supervising the teaching learning process in the classroom					
18	I provide feedback to my teachers on their teaching methodology					
19	When any problem arises I try to think different way as to how it can be resolved					
20	I pay serious attention to the complaints and try to resolve them					
21	I call the staff meeting once in a					



**Profile of a Leader**

S. No.	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	month and discuss academic and administrative issues					
22	I believe that most staff members are irresponsible and reluctant workers					
23	I believe that most staff members require direction					
24	I like to judge the achievements of the staff members					
25	I try to provide guidance and support to my staff members without putting pressure					
26	I try to understand the potential of each staff member and allocate work accordingly					
27	I give freedom to my staff members to work the way they want to do					
28	I do not think that parents can help in the functioning of the Institution					
29	I keep good communication with all stake holders					

**Module - 1**

**Understanding Leadership in Educational Institution**



**Notes**

### Understanding Leadership in Educational Institution



Notes

#### Scoring

1.	Total the responses of items	4,9,22,23,24,28	Autocratic
2.	Total the responses of items	1,21,29	Democratic
3.	Total the responses of items	5,7,10,14,27	Laissez-faire
4.	Total the responses of items	2,6,7,11,12,13,15,16,17	Transformational
	Transformational	18,19,20,21,25,26,29	

Having understood your leadership style, you need to understand how to develop yourself as an individual and as a professional and achieve self-actualization.

### 3.5 SELF-ACTUALIZATION

Let us now discuss what do we mean by self-actualization and how to achieve it

Understanding yourself helps you to become aware of your attitudes and capabilities. It enables you to develop confidence and begin a process of thinking-questioning-rethinking on your actions to bring the desired changes. This process helps in changing your attitude and you get a feeling that 'yes I can do' when faced with any challenge. This process helps you to emerge as a leader for transforming your institution. This is possible when you are able to develop in you the soft skills like communication ability, conflict resolution, and stress-management.

Developing your self is a continuous process that is probably life-long. This process includes many aspects where you would like to bring change in your behavior, your thinking or in terms of knowledge or skills. You may want to improve your behavior while relating with others, create a more positive attitude, expose yourself to different new experiments, and develop professionally through reading, learning from other colleagues or attending in-service programmes. These are some of the ways in which you can develop yourself. The better you become, the more self-confident you are to lead your institution. It is only when you develop your abilities that you can influence others by being a role model and a problem solver. This is how you reach the stage of self-actualization.

#### *Maslow's Hierarchy of Needs Theory*

Maslow believed that the individuals are motivated to achieve their dreams by using their potential. He opined that every individual has different kind of needs which he referred to as

- Physiological needs to survive like food, water, shelter, sleep

## Profile of a Leader

- Safety needs – to thrive and live in safe places and environment, no insecurity or threat to his/her life
- Love and belongingness needs- affection, bonding with family and friends
- Esteem needs- to be respected by others and self -esteem on one’s own achievements
- Self-actualization –the need to fulfill aspirations by utilizing the individual potential

Self-actualization implies full realization of one’s creative, intellectual, and social potential through internal drive like motivation, positive outlook, and problem-solving. (versus for external rewards like money, status, or power). Self-actualizers tend to be highly creative, passionate, to fulfill their dreams for **example**, if somebody has the potential to be a singer then they should learn music and as an institutional head you should provide opportunities your students to achieve self- actualization. If somebody is interested in learning the computer skills and wants to pursue that vocation the head of vocational institution need to encourage and provide support to their students,

### ACTIVITY 3.2

Write your own aspirations and the efforts you are making to achieve self - actualization

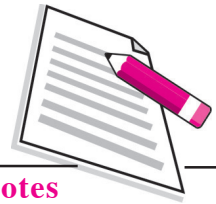
As an institutional leader how would you create opportunities for the students to achieve self-actualization?

## 3.6 VALUE-BASED LEADERSHIP

Values are the guiding principles of our lives. Leaders should have some inherent qualities or values to lead the ivalued-based leadership comprises of four components: human values, beliefs or attitude, knowledge and experience. A leader practicing value-based leadership is the one who is courageous, accountable to the stakeholders, demonstrates fairness, is empathetic and focused. They have a positive attitude, ability to face challenges and find solutions to the problems. They believe in respecting the diversity of students, believing that each student has the capability to learn, practice non-discrimination and remain unbiased. As far as knowledge is concerned the institutional leaders should be aware of the rules and regulations, competency on the pedagogy previous mistakes and experiences. They should always be prepared to experiment new practices and add on to their experience. The Figure below illustrates the domains of value-based leadership.

## Module - 1

### Understanding Leadership in Educational Institution



### Notes

### Understanding Leadership in Educational Institution



### Domain of Value Based Leadership

Beliefs	Values	Knowledge	Experience
<ul style="list-style-type: none"> <li>All students can learn</li> <li>I also need to be lifelong learner</li> <li>Change is necessary for improving institutional improvement</li> <li>Can enhance learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Integrity</li> <li>Flexibility</li> <li>Empathetic</li> <li>Self-discipline</li> <li>Respect for colleagues</li> <li>Humble</li> <li>Unbiased</li> </ul>	<ul style="list-style-type: none"> <li>Pedagogical principles</li> <li>Monitoring and supervision of classroom processes</li> <li>Administrative rules and regulations</li> <li>National and State education policy</li> </ul>	<ul style="list-style-type: none"> <li>Learning from everyday interaction</li> <li>Collaboration with parents, teachers and students</li> <li>As a critical and reflective thinker</li> <li>Experimenting new innovations and practices</li> <li>Improving Instructional Processes</li> </ul>

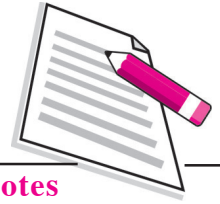
**Source:** adapted from NISHTHA Module: Concept and Application of Leadership for Secondary School Heads written by Sunita Chugh with co-authors.



### INTEXT QUESTIONS 3.1

- Leaders are those
  - Who work independently
  - Who work according to their own pace
  - Who efficiently manage resources and achieve target in specified time
  - Who keep high expectations from students
- \_\_\_\_\_ can be gauged by looking at the working behavior of the leaders
  - Leadership policy

- b) Leadership style
  - c) Leadership Planning
  - d) Leadership monitoring
3. Democratic Leaders
- a) Work in consultation with different stakeholders
  - b) Direct staff
  - c) Discuss matters with few staff members
  - d) Work independently
4. Transformational Leaders
- a) Bring change without thinking
  - b) Collaborate with community
  - c) Build a vision and collaborate with other stakeholders
  - d) Do not believe in team work
5. \_\_\_\_\_ leadership gives total freedom to its staff
- a) Democratic
  - b) Autocratic
  - c) Transformative
  - d) Laissez-Faire
6. Value-Based leadership comprises of
- a) Beliefs, human values, knowledge and experience
  - b) Selfishness, information, attitude and troublemaking
  - c) Tension, conflict, knowledge and experience
  - d) Arrogance, unfriendliness, beliefs and attitude
7. Self-actualization is
- a) Self-praise, ego, indifferent behavior
  - b) Developing abilities in oneself to influence others by being a role model and a problem solver



### Understanding Leadership in Educational Institution



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- c) To gain money, status, power
  - d) Trouble -making, fault -finding, blaming others
8. What are the two attributes of a self –actualized, effective leader?
- a) Organizer and administrator
  - b) Administrator and planner
  - c) Problem -solver and positive attitude
  - d) Rigidity and dissatisfaction



### WHAT YOU HAVE LEARNT

Effective leaders are those who build vision, influence other team members and give direction to achieve the specified goals and targets. They work in collaboration with other stakeholders for improving the teaching-learning process and learning outcomes of learners.

Leaders adopt different leadership styles to accomplish their task. While few leaders do not consult other team members and take decision unilaterally. They provide direction to the staff members and expect the team members to follow their instructions. This is known as autocratic leadership style. In contrast to this, few leaders try to achieve the common purpose in consultation and collaboration with other team members. This is commonly known as democratic leadership style. Some of the leaders believe that the staff is competent to set their own targets and can deal with any situation on their own. This is known as Laissez faire style. The effective leaders build vision for their institutions, set goals and targets keeping in view the local context, influence and motivate team members for bringing change and improvement. This is known as transformational leadership. Valued-Based Leadership is important as the followers and team members consider them as role -models. Leaders who practice value-based leadership have a positive attitude, are enthusiastic to innovate, possess knowledge about the pedagogical principles, are life-long learners and also have the relevant administrative and academic experience.



### TERMINAL QUESTIONS

1. What attributes do you see in an effective leader for an educational leadership?
2. What are the different types of leadership styles? Discuss the style you would like to adopt with justification.

3. What are the characteristics of value-based leadership?
4. Reflect your ideas on value-based leadership and the challenges faced by you to practice value-based leadership
5. Explain the attributes of Value-Based Leadership.



## ANSWERS TO INTEXT QUESTIONS

### 3.1

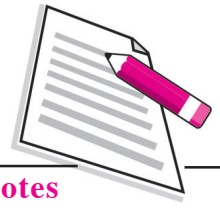
1. c) Who efficiently manage resources and achieve target in specified time
2. b) Leadership style
3. a) Work in consultation with different stakeholders
4. c) Build a vision and collaborate with other stakeholders.
5. d) Laissez-Faire
6. a) Beliefs, human values, knowledge and experience
7. b) Developing abilities in oneself to influence others by being a role model and a problem solver
8. c) Problem -solver and positive attitude



## LEARNING OUTCOMES

After reading this lesson, you are able to:

- Explain the basic characteristics of an effective leader and different leadership styles
- State the advantages and disadvantages of each leadership style
- Write the meaning and attributes of value-based leadership



### Understanding Leadership in Educational Institution



Notes

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# 4

## LEADERSHIP SKILLS AND PROCESSES

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### 4.0 INTRODUCTION

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Leadership skills are the abilities that individuals demonstrate to bring changes in the institution with the collaboration of team members. Leaders take initiative, build vision of the institution, and have a positive outlook. They believe in problem solving, and are critical thinkers. Effective leaders have good communication ability; resolve conflicts amicably, manage stress, and are empathetic. The NEP 2020 also acknowledges the significance of soft skills as essential life abilities including communication, team work, problem solving. In this lesson you will get an understanding on the essential soft skills that efficient leaders need to possess and develop.



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### 4.1 OBJECTIVES

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After reading this lesson, you will be able to:

- Explain various leadership soft skills
- Describe the Leadership Processes
- Analyse leadership skills of a leader

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### 4.2 LEADERSHIP SKILLS

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A leader has to perform varied roles and responsibilities. They have to look after the daily routine activities of an institution, deal with the administrative matters. They need to interact with parents and students. Sometimes they are faced with critical situations related to teaching learning process, student achievement, regularity and punctuality of students or teachers. For meeting the challenges, the leaders need to be equipped with

### Understanding Leadership in Educational Institution



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good interpersonal relation skills to influence and direct others. For the smooth functioning of school/AVI Centre, the leaders need to be transparent which will build the trust of the staff members.

Interpersonal skills are thus the foundation for the working relationship between the staff members. These skills are important for head of the institution as it can build positive relationship and it can affect the morale and enthusiasm of the entire team. A good relationship improves the motivation of teachers and other staff members which lead to conducive learning environment and student learning. The interpersonal skills that a leader needs to possess are communication, conflict resolution, stress management, problem solving and decision making.

#### 4.2.1 Communication Skills

Communication is one of the most significant skills as it expresses thoughts and emotions. *Joel Osteen* says that you can change your world by changing your words. Remember, death and life are in the power of the tongue. With clear and concise communication, the staff and students receive the message and can act accordingly. Communication can bridge psychological distance, builds trust with staff and students. Transparent communication is helpful in building partnership with parents and community, and also for the team building.

Communication is of two types-verbal and non-verbal. If somebody is communicating through writing and speaking in the local language, it is known as verbal communication. It is expressed through words or sentences. Non-verbal communication is through gestures, facial expression or other body movement. This non-verbal communication supplements the additional information and meaning to the verbal communication. If somebody is speaking in harsh and loud voice it means that the person is angry. It is always better to use non-violent communication (NVC).

#### *Why Do We Need to have NVC?*

- To get engaged in learning conversations
- To Move towards healthy discussion from avoidance and hostility
- To agree upon the Outcomes after discussion
- Non-judgmental/no blame game

Let us now see the communication happening through the conversation between the Institutional Head (IH) who could either be the Head of an Accredited Vocational Institution (AVI) or a school and his teacher.



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**Case Study 1**

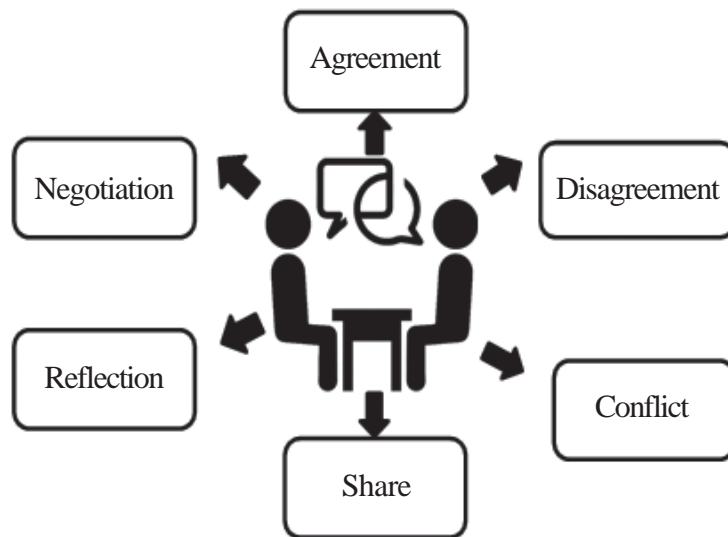
**IH:** I find that there is very less attendance in each of your classes, there have also been gradual drop-out and the total enrolment is reducing and children are also seen to be going around in the premises.

**Teacher:** Yaa, I know but I am doing my duty, now I can't go and catch hold of pupils from homes and can't make naughty children to remain in the class.

**IH:** What do you mean 'Yaa' and I am doing my duty... does it not bother you? I don't think sufficient effort is being made. I give you two months to alter the situation and I want to see all absentees in the institution and more discipline in your classroom.

**Teacher:** Sir, I have been teaching and training well, using the teaching aids, and have been contacting the different industries for placement, given the teaching and administrative work, I think that is all I can do.

**What do you see happening in the conversation?**



The approaches both institutional head and Teacher have taken while communicating with each other-

**IH s Communication Approach**

- Authoritative
- Judgemental
- Aggressive
- Demanding
- Non-supportive nature

**Teacher s Communication Approach**

- Laid Back
- Uncaring
- Reactive
- Defensive

### Understanding Leadership in Educational Institution



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From the above case study, we see that the institutional head is not courteous and is rude. Similarly, the teacher is also not responding in friendly manner. This type of conversation leads to conflict situation at work place.

#### 4.2.2 Conflict Management Skills

Conflict at work place arises when the clash takes place between individuals due to the difference in perceptions, thought process, understanding and interests of the two groups. The institutional leaders need to develop the conflict resolution skills to create friendly environment in the school which will yield better learning outcomes. Conflict could be related to work allocation among the teachers. Some teachers may not be satisfied with the work they are allocated.

**Some techniques** that institutional leaders and teacher leaders can use when faced with conflict situation include:

- Bring both conflicting groups/individuals on the common table
- Try to find out the root cause of the conflict
- Be active listener and listen to both parties
- Focus on problem and not on the individuals
- Try to be impartial and unbiased
- Ask both the groups on the probable solution rather than imposing your solution
- Agree on solution and chalk out what needs to be done to make it happen

**Procedure to be followed to practice Active listening skills: you analyse whether you are active listener by answering the following questions.**

Step 1: Answer the following questions

S.No.	Are you an effective communicator? Statements to Answer	Yes	No	Sometimes
1	Do you make eye contact?			
2	Do you watch the person's body posture and facial expressions?			
3	Do you empathise and try to understand the person's feelings, thoughts, and actions?			



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S.No.	Are you an effective communicator? Statements to Answer	Yes	No	Sometimes
4	Do you keep from interrupting and let the person finish, even though you already know what the person means?			
5	Do you ask questions to clarify information?			
6	Do you smile and nod your head to show interest?			
7	Do you listen even if you do not like the person or what the person is saying?			
8	Do you ignore outside distraction?			
9	Do you listen for and remember important points?			
10	Do you keep from judging what was said (Do you mean neutral)?			

If you are an active communicator then you can avoid, resolve or manage the conflicts in your organisation. The three major models to resolve conflict are Capitulation, Compromise, and Collaboration which have been explained below-

- **Capitulation-** refers to giving up in conflict situation to end the conflict situation. In capitulation one group wins and gets what they want to but the other group surrenders and does not get what they desire to have. Generally, the senior officer will be in winning situation and the junior surrenders before the senior.
- **Compromise-** in this situation both groups agree to cooperate and are not adamant. Both the groups give up something they want and reach to compromise. For instance, an institutional head wants from one teacher to take the responsibility of the organisation of students work exhibition but the teacher is not interested. Both agree that one additional teacher will be provided thus they compromised.
- **Collaborative:** Both the groups are cooperative and try to find solution by adopting a positive approach. Both the groups are jointly working to find a solution.

Below are given some cases which will help you to understand how you as a head of the institution will resolve the conflict.

Read the following case studies and reflect on the kind of approach adopted to resolve the conflict.

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#### Case 1

A teacher in an institution has taken leave from the institution without the approval of the Institutional Head. The teacher has good network with Ms Laxmi a higher authority who has assured him of granting leave. After 10 days of leave, the teacher again joins the institution. As he submits his joining letter, the Head refuses to accept it. The Head takes up the matter with Mr. Pramod, another senior authority, who is convinced that the teacher went on leave without taking official permission. Mr Pramod calls all the concerned stakeholders. The situation gives rise to a conflict between two groups – one group, the Head and Mr Pramod and the second group, the teacher and Ms Laxmi.

#### Reflective Questions

1. How do you analyse the above situation?
2. How do you think the senior most Mr.Pramod should handle this conflict?
3. What conflict management approach should he undertake for resolution?

#### Case 2

The educational head of a district is implementing a programme for quality improvement of all Accredited Vocational Institutions (AVIs) and schools in the district. The programme includes monthly evaluation of learning outcomes of students. However, there are a few teachers who are not willing to accept this change. They fear that evaluation might reveal the fact that learning levels are low in their institution. They also have a strong network with Teachers Union of the district/State. After a few days, these teachers reach the district office with representatives of the teacher union. The district official and teachers come at loggerheads creating a conflicting situation.

#### Reflective Questions

1. What do you understand in the above case study?
2. Explain the conflicting expectations of the stakeholders.
3. Which conflict management approach should be undertaken in this case for resolution?

**Case 3**

There is one secondary school in a village along with two feeder elementary schools. The secondary school is performing well and has been able to provide quality education to its children. However, the seats for admission are limited. Out of the two elementary schools (A and B), students of B elementary school often get admitted to the secondary school as the quality of the teaching-learning process is better. This year, elementary school A also improved its teaching-learning processes; as a result, many pass outs of grade VIII are eligible and willing to take admission in the secondary school. However, the secondary school has admitted that it has limited seats. Because of difficult geographical location, there is no other nearby secondary school in the range of 50 km. This has resulted in a difficult situation and the three principals are finding it tough to resolve the issue, creating lot of unrest and conflict. All three principals reach the district office.

**Reflective Questions**

1. How do you analyse the above situation?
2. What can be the potential strategies to resolve the above conflict?

**Case 4**

An Institutional Head has been trained in a Leadership programme. She wants to initiate changes in the academic scenario of her institution. She has discussed in the staff meeting that she wants to begin with classroom observations so that she can coach the teachers for a better performance. A few teachers welcome the step; however, there are 2 teachers who resist this change. The teachers are talking with other staff teachers so that they also stand against the Head. The Head feels that for academic transformation, this step is required. For the past one week, the disagreements have simmered to such a level that today it has taken the shape of a conflict. The staff meeting held today was conflict ridden. What can be the way out?

**Reflective Questions**

1. How do you analyse the above situation?
2. What must be the role of the Institutional Head? How should she resolve the conflict?
3. What conflict management approach should he undertake for resolution?

**Understanding  
Leadership in  
Educational Institution****Notes**

### Understanding Leadership in Educational Institution



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#### 4.2.3 Stress Management Skills

Stress happens due to heavy work load or the hostile environment. In any Accredited Institution (AI) or Accredited Vocational Institution (AVI) or a school if there is a shortage of teachers and the enrolment is very high, the teachers must take additional responsibilities and may not deliver the desired outcomes. Therefore, they may remain stressed. It is also possible that the institutional heads have multiple administrative, managerial and academic works. They have to manage the institutional functioning, supervise teaching-learning process, implementing government orders, interacting with school teachers, parents and system level functionaries. They may not be able to handle issues efficiently and remain stressed. It is also possible that the head of the institution is short tempered and authoritative and the staff remains stressed. Managing institutions under such conditions brings untold stress to institutional leaders. Thus, stress management strategies are important to practice in order to more effectively and efficiently perform the assigned roles to achieve the set educational goals.

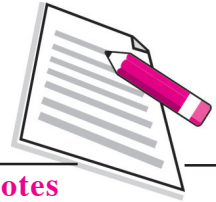
#### Try Yourself:

Skills for Stress management	How will you incorporate in your daily routine
Analyse the problem through self-talk and reflection	
Ask yourself-what is in my domain and what is beyond my control	
Meditate, talk to your friends, family members	
Take the help of other staff colleagues, delegate the work to them and supervise them	
Foster strong relationship with your fellow colleagues and share your concerns	
Keep your body healthy	
Identify the areas where you can change and accept the things that cannot be changed	
Keep your mind calm and peaceful	
Manage your time more effectively	



### 4.2.4 Problem Solving Skills

### Understanding Leadership in Educational Institution



Notes

Accredited Institutions or schools are dynamic institutions having students, staff, teachers and the head of the institution. Every day there will be some issues **example**, sewerage problem, drinking water shortage, teacher absenteeism, and as institutional leaders you need to be prepared to deal with such exigencies or emergency situations. A strong leader must have the capacity and skills to anticipate, identify, solve, prevent, and learn from problems that occur in the work environment. Creative problem-solving skills require finding solution on the spot by adopting innovative strategies. Problems should not be treated as threats rather viewed as opportunities to tackle them with a positive attitude.

#### Qualities of Leaders with Good Problem-Solving Ability

In his book, *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*, John C. Maxwell (1999) describes the five qualities of leaders with good problem-solving ability. They are-

- Anticipate problems. Problems are unavoidable and good leaders foresee them. They need to be prepared to solve them with a positive attitude
- Accept the reality. Denying problems only aggravates the situation and can take the worst form. The leaders need to accept, be transparent and should try to find solution at the earliest.
- Take the holistic view of the problem: The problem may be related to many other aspects or it can be multi-dimensional. For instance, a teacher comes late to the institute because it takes her one hour to reach the institute.
- The leaders need to have a vision of the future of his/her institution.
- Try to solve one problem at one time.
- Multiple problems are there and take them as a challenge. Never give up. But you should not forget the major goal of your institution which could be improving the teaching learning process and enhancing the learning outcomes of students.

A significant key to creative problem solving is the capacity and willingness to view problems or challenges with a positive outlook and to explore new strategies in finding potential options.

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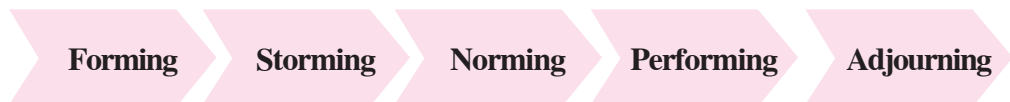
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#### 4.2.5 Team Building Skills

Institutions cannot be run by one individual. Teams are required to meet the purpose, goal and targets of an educational institution. Work can be allocated and delegated to different members for the smooth functioning of an institution. An efficient leader makes team by looking at the strength and potential of each member. Undoubtedly, collective resources always *outperform individuals working separately but working in teams automatically does not* always provide the desired results. Teams should be formed at the planning stage only and there should be continuous dialogue with them. Each member should be made aware about their role and responsibility. There should be proper coordination among the team members.

#### *Process of Development of Team Formation*

Bruce Tuckman suggested five stages of team formation-



**Forming-** In this member are made aware and get oriented to the purpose, goals and targets to be achieved. In this stage scope of the task, timelines are discussed. Teams are constituted at this stage.

**Storming-** In this second stage the team members understand their precise tasks, role and responsibilities. The team members may complain to the team leaders if they are not satisfied with their role. The team members now get more familiar with one another. Disagreements or resentment needs to be resolved at this stage only.

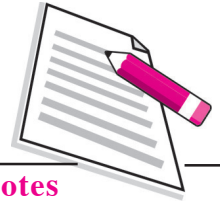
**Norming-** In this stage the team members are aware about their role and they work toward achieving the set targets. Generally, the cooperation among team members emerges at this stage.

**Performing -**By this stage the team members are mature and well versed with their task. They are knowledgeable about the task that they are supposed to perform. This is the action-oriented stage. They are competent to take the decision regarding their task and need not be supervised.

**Adjourning-** When the task has been completed the teams may be dissolved.

### 4.2.6 Decision Making Skills

### Understanding Leadership in Educational Institution



#### Notes

Decision making is not an easy task for the institutional leaders. They need to critically evaluate the existing situation before taking any decision. Decisions must be based on evidence or be data driven. If the institutional heads have to take a decision that a particular teacher is not teaching in the class, they need to visit the classroom more frequently, check the note books of the students and take feedback from the students. Then the head needs to think of the various alternatives like whether to give a show cause notice or give counselling as required. The head needs to choose from the alternatives and take decisions. Decision making involves critical thinking, unbiased change, and also dealing with others' unfavourable reaction.

A leader with strong decision-making skills will:

- Seek information and evidence to validate accuracy and relevancy in potential solutions
- Take decision based on logical reasoning and rationale
- Assess options, alternatives, and then take decisions
- Control their emotions
- Not delay decision, take it at the appropriate time

#### Why is good decision making so important?

The institution functions only when the leaders take decision. Thus, decision making is important due to the following reasons

- **It helps you deal with problems:** Decision helps to tackle the issue and find solutions.
- **It saves time and increase the efficiency of system** Timely decision give direction to the staff as to what and how they need to perform their duties. It increases the efficiency of the system.
- **It improves outcome:** When a leader takes a decision based on facts and data the staff gets motivated and functions with enthusiasm which improves the learning outcome of the students.
- **Put better decision-making at work into practice:** There are various ways by which leaders can develop their decision-making skills and put them into practice.

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- **Confront the most stressful decisions first:** Postponing is one of the biggest threats to good decision making. Many people avoid making decisions that cause stress or anxiety. Tackling troubling items first can prevent further stress, and allow institutional functioning to run more smoothly.
- **Be well-informed:** The leaders who collect more detailed information, are better equipped to make an informed decision. It's important to know what factors are involved in the decision and any other information needed to fully understand the big picture and the details at hand.
- **Avoid making decisions based on emotions:** Making decisions based only on emotions can lead to hastiness and poor choices. If leaders are emotionally attached to an issue or decision that must be made, it's often best not to make it until they can be objective about the matter. Consider the main facts surrounding the decision rather than feelings about it, and don't be afraid to ask for additional time to ensure you are as clear as possible.

#### 4.2.7 Empathy Skills

One of the key components of interpersonal relationship is empathy which the leaders need to have for cordial and pleasant relations with the staff and students. Empathy is the skill to understand emotions, feelings, and behavior of the fellow colleagues. Daniel Goleman (1996, 1999) says that empathy is an essential element of emotional intelligence. Empathy is different from sympathy. Sympathy is when you feel pity or sorrow for other whereas empathy is to understand other person's situations and feelings. Empathy requires active listening whereas in sympathy you just show your concern. Institutional leaders need to be empathetic to group members to enable them to perform in a comfortable atmosphere.

#### Why Institutional Leaders Need to Develop Empathy?

What benefits institutional leaders have if they possess an empathetic attitude towards other stakeholders which include teachers, students, parents and community? Significant benefits of expressing empathy by institutional leaders are as below

- Empathy allows leaders to build and develop relationships with those they lead.
- Empathy helps you to understand the problems and issues of people you are interacting with. Thus, you can reach to the people you are dealing with everyday.
- Empathy will help you build a team and achieve targets.

- Being empathetic allows leaders to help staff improve and provide them with tangible solutions to the areas where improvement is required.
- Empathy allows you to create an environment of open communication and more effective feedback.

The institutional leaders need to be empathetic but careful as well. The staff must not be allowed to take advantage of the empathetic leader. The leader must have the skill and ability to understand the reality and must judge the situation objectively and act accordingly. For example, while supporting a staff who has been appointed recently, care needs to be taken that the leader does not become over-protective or biased.

Having learnt about the significance of empathy for institutional leaders, let us now discuss different kinds of empathy leaders need to demonstrate in different situations.

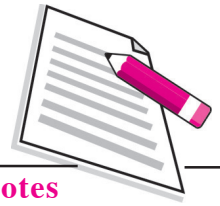
### Types of Empathy

Psychologist Mark Davis (2006) categorises three types of empathy.

**Emotional Empathy-** Emotional empathy is when someone physically feels what another person who is suffering feels. In other words, it is the ability to feel others' emotions quickly. In a personal tragedy for instance, the child of your colleague meets with an accident, emotional empathy is required. As an institutional head you need to understand the emotional disturbance your colleague is having. At the same time, the institutional leaders should keep a balance between professional and personal self. Too much of concession may not be given as it may affect the work culture of your institution.

**Cognitive Empathy-** This is the ability to understand another person's perspective. It simply means how the other person feels and what they might be thinking. Cognitive empathy makes us better communicators, because it helps us relay information in a way that best reaches the other person. The leaders tend to think about their feelings rather than feel them directly. You understand how and why a person thinks about certain things. For example, how a staff member would feel if s/he gets suspension order or gets transferred to the place where s/he does not want to go. Cognitive empathy helps the institutional leader to have a larger perspective on the issue and resolve it.

**Compassionate Empathy-** Compassionate empathy is feeling someone's pain and taking action to help. The term compassionate empathy is consistent with what we usually understand by compassion. Like empathy, compassion is about feeling concern for someone, but with an additional move towards action to solve the problem.



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Compassionate empathy is the type of empathy that is usually most appropriate. As a general rule, people who want or need your empathy do not just need you to understand (cognitive empathy), and they certainly do not need you to feel their pain or, worse, to burst into tears alongside them (emotional empathy). Instead, they need you to understand and empathise with what they are going through and, crucially, help them to take action to resolve the problem.

In exercising compassionate empathy, we can find the right balance between logic and emotion. We can feel another person's pain, as if it were happening to us, and therefore express the appropriate concern. At the same time, we can also remain in control of our own emotions, and apply reason to the situation. This means that we can make better decisions and provide appropriate support to them when and where it is necessary.

#### Key Requirements of being a Leader with Empathy

- If you want to have the respect and loyalty of your teachers and students, then you need to demonstrate empathy by action.
- Show your concern.
- Be careful about your gestures and body language.
- Your nonverbal communication like listening carefully and not doing any other work during the conversation will speak volumes of your concern. Try to respond in between the discussion to show that you are listening carefully.
- Appreciate the work.
- If any of your teachers or students have achieved any laurels, appreciate them. For example, if a teacher has completed any further course or has been recognised by the National or State body or has tried a new experiment, then appreciate or present them with flowers, etc.
- Listen without judgement.
- Trust people as being important.

It is clear from the different skills described above that a leader needs to possess soft skills for smooth running of the institution. Good communication skill is important for transparent, open and democratic relationship between the leader and staff. Conflict management skill helps the leader to create congenial and friendly atmosphere which is useful for increasing the productivity in the institution. Stress management skill is important as it creates confidence in staff and joyful atmosphere in the institution. Leaders need to know the potential of each staff member and allocate work according



to the interest of each member. Thus team building skills are essential for good leaders as they can not run the institution alone. Leaders should have the ability to take decisions based on the available data and resources. This will be useful for giving directions to the staff members. Leaders need to adopt empathetic attitude towards the staff as this will give them confidence that they will be understood and provided a helping hand in any problematic situation.

### 4.3 LEADERSHIP PROCESSES

Leadership processes involves leaders, teachers, students and parents working together to achieve the goals and meet the targets. First, leaders need to have perspective as to how to take along all other stakeholders. They need to have the ability to direct and influence others. The leaders need to be change agents and for that they need to have a vision of their institution as to what the institution will be after three years. They need to have specific goals and the strategies to achieve those goals. For this they need to make the institution dynamic having a learning culture, where everybody may it be heads, teachers, students are continuous learners.

Institutions provide opportunities to students for academic, vocational, social and emotional growth. The institution helps in the cognitive, affective and psychomotor development through the specified curriculum. Therefore, teaching learning is an important element which employs various leadership processes. The institution heads should supervise and direct the teaching learning processes very closely to ensure that learning takes place. By observing the teaching learning process, the institutional heads can provide feedback to teachers and can be a mentor or coach to them. If an exhibition has to be organised planning is required towards the administrative work like informing parents, preparation of display board and preparing display items. In vocational institutions if students are to be exposed to different employment opportunities heads can plan so that different teachers can be given specific responsibilities For example, teacher may liaison with different industries, other teachers may be responsible for writing letters.

Building a culture of innovation or encouraging teachers and students to organize and implement new initiatives is also a part and parcel of the eadership process. The institutional leaders can make their institutions dynamic by giving opportunities to teachers and students for trying out new experiments.

Students do not learn only from the institutions they attend but also gain knowledge from the family and the community. Leadership processes also entail building partnership with these stakeholders for the holistic development of students. Organising fairs,



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exhibition with the involvement of parents and community is significant way of fostering partnership.

Leadership processes also involve information and knowledge about the administrative and financial rules. There are specified rules and regulation on the functioning of institutions, service conditions of teachers, fund allocation and utilisation. The institutional heads need to be aware of these rules and their implementation for the efficient functioning of institutions.

The leadership process involves leaders and their team members working together to achieve the set goals of their institutions. By having a leader who has vision for the institution, the team has a role model from whom they can learn and improve their competencies. Good leaders follow the following leadership processes to achieve the targets and optimise the utilisation of resources both physical and human.

**Some of the important leadership processes which are also the function of management.**

#### *Planning*

The institutional leaders plan in collaboration with the team members. At the outset an assessment of existing resources is done and based on the data the targets for the next one to three years are set. All the stakeholders are involved right from the beginning to ensure that they know the purpose of targets and how to achieve them.

#### *Organising*

Next step is the task allocation to different team members. The organising stage makes an assessment of the required resources to achieve the target. It is made clear to the team members who will do what and the timelines are defined.

#### *Directing*

Directing is very significant stage. It entails leading, influencing, guiding and motivating staff members to finish the task on time. The role of leaders is very important at this stage. Communicating effectively and monitoring the activities is a part of directing. It also involves issuing instructions to the team members.

#### *Coordinating*

Once the leader directs the staff members then the leader coordinates with different members and stakeholders. **For example**, if the leader has given a task to member A and has given another task to member B or Member C. Then he/she coordinates with all the members and tries to oversee if they are doing the task given to them in the right



way. The members are working towards the targets to be achieved.

### ***Implementation***

The task has been specified. The role and responsibilities to team members have been distributed. The leaders need to oversee the work and also ensure that the activities are going on in the right direction. The periodic assessment and continuous monitoring is required so that the necessary corrections are made.

### ***Evaluation***

The success of a leader depends upon whether specific targets have been achieved or not. This is possible through evaluation. The evaluation must be done from time to time. At the end the output is assessed quantitatively and qualitatively. Every institutional plan needs to be put to the rigors of evaluation at different intervals.



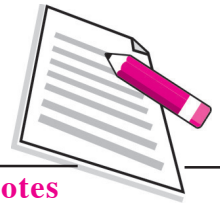
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## **INTEXT QUESTIONS 4.1**

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1. When one empathises with someone, s(he) tries to understand and comprehend other person's –
  - a) Emotions and Perspective
  - b) Experience
  - c) Experience only
  - d) Perspective only
2. With which type of empathy, a person communicates better and conveys information in a way that best reaches the other person
  - a) Emotional empathy
  - b) Cognitive empathy
  - c) Compassionate empathy
  - d) Both Emotional and cognitive empathy
3. Which of the following is not a characteristic of a successful team?
  - a) Appropriate Leadership
  - b) Balanced Participation
  - c) Cohesiveness
  - d) Mutual Enmity

## **Understanding Leadership in Educational Institution**



### **Notes**

### Understanding Leadership in Educational Institution



Notes

4. The process that enables a group to work effectively and collaboratively towards a common goal is-
  - a) Team building
  - b) Sharing ideas
  - c) Interests
  - d) Skills
5. Active listening does not include
  - a) Asking open-ended questions
  - b) Making notes while listening
  - c) Overhearing someone
  - d) Making eye contact
6. Non-violent communication is necessary to
  - a) Stop fighting
  - b) Please others
  - c) Agree upon the outcome after discussion
  - d) Control emotions
7. Conflict occurs at work place due to
  - a) Two groups not liking each other
  - b) Two groups not tolerating each other
  - c) Two groups from different communities
  - d) Difference in perception, thought process and interests of the group
8. \_\_\_\_\_ is the best principle to avoid conflict
  - a) Capitulation
  - b) Collaboration
  - c) Compromise
  - d) Consensus

9. Stress happens at work place due to
- a) Heavy work load or hostile environment
  - b) Change in daily routine
  - c) Avoiding rules and regulations
  - d) All of the above
10. Which difficulty is faced by leaders in making decisions and implementation?
- a) Un-supporting environment
  - b) Actionable information
  - c) Easy acceptance by subordinates
  - d) Effective communication
11. Assessment of the targets achieved is done at which stage?
- a) Planning
  - b) Evaluation
  - c) Directing
  - d) Organising



---

### **WHAT YOU HAVE LEARNT**

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Interpersonal skills are those skills that you need to have to interact and communicate with others. Leaders need to possess and develop these skills which include communication, conflict resolution, stress management, problem solving, empathy and decision making. Transparent communication is the key to building trust with different stakeholders. Effective communication is helpful in conflict management and stress management of the staff and students. The leaders need to have empathetic attitude towards their staff, teachers and students. Empathetic leadership not only builds trust, but also creates a culture where students want to learn without fear and adults try to perform their best. Efficient leaders take decision based on evidence and are data driven. They try to solve the problems by having a positive outlook. Leadership processes include having a vision of the institution, fixing the goals and targets, and building of teams to achieve the specified targets. Innovations and trying new experiments are the essential elements of leadership processes.



### Understanding Leadership in Educational Institution



Notes



### TERMINAL QUESTIONS

1. What different interpersonal skills are important for a leader?
2. How do you handle conflict in a team?
3. Why open and transparent communication is important for a leader?
4. What are the essential elements in the leadership process?
5. What are different kinds of Empathy?



### ANSWERS TO INTEXT QUESTIONS

#### 4.1

1. a) Emotions and Perspective
2. b) Cognitive empathy
3. d) Mutual Enmity
4. a) Team building
5. c) Overhearing someone
6. c) Agree upon the outcome after discussion
7. d) Difference in perception, thought process and interests of the group
8. b) Collaboration
9. d) All of the above
10. a) Un-supporting environment
11. b) Evaluation



### LEARNING OUTCOMES

After reading this lesson, you are able to:

- Describe and illustrate various leadership skills and Leadership Processes
- Analyse leadership skills of a leader



# 5

## INSTITUTIONAL DEVELOPMENT PLAN

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### 5.0 INTRODUCTION

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Educational Institutions provide academic or skill oriented vocational education to the students with a well -defined curriculum. Institutional heads are the key figure in ensuring the proper functioning of the educational institutions. They provide direction and influence the staff and students by their actions. Institutional head as a leader has the pivotal role to bring transformation in the institution for improving the learning outcomes. They prepare institutional development plan in collaboration with different stakeholders. The plan reflects the vision, goals and targets of the institution and it also depicts the implementation strategies to achieve the set targets in stipulated time. The plan is prepared with an aim of the holistic improvement of an institution.



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### 5.1 OBJECTIVES

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After reading this lesson, you will be able to:

- State the meaning, objectives and benefits of Institutional Planning
- Explain the main features/need and importance of institutional development plan
- Prepare an effective institutional development plan,
- Discuss the monitoring mechanism of an institutional development plan

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### 5.2 WHAT IS INSTITUTIONAL DEVELOPMENT PLANNING?

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Planning at the institutional level for the development of an organisation is called institutional development planning. Institutional development planning or micro level

### Understanding Leadership in Educational Institution



Notes

planning refers to preparing or formulating the institutional plan by the institutional stakeholders with specific goals and objectives. Institutional development plan is prepared based on the felt needs and requirements of an institution keeping in view the available resources. It aims at the optimum utilisation of existing resources. If an institution needs to improve its infrastructure facilities or have to recruit more faculty members then it has to plan how to arrange for additional financial resources. If an institution has to improve the teaching- learning process then its development plan should focus on improving the teaching aids, in-service training for teachers. Institutional planning provides direction to the local community, teachers, staff, institutional heads and students on the proper and systematic functioning of an institution. IDP improves the quality of an institution as it is prepared in participatory manner and has a component of self-evaluation. It will be prepared for a period of five years, and contain a description of the measures for sustainability beyond this period.

### 5.3 OBJECTIVES OF INSTITUTIONAL DEVELOPMENT PLANNING

Following are the objectives of institutional planning

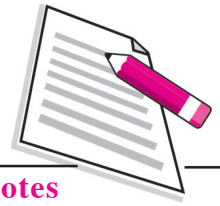
- To bring improvement in the structure of educational institution- **example**, if required adding more rooms or furniture etc.
- To give proper direction to functioning of educational institutions- **example**, having specific timings, punctuality of students and teachers, conduct of staff meeting
- To develop a comprehensive programme of improvement of educational system in all its parameters by optimum utilization of existing resources
- To provide opportunities to the members of the local community, staff and students to treat educational institutions as a joint and cooperative venture for improvement in education institutions
- To give adequate freedom to teachers to think innovative and creative ideas for the improvement of institution and other programmes in the institutions
- To develop programmes in the institution like social service, adult education, relationship with industries and corporate sector.
- To develop realistic and concrete micro level institutional plan
- To shift the emphasis from the expenditure orientation to the effort orientation
- To create democratic environment to enable every teacher, administrator, and

students to take part in the formulation and implementation of the plan

### 5.4 NATURE AND CHARACTERISTICS OF AN INSTITUTIONAL DEVELOPMENT PLAN (IDP)

1. **Institutional Development Plan is Need based-** it depends upon the requirements of each institution.
2. **Institutional Development Plan is Specific and unique to each institution-** as the requirement of one institution may be different from other. One institution may need to buy computers and the other may need to increase the enrolment of students.
3. **Institutional Development Plan aims at optimum utilization of existing resources both physical and human-** the institution may need more funds or more teachers but before that it needs to make optimal use of existing funds.
4. **Institutional Development Plan augments human efforts-** all the team members are given specific responsibility **example**, music teacher may help in the conduct of inter school music competition; science teacher will help in the inter school science exhibition. In vocational institutes one teacher may be given the responsibility of identifying industries where the students can be sent as an intern, another teacher may sent the letters and the third teacher may make arrangements for organising the event.
5. **Institutional Development Plan is Goal-oriented-** Goals and targets are specified and the strategies are evolved to achieve the targets in a specified time.
6. **Institutional Development Plan is Cooperative in nature-** All stakeholders come together and collaboratively set targets to be achieved.
7. **Institutional Development Plan can have long and short term plans-** Plan could be for one year and could be long with a vision building for future
8. Institutional Development Plan reflects the state and the national educational policy. **For example**, National Education Policy 2020 stipulates that the students from vocational stream can pursue higher education in main stream. Institutional Development plan is formulated considering this policy directive.
9. **Institutional Development Plan is flexible in nature-** If some strategy does not work then the alternate strategy can be adopted.

**For example**, if the students are not performing well in Science, additional





material could be given to them or the teachers are given in -service training for enhancing their capability. If the students of vocational institutes do not understand by reading books they may be provided practical exposure by connecting them to the relevant industries.

### 5.5 BENEFITS OF INSTITUTIONAL DEVELOPMENT PLANNING

Some of the benefits of institutional development planning are listed below:

1. It involves the stakeholders in the process of planning thereby making planning more democratic in nature
2. The preparation of the plan adopts the bottom- approach where first- hand information about the strengths, weakness and the problems arising in the classroom processes and the institutions is available from teachers
  - It is more realistic because it is based on the data available from different stakeholders namely institutional head, students ,teachers and other stakeholders
  - It avoids wastage as it is based on knowledge of real needs of the students and the community
3. It is more scientific, rational, and efficient rather than based on trial and error methods.
4. Each institution has a unique climate and the plan prepared in the light of this climate is more realistic and effective
5. It is goal based therefore leads to improvement in the institution
6. Involving teachers in the process of planning motivates them, channelizes their energies towards achieving the goals, generate enthusiasm in them, making its implementation easier
7. It rationalises the fund flow
8. It provides ample opportunities for creativity, innovations, initiative, freedom and experimentation to those who are involved in preparing and implementing the plans

### 5.6 NEED AND IMPORTANCE OF INSTITUTIONAL DEVELOPMENT PLAN

#### 5.6.1 What is Institutional Development Plan?



Two terms are often used interchangeably to explain development in an educational institution. One is Institutional Improvement Planning (IIP) and other is Institutional Development plan (IDP). Both are seen as the first step to quality improvement in institutions across the country. Institutional Improvement plan is a road map which provides direction for the institution to move forward in enhancing the overall transformation with a focus on improving the learning and competency levels of the students. It is holistic in nature covering each and every aspect of institutions which includes improving infrastructural facilities, improving teaching-learning process, enhancing the competencies of teachers, collaboration with different stakeholders and monitoring its progress.

The Institutional Development Plan (IDP) is a road map that sets out the changes an institution needs to achieve the specific goal within a particular time frame. It has a vision, goals, targets and strategies to attain the desired outcomes decided by an institution in a specified period of time. The formulation of IDP is more an in-house activity carried out in-collaboration with teaching and non-teaching staff along with community, parents and other stakeholders. The Institutional head as the leader sets targets and chalks out details on how and when these can be achieved. The basic idea is to plan, implement and monitor institutional activities for its improvement and development.

It may be noted that Institutional development plan is not a charter of demands. It shows the activities to be carried out in systematic and phased manner with clear timelines. Each institution draws its own roadmap for its improvement based on its specific needs and requirements. The plan sets goals and prioritises targets and builds monitoring and evaluation mechanisms to see that the targets are achieved within the time frame. When the goals and objectives of IDP are implemented and completed, the institution should be able to record how much progress has been made in achieving the set targets.

### 5.6.2 Why is Development Planning important?

The development plan helps institutional leaders to diagnose the existing scenario of available resources, identify the needs for improvement, to remain focused on short and long-term goals. It is also useful for prioritising tasks that will help you to achieve the set goals. Institutional Development Plan could be prepared for one year or three years but the planning needs to be done for each day and the time management has to be done by the institutional head. Let us try to understand with the help of one case study of a school



### Understanding Leadership in Educational Institution



Notes

#### Activity 5.1

National Education Policy 2020 for school and higher education has provided guidelines to prepare institutional development plan to ensure quality in education. The guidelines will help you to prepare institutional development plan. The guidelines are described below.

- 1 Social and academic mission:** The institution development plan should cater to the needs of all students belonging to different social-economic group. IDP should also focus on the quality in education. For instance plan should strive to improve the learning competencies of students and focus on improving the teaching learning process at the school level. The medium of instruction at primary level is planned to be the mother tongue and for vocational institution the focus should be on strengthening cross disciplinary learning. The Institutional Development Plan should also indicate as to how to develop soft skills such as confidence building and good communication skills.
- 2 Goals and Objectives to be achieved:** To articulate a vision and mission of the institute in accordance with the National Education Policy. Institutional Development Plan need to clearly enunciate the goals to be achieved in a specified time. The goal could be to improve competencies in maths and English knowledge or to improve the vocational skills. First of all SWOC (strength, weakness, opportunities and challenges) analysis needs to be done. The need is to assess the existing resources available in the institution. To assess the gaps and areas of improvement. The next step is to build annual activity plan to remove the gaps and strengthen the weak spots. The Institutional Development Plan needs to quantify goals using the indicators. For example, the achievement levels will be improved by 25 percent in the coming year. The institutional development plan needs to build mechanism for periodic reviews and adopt suitable strategies for continuous improvement. The evaluation of the students both formative and summative can provide good indication as to in which areas the improvement is required.

In nutshell, it can be said that the Institutional Development Plan helps you to fix the goals and targets and make appropriate plan of implementation. The Institutional Development Plan is a useful tool to give you direction as to how to prioritise your activities and identify actions that will eventually lead to improved teaching learning and enhancement of the learning achievement level or vocational skill competency of students.

## Institutional Development Plan

The Institution can be benefitted with the help of a development plan in the following ways:

- Institutional Development Plan help the school to achieve its mission, goals and objectives
- Institutional Development Plan is useful in creating awareness of things that need to be improved
- Institutional Development Plan is beneficial to determine the focus on the institute's limited resources and how to utilise them
- Institutional Development Plan is useful in the development of shared aims among teachers and stakeholders,



### INTEXT QUESTIONS 5.1

1. Institutional Development Planning is done at
  - a) National level
  - b) State level
  - c) District level
  - d) Institutional level
2. Institutional Development Planning aims at
  - a) Creating democratic environment to enable all stakeholders to participate in the formulation and implementation of the plan
  - b) Preparing plan by the school head
  - c) Preparing plan for parents and giving them direction
  - d) Collecting information from school records
3. The main characteristics of an Institutional Development Plan(IDP)is
  - a) Arranging institutional activities
  - b) Listing of events for the benefit of institutional head
  - c) Goals and targets are specified and the strategies are evolved to achieve the targets
  - d) Giving information to parents about the students

## Module - 1

### Understanding Leadership in Educational Institution



#### Notes

### Understanding Leadership in Educational Institution



#### Notes

4. Institutional Development Plan
  - a) Is useful for institutional leaders to diagnose the existing scenario of available resources, identify the needs for improvement and for prioritising tasks
  - b) Is for the self -development of school leaders
  - c) Is for the development of teachers and community
  - d) Is for improving the learning of students
5. Institutional Improvement plan is a road map providing
  - a) Instructions to different stakeholders
  - b) Guidelines to the stakeholders and teachers for their involvement in institutional activities
  - c) Direction to the institution to move forward in enhancing the overall improvement.
  - d) Direction how to conduct the examination

### 5.7 INSTITUTIONAL DEVELOPMENT PLANNING PROCESS

#### 5.7.1 Institutional Development Plan: Beginning of the cycle

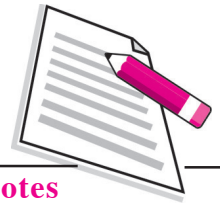
The preparation of an Institution Development Plan is an in-house activity. National Education Policy (2020) also states that institutions will develop their plans with the involvement of their stakeholders. The institution-based development plan is prepared by different stakeholders who include institutional heads, teachers, administrative staff, students, and members of the Management Committee. The plan encompasses of vision, goals, targets and implementation strategies to achieve the desired outcomes decided by the team. The Institutional head as a leader in collaboration with staff, teachers and students has to set targets and chalk out strategies to achieve these targets. The role of the institutional head is more of a facilitator who creates a friendly atmosphere and gives freedom to all the stakeholders to express their opinion in the preparation and implementation of a realistic plan. The basic idea is to provide direction to the institution for its quality improvement and development. The involvement of different stakeholders reinforces shared ownership and responsibility of all the stakeholders.

Each institution has a different context. Accordingly, the standards, goals, targets are not the same for all institutions. The issues to understand are:

- Do all institutions have the same concern areas or priorities?
- Do they have the same goals?
- Do they have the same performance targets?
- Even for the same institution, targets or priorities may change every year;
- Thus there cannot be uniform institutional development plan for every institution
- Each institution has to develop its own priority area and evolve suitable strategies for its improvement

### 5.8 WHY INSTITUTIONAL DEVELOPMENT PLAN?

All institutions aim for the success of their students. It is possible only when the institutions take stock of the current situation, identify the areas where the improvement is required and suggest suitable measure to bring these changes. Institutional Development Plan helps to prepare a plan of action which describes the priorities, the strategies to raise standards, the resources allocated and the outcomes it intends to achieve. The whole idea behind preparation of the institution-based plan is to make the institution perform and function efficiently and smoothly to ensure that the objective of imparting quality education is achieved. Institution-specific development plan should be closer to its reality. An institution-based development plan therefore provides scope for an institution to develop its own plans, implement as well as execute it. This plan is more realistic and workable as it is prepared with the collaboration of all stakeholders. Vision building, diagnosis of the existing scenario, setting objectives and priorities are the foremost guiding principles for all institutional development planning processes. Each institution plans number of activities for improving the institutional processes. A particular institution may focus on the improvement of the teaching learning process as the top most priority for having better examination results, for the other institution it could be punctuality and regularity of teachers. Similarly, on the demand of students the institution may need to focus more on the laboratory or internship facilities. Ultimately, it is the responsibility of the institutional head and teachers to decide on the changes and follow up activities which the institution find suitable for its development. However, it should be kept in mind that the Institutional Development Plan has to be conceived as a plan of the institution wherein the entire staff as well as the stake holders can actively contribute to the development of the institution.





#### 5.8.1 Towards Preparation of an Institutional Development Plan

The preparation of an institution-based development plan can be divided into three stages: the **planning stage**, the **implementation stage** and the **monitoring and evaluation stage**. There are a set of systematically arranged steps followed in the course of preparation of the institution-based development plan.

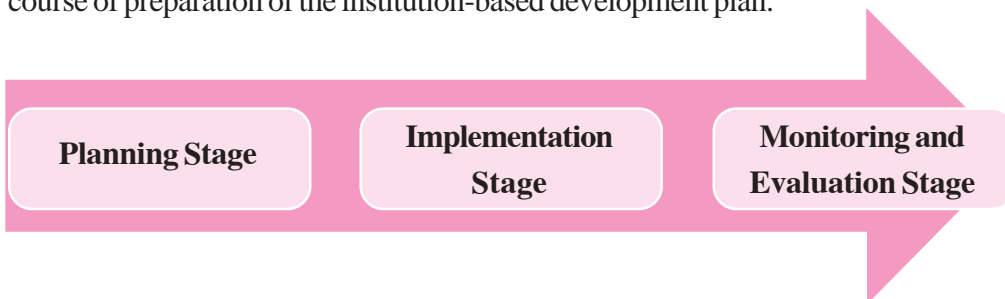


Fig. 5.1: Institution Development Plan: The Stages Involved

#### Planning Stage

**Step 1: Formation of Committees/Teams:** The teams are formed to share the responsibilities for preparation and implementation of the institution development plan. This activity also enables teachers and staff to work in teams and utilise their potentials and talents that enhances their sense of belongingness and ownership to the institution. This will bring them closer to the institution and its development process.

**Step 2: Baseline Information or Diagnosis of Existing Situation:** The survey of the needs of an institution needs to be done. The survey of resources, data on enrolment, future enrolment requirement, teachers and their requirements, understanding community (demography), institution facilities, the staff, community and stakeholders who will be involved in the institution planning process is required. The institution staff members need to analyse what the institution already possess, what more they require and how to obtain it through the exercise of SWOC analysis, i.e. Strengths, weakness, opportunities and challenges, based on which an institution draws its own road map for improvement based on its specific requirements.

The teachers and the head of the institution take stock of existing resources by looking at office records **example**, number of students with different social background, gender, classification and seating facility in the institution etc. One institution may require more furniture and the other institution may require a computer laboratory.

**Step 3: Alignment of Goals/Targets :** Goals come next after you have developed the vision of your institution along with your stakeholders. If your vision statement has been made for three years, it would be useful to have three annual goals that align with

the vision. This means that each year, you have to achieve the goal set through target setting. These goals will also align with the priorities that you have set. Targets are short-term, measurable deadlines that can be of three, six or nine months' duration. In a year, you can set two to three targets to achieve the annual goal. Strategies are the action points which will help you in meeting the targets

**Step 4 Determine Priorities and Formulation of Action Plan:** All the stakeholders sit together and decide what is required for the next year. After listing they could prioritise as to what is more urgent. For example, if it is estimated that they require additional desks or computers or teaching aids, they would decide which one is to be given the priority. In any institution number of activities takes place simultaneously but few activities cannot be undertaken without completing the previous activity. For example, before conducting the examination the syllabus has to be completed. The teaching learning can take place simultaneously with the preparation of Annual Day function

**Step 5 Determine Timelines and financial support:** Depending on the activity, the plan should specify the timeline and financial resources required for it. For example, conduct of examination on the fixed dates, preparation of time table in the beginning of the academic year and the financial requirements.

### Monitoring and Evaluation Stage

**Step 6: Monitoring and Evaluation Mechanism:** Once the IDP is ready, it is time for implementation and timely monitoring. The monitoring team would help in keeping a track of set targets. You can evaluate the progress of IDP half- yearly or annually.

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## 5.9 INSTITUTIONAL DEVELOPMENT PLANNING FRAMEWORK-MAJOR COMPONENTS

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### *PHYSICAL INFRASTRUCTURE*

An institution needs basic infrastructure facilities like drinking water, separate toilet for boys and girls, seating arrangements, laboratory. IDP needs to assess the existing infrastructure facilities and gauge what additional facilities are required.

### *DIGITAL FACILITIES*

Information and Communication Technology (ICT) includes computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors among others, and is widely used in today. Information technology in institution requires availability of computers for which electricity supply is needed. IDP should also include





### Understanding Leadership in Educational Institution



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the existing digital facilities and the availability of teachers in this area. IDP should also ensure that all the teachers and faculty should be given teacher training to use technology in teaching-learning process. It has been observed that during Covid 19 the significance of ICT increased manifold therefore availability of ICT gadgets and human resources becomes an integral part of IDP.

#### ***ACADEMIC INFRASTRUCTURE***

Good academic infrastructure is required for conducive learning environment which results into the improved learning performance of students. Academic infrastructure includes sufficient number of teachers, subject wise adequate number of teachers and teaching aids for a better teaching learning process. It also includes conduct of seminars and conferences and in-service training of teachers for their professional growth. IDP should includes the above mentioned components in its annual plans.

#### ***SUPPORTIVE AND FACILITATIVE INFRASTRUCTURE***

Generally the IDP includes physical and academic infrastructure but rarely takes into account the supportive and facilitative infrastructure. Supportive and facilitative infrastructure implies the counselling facilities for students and teachers. If the students or teachers are having any stress or emotional problems then the counsellor and doctors should be made easily accessible.

#### ***INFRASTRUCTURES FOR NETWORKING AND COLLABORATION***

The Institutional Development Plan should also have the structure for networking with other institutions and the professionals. The formation of a Professional Learning Community (PLC) is one way to foster networking and collaboration. PLC is an effective method of cross learning with peers, dealing with teacher isolation, helping them empower their own practice and instilling confidence in teachers. It facilitates and creates a culture of collaboration among teachers and other professionals. PLC helps in motivating teachers to learn new practices and unlearn old beliefs and practices.



#### **INTEXT QUESTIONS 5.2**

1. Institution-based development plan can be divided into three stages-
  - a) The planning stage, the implementation stage and monitoring & final stage
  - b) The initial stage, the implementation stage and monitoring and evaluation stage



- c) The planning stage, the execution stage and monitoring and evaluation stage
  - d) The planning stage, the implementation stage and monitoring and evaluation stage
2. Framework of Institutional Development include
- a) Physical and academic Infrastructure
  - b) Teachers background
  - c) Parents meetings
  - d) Student problems and issues
3. To share the responsibilities for preparation and implementation of the institution development plan-
- a) Monitoring of teams are important
  - b) Formation of teams are important
  - c) Formation of vision is important
  - d) Infrastructural facilities are important
4. What does the institutional head keep in mind for setting the priority of the institution while preparing IDP?
- a) Vision of the Institution
  - b) Mission of Institution
  - c) Learning levels of students
  - d) Professional development of teachers



### WHAT YOU HAVE LEARNT

This lesson has explained that institutional planning is an in-house activity carried out by different stakeholders. The basic characteristic of institutional planning is that it is need based specific to each institution and is goal oriented. An Institutional plan is more realistic because it is based on the data available from different stakeholders namely head of the institution, students, teachers and system level functionaries. It is democratic in nature as it engages all the stakeholders in the plan formulation and implementation. The lesson also elaborates on the preparation of Institutional Development Plan. It is best developed in consultation with stakeholders and is a



### Understanding Leadership in Educational Institution



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powerful tool for enhancing learning and improving the institution. Three different stages namely planning, implementation and monitoring is involved in the preparation of IDP. In planning, the first step is the diagnosis of existing situation or taking stock of existing resources in the institution. The second step is to identify the needs or requirements of school/institution in the coming year. The third step is to prioritise, based on the urgency and then a chart of activities to be carried out is prepared. The next step is the responsibility allocation as to which teacher will take the responsibility and the time-line is prepared for each activity. Continuous monitoring is done and after six months a mid-review is done. At the end of year, the plan is evaluated as to how many targets have been achieved and whether the goal set in the beginning has been realised. Ultimately, an IDP is driven with an aim to raise the achievement level of students by improving the quality of teaching and learning.



### TERMINAL QUESTIONS

1. Write five characteristics and benefits of Institutional Planning
2. Reflect on the priority areas of your institution and mention three strategies you would adopt to achieve the goal suggested in IDP.
3. Explain the different stages of the preparation and implementation of Institutional development plan



### ANSWERS TO INTEXT QUESTIONS

#### 5.1

1. d) Institutional level
2. a) Creating democratic environment to enable all stakeholders to participate in the formulation and implementation of the plan
3. c) Goals and targets are specified and the strategies are evolved to achieve the targets
4. a) Is useful for institutional leaders to diagnose the existing scenario of available resources, identify the needs for improvement and for prioritising tasks
5. c) Direction to the institution to move forward in enhancing the overall improvement.

#### 5.2

1. d) The planning stage, the implementation stage and monitoring and evaluation stage

2. a) Physical and academic Infrastructure
3. b) Formation of teams are important
4. a) Vision of the Institution



### LEARNING OUTCOMES

After reading this lesson, you are able to:

- Explain the need and importance of institutional development plan
- Describe the various steps of institutional development plan
- Prepare an institutional development plan



Notes

## Understanding Leadership in Educational Institution



Notes

### ANNEXURES: SAMPLE of SDP

#### ANNEXURE - I - INSTITUTIONAL DEVELOPMENT PLAN ~ YEAR 2024-25

- Name of the Institution:
- Region:
- Area: Rural/urban  
Rural / Urban
- Institutional Strength for the year 2023-24 (Class wise, Gender wise, Caste wise)

Sl. No.	Class	Boys					Girls					CWSN				Total					
		G e n	S C	S T	O B C	T O T	G e n	S C	S T	O B C	T O T	G e n	S C	S T	O B C	T O T	Boys	Girls	Total		

- Teacher and staff Strength for the year 2023-24 (Gender wise , Caste wise)

Sl. No.	Teachers Male					Teachers Female					
	SC	ST	OBC	Gen	Total	Sc	ST	OBC	Gen	Total	
	Staff male					Staff Female					



**Notes**

6. Infrastructural Facilities

Sl. No.	Infrastructure Facility Available as on 31.03.2024	Year of establishment /Installed		Sufficient or insufficient
		Institution	Required	
1	Class Room			
2	Library			
3	Girls Toilet (No. of seats)			
4	Boys Toilet (No. of seats)			
5	Girls Urinal (No. of seats)			
6	Boys Urinal (No. of seats)			
7	CWSN Toilet (No. of seats)			
8	ICT Lab			
9	Smart Board			
10	Projector			
11	Science Lab			
12	Vocational Lab			
Sl. No.	Infrastructure Facility Available as on 31.03.2024	Year of establishment /Installed		Nos
		Institution I	Institution II	
13	Computers			
14	Drinking water facility (Yes / No)			
15	Staff Room			
16	Play Ground			
17	RO is available (Yes / No)			
18	Others if any -			

### Understanding Leadership in Educational Institution



Notes

7. Infrastructural Requirement for the Institution: (E.g. Civil, ICT, Vocational 'equipment etc.)

- can use extra page also (attach Photos for requirement)

Sl. No.	Activities	Amount Received for the year 2023-24 (B)	Expenditure Incurred for the year 2023-24 (C)	Balance Amount as on 31.03. 2024 $D = A^* + B - C$	Amount Required for 2024-25 (E)	(Plan of activity for the year 2024-25 (F)
1	Access and Infrastructure					As per Annexure
2	Library Grant					
3	Sports Grant					
4	Others if any -					
	Total Amount					

\* represent the balance amount of previous year.

Please make a Note: The Pass Book entries in the Bank Account Should exactly match with Cash Book maintained at Institution (with resolution made at management committee)

### SIGNATURE OF THE HEAD OF INSTITUTION

Proposed activities	Period		Expenditure in Rs.	
	From	To	Amount Spent Last Year	Approximate Estimate Amount for current year
<b>Total</b>				

### REFERENCES

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### Understanding Leadership in Educational Institution



### Notes



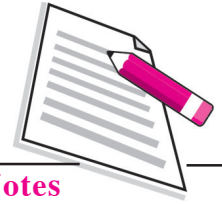


## **MODULE -2**

### **Resource Management**

1. Roles & Functions of a Leader
2. Human Resource Management
3. Non-Human Resource Management
4. Financial Management
5. Managing Teaching Learning Process (Curriculum, Pedagogy, Evaluation)
6. Institution-Community Interface





# 1

## ROLES & FUNCTIONS OF A LEADER

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### 1.0 INTRODUCTION

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Leadership has never been defined as a position. It is a quality in a person which provides him/her the capacity to foresee and take quick decisions. It also enables the leader to inspire and motivate the team to plunge into the dream or vision of the leader.

An educational institution on the other hand can be diverse in their organizational and operational structures. Various types of schools, diverse in their ownership, structures, finances and class levels, work differently. There are study centres catering to a large number of students opting for distant learning and correspondence education.

Consequently, there is no fixed or strictly defined area which a leader is assigned to or expected to perform on. The leader is an integral part of the entire system and performs multiple roles and is expected to be an expert in multitasking.

There are different types of leadership models like Transformational or Transactional, Autocratic or Democratic, Bureaucratic or Charismatic etc.

However, the roles and functions remaining the same they differ in their leadership styles.

A leader needs to develop and practice and encourage among others the seven habits to effectively influence people. These are:

1. Be Proactive
2. Begin with the End in Mind
3. Put First Thing First
4. Think Win Win

### Resource Management



Notes

5. Seek First to Understand then to be Understood
6. Synergize
7. Sharpen the Saw

In his famous book, “The Seven Habits of Highly Effective People”, Stephen R. Covey (First published in 1989) nicely explained how to acquire these habits for the success of an institution. A leader with these habits will always be successful in inspiring the team.



### 1.1 OBJECTIVES

After reading this lesson, you will be able to:

- Understand and explain the roles and functions of a leader as a -
  - ❖ Motivator
  - ❖ Mobilizer
  - ❖ Organiser
  - ❖ Visualizer
  - ❖ Initiator
  - ❖ Implementer
  - ❖ Explorer
  - ❖ Creator

### 1.2 CREATING A POSITIVE INSTITUTIONAL CLIMATE

#### 1.2.1 Clarity of Purpose, Vision & Mission

Institutional climate refers to the basic requirements which form the basis of health of an educational institution. Its major components are:

- (a) Policies and Rules
- (b) Coordination in Management
- (c) Growth and Development

The very first task for a leader is to create a positive institutional climate to set the background of positive work culture.

The leader's role, therefore, in creating positive institutional climate is to influence the employees and motivate them to achieve the institutional goals. The success of a leader in doing this can be gauged by the level of employee happiness, culture of innovation and positive social changes at the workplace. It is easier said than done while dealing with human resources as each individual is different from another and the objective of the leader is to take them all along to achieve the institutional goals.

To go ahead the leader has to have the clarity of purpose. This is aligned to the institutional objectives. He/she should orient the workforce with the vision, mission and goals of the organization so that each worker is aware of what the ultimate outcome of his or her efforts will be.

### CLARIFY PURPOSE

Vision, Mission & Strategy clear to all

Vision is what you want to be in the end

Mission talks about how to achieve the subset of the vision

Strategy is how to achieve the mission.

### 1.2.2 Goal Setting

Goal setting is the very next step towards creating a positive, professional climate. There are three types of goals: Long term, medium term and short term. Goal setting gives the employees clarity about the work at hand- what to do on a daily basis, or this year or in future. Realistic targets to be set after SWOC analysis and individual goals to be aligned with the institutional goals to get the best performances by the employees.

Long term goal is also called the Strategic goal. It focuses on what you want to be and works at institutional level. For example, where the institution sees itself five years hence.

Medium term goal is also known as Tactical goal and works at departmental level. It is basically planning or setting target for the current year. It has to be achieved in 1 year and new Tactical goals will be set in the next year. It emphasizes on HOW to achieve the yearly target.



### Resource Management



Short term goals are at individual levels and known as Operational Goals. They are to be achieved immediately on a daily basis. They help in facilitating Tactical goals. It also integrates individual goals with institutional goals.

### SWOC ANALYSIS



### 1.2.3 Clearly Stated Rules and Policies of the Organization

As an employee did you ever get confused about what to do in certain circumstances? Could you refer to any policy document or rule sets in that situation? For example, if you came late for three days in a month and your 1 day Casual Leave (CL) was deducted? Or when you did not inform and took leave it was counted as Leave Without Pay (LWP) even if you had your CLs left? If the organization has a written rule book or discipline manual it provides all the expected behavioural guidelines and consequences of not following the rules. If the workers are aware they will conduct themselves differently. To create a positive work culture the leader should construct a rulebook and orient the employees to this.

### 1.2.4 Clearly Stated Objectives

Clearly stated objectives are essential to give the employees a purpose to the assigned work. In an institution, the employees should be given the measurable targets with time limits. The feedback on completion of the work should be objective and include self-assessment as well. This will help an employee realize the mistakes he/she might have

made and the need to correct them in future. This will also provide them a knowledge of their own strength and weaknesses without being pointed out by others. The Leader will have to orient the employees to these and guide them to reach the targets.

### 1.2.5 Divide the Processes into Steps and Create Small Committees to Assign Each Area of Work

Divide the processes into steps and create small committees to assign each area of work. This makes the work easier due to division of labour.

The leader should rotate the members on the committees yearly or bi-yearly. Rotation of members among committees serve two purposes: one, each employee acquires knowledge of each segment of the process and two, second tier power concentration does not take place. Employees become mutually accountable to each other.



#### INTEXT QUESTIONS 1.1

1. Elements of institutional climate includes:
  - a) Policies and Rules
  - b) Management coordination
  - c) Growth and development
  - d) All of the above
2. Different types of leadership have
  - a) Different functions and different styles of working
  - b) Same functions but different styles of working
  - c) Same functions and same style of working
  - d) Different functions and same style of working
3. Success of a leader is assessed by:
  - a) Positive social changes at workplace
  - b) Money flow into the organization
  - c) Fear of Leader in employees
  - d) All of the above





Notes

4. Institutional leader plays:
  - a) Multiple roles
  - b) Single role
  - c) Double role
  - d) No role

### 1.3 MOTIVATING HUMAN RESOURCES

#### 1.3.1 Leading from the Front & Empathy

As a leader with empathy you put yourself in the shoes of others and feel their emotions which give you the power to understand them better and make strategies in the light of their strengths and shortcomings. Empathy earns the leader his employees' affection and commitments. When the employees can share their worries and pains with their leader they will be motivated to put in their best efforts and try to maximize their potential.

**For example,** a principal gives flexibility in working hours or gives permission to take online classes from home to female employees who have a small child.

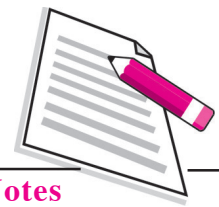
#### 1.3.2 Ownership to Stakeholders (in planning, goal setting and implementation of plans)

The famous author Dale Carnegie in his book (1993) "The Leader in You" pointed out that the leader has to engage people in his dreams, thinking and vision and involve them in what he/she is doing. Dictating actually does not work as much as the engagement of stakeholders does in completing a task. It may take longer time and efforts but it is sustainable in the long run. Carnegie used the interesting term "enrol" — "to enrol people in your thinking, your vision, your dream, your fantasy, whatever it is you're doing." [ Dale Carnegie in The Leader in you" pg45, chapter 3: Motivating People.]

#### 1.3.3 Enable the Stakeholders to identify their Stakes in Institution s Progress. Personal Development Goal should Overlap with Institutional Developmental Goals

The CBSE recently trained its Principals in formulating Annual Pedagogical Plans (APP) which particularly stressed stakeholders' involvement in building and implementing the plan.





STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
Where are we now?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?

It has 6 steps to follow for the successful implementation of any plan.

If you follow the structure, you see it talks in terms of “we” and not “I”. When the stakeholders are involved in planning, the work becomes their own, not imposed on them by the higher authority. They will also know how to go about it as they themselves have planned the whole thing. [CBSE APPhandout: cbse.gov.in]

In the context of an educational institution the stakeholders are:

- a. Children/students
- b. Parents
- c. Teachers
- d. School Management
- e. Neighbourhood community
- f. The State

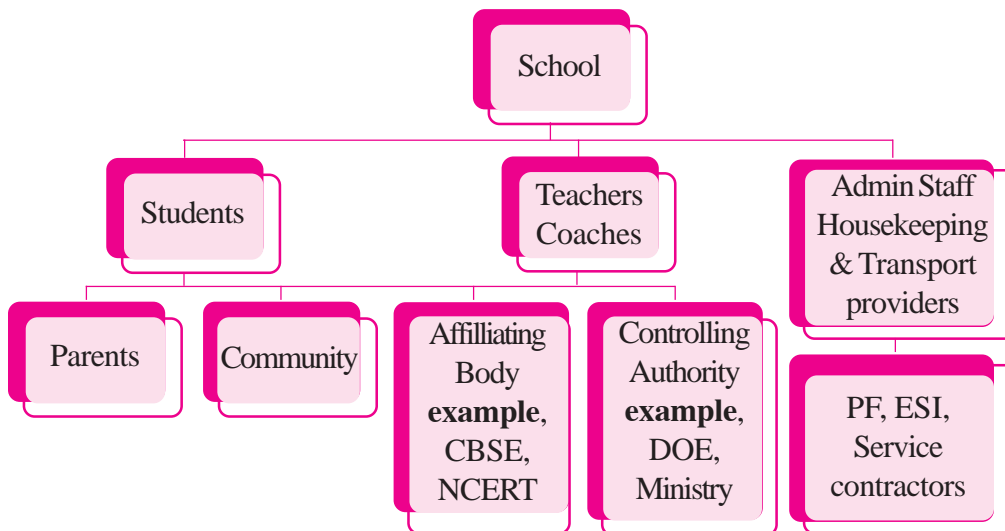
If seen in a broader paradigm, the affiliating body and recognising authorities are also the remote stakeholders in the institutional structure. Even the different categories of outsourced service providers are part of the institutional ecosystem. Their interests are intertwined and the success or achievements of an educational institution will depend on the involvement and contributions of all these stakeholders.

How the lack of contribution by an apparently insignificant stakeholder may disrupt the whole system can be seen from a small example. A strike by the sweepers can bring the institution to a standstill in a single day. If this small group of workers have not been paid on time by the management and they decide not to turn up for work, the sanitation and cleanliness of the building will be affected leading to the drop of hygiene levels. Parents will agitate over the issue and may withdraw their children from the school if it continues. It will earn negative publicity for the school in media and tarnish the reputation of the institution. On the contrary, when the top management takes care of the needs of the bottommost level of employees, they earn their respect as well as

### Resource Management



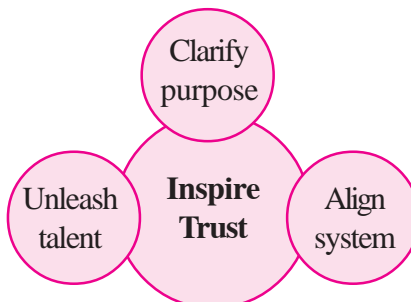
commitments and each finds their personal growth enveloped in the institutional goal. This ultimately leads to smooth progress of the institution.



### 1.3.4 Position Talent Appropriately

You have to admit, everybody cannot do everything. Some are good in organising, some in presenting, some can handle machines perfectly. The leader can use a formal survey, questionnaire to explore the talents of team mates. Self and peer assessment are two other ways of identifying talent. The leader can also observe the team members and get to know their strength areas. He/she should assign them work in the areas where they are most efficient. For example, a language teacher can be given the task of compering in a school event whereas a physics teacher can be assigned to guide the students in model exhibition. If the opposite is done the results will be disastrous! The leader will also have to understand what works for whom. Some people do their best under pressure, some work when given a free hand. There cannot be one blanket rule for motivating all. However, use of soft skills is very essential for the leader to keep the employees motivated. A word of encouragement and a little appreciation when the task is completed go a long way in motivating human resources.

### Making it happen



### 1.3.5 Assign Work with Deadline and Provide Freedom to Complete the Task (Do not micro-manage)

The work culture in the organization should create an atmosphere of ownership and responsibility. Each employee should be assigned the work with a deadline or finish target. The emphasis on timely completion of work can manifest in written or verbal or financial acknowledgements by the leader. The performance should not be counted by the number of hours the employee puts in but the amount of output he/she produces. When index of assessment is productivity or output, loss of manhour will be less. Employees will understand that they are not expected to kill time, rather saved time can be utilized for personal growth or leisure. Micro-managing of a task, i.e. instructing, guiding and correcting mistakes at every step of the task, will increase employee's dependence on the leader. The leader should know the difference between handholding and micro-managing. Handholding is essential to guide the employees in the right direction but micro-managing will kill the talent.



Notes

### 1.3.6 Communicate Clearly, Both Verbal and Written Communications.

To motivate the team the leader needs to have good communication skills. In fact it is one of the main characteristics of a 21<sup>st</sup> century winner. Articulating the problem at hand efficiently the leader abolishes ambiguities and makes it easier for the employees to carry on the task. Plans and implementation strategies should be communicated in writing for better understanding and future references.

### 1.3.7 Acknowledge Ownership of Stakeholders

As the employee should be appreciated on completion of an assignment successfully, similarly, they should be pulled up for failure. The employee should be asked to introspect and analyses the causes for the delay or failure of the task. Discussion and brainstorming techniques can be used by the employee to find out what all went wrong. There should be open discouragement to pass on the blame to others. Over time it will become the culture of the institution.

### 1.3.8 Emphasis on Quality

Quality can be defined as the continuous strive for excellence. It is the effort towards continuous improvement in whatever we do. It is not doing different things but doing the same things differently.

### Resource Management



### Notes

Quality concern is a very important element to strive for excellence. In the context of quality the leader should train the employees on Total Quality Management. Quality compromise at any stage or level will affect the entire system. Hence all the employees should be aware of what is meant by Quality work for the organization. Use of rubrics, application of various quality tools in everyday work and a taste for high benchmark should be part of the institution's work culture.

**Note:** A rubric is a type of tabular scoring guide that assesses and specifies components and expectations for a task. An example of using a simple rubric in assessing the quality of work by employees can be discussed here.

#### Assessment Rubric

Criteria	Needs Improvement	Good	Excellent
Meeting deadlines	Does not meet	Mostly meets	Always meets
Work quality	Below expectation	Meets expectation	Exceeds expectation
Presentation of work	Overlooks some topics/dimensions	Covers all topics / dimensions	Covers all topics/ dimensions in sequential order

#### Task: Question paper setting

Performance of employees with respect to the criteria can be marked with the help of the above rubric. The ones identified in lower levels of performance can be trained further to improve their levels. Instead of punitive measures, reinforcement and training would work better.

**Quality Tools** are various instruments to pursue quality work. A few examples of Quality Tools popularly used are:

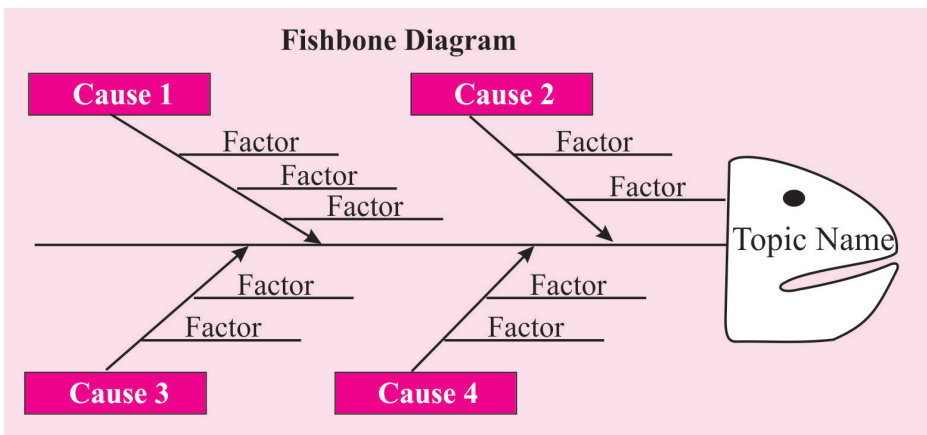
- a) **Lotus diagram:** A tool to expand thinking around a single topic. The expansion, arranged and presented in a nine-block diagram representing petals of a lotus, may include types, categories, details, or questions around a theme. It is a simple, effective way to organize the output around Brainstorming.

**For example,** to discuss about India, the class can take up concepts or fields with respect to this country as shown below. Each area can be discussed to know India better.

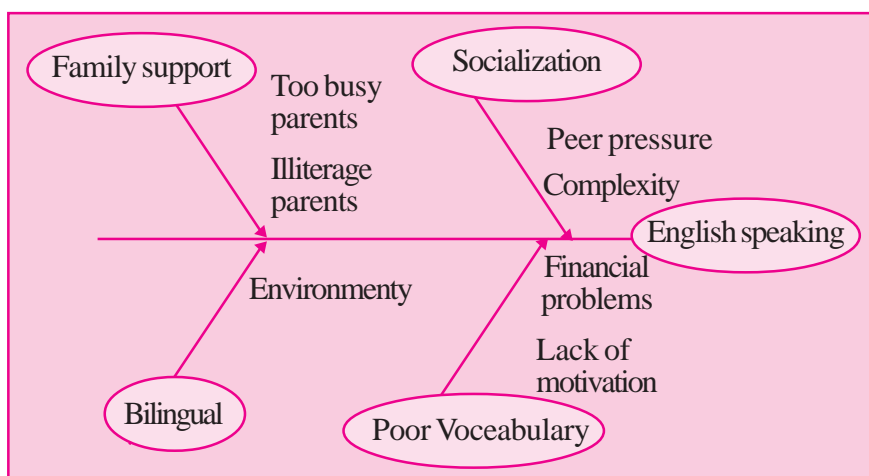
Languages	Climate	States & UTs
Agriculture	INDIA	Neighbours
Industries	Area	Population

This tool will help you manage and categorize large amounts of information related to a particular topic or issue, with each lotus petal relating to the original topic/issue. Depending on how far you want to go with your thinking, it could grow wider and wider and expand the possibilities.

- b) **Fish bone diagram:** The fishbone diagram is an analysis tool that provides a systematic way of looking at effects and the causes that create or contribute to those effects. Because of the function of the fishbone diagram, it may be referred to as a cause-and-effect diagram.



**Example:** Fish Bone diagram can be used to find out the causes or factors that impact the ability to speak English. It helps to sort out these obstacles and ultimately will lead to improvement in spoken English of the person under observation.



**Resource Management**



**Notes**

### Resource Management



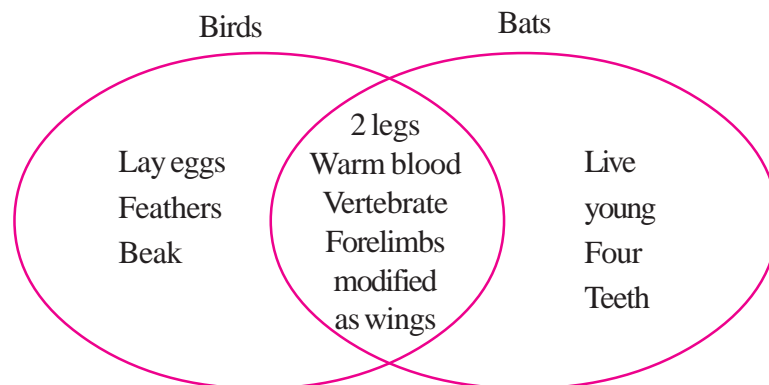
Notes

This Quality Tool helps identifying the causes of a problem and can ultimately guide towards a solution.

- c) **Venn diagram:** Venn Diagrams are made up of two or more overlapping circles.

The circles show relationships between concrete concepts. It allows learners to visually organize the **similarities** and **differences** between the characteristics of the concepts.

**Example:** A comparison between Birds & Bats



- d) **Target-achievement tables:** Target / Goal setting is a powerful process for thinking about one's ideal future, and for motivating oneself to turn the vision of this future into reality.

By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that can, so easily, lead you astray.

Setting targets gives one long-term vision and short-term motivation. It focuses one's acquisition of knowledge, and helps in organizing time and your resources to achieve the targets.

A useful way of making goals more powerful is to use the SMART mnemonic. While there are plenty of variants (some of which we've included in parenthesis), SMART usually stands for:

**S** - Specific (or Significant).

**M** - Measurable (or Meaningful).

**A** - Attainable (or Action-Oriented).

**R** - Relevant (or Rewarding).

**T** - Time-bound (or Trackable).

**For example**, instead of having “To sail around the world” as a goal, it’s more powerful to say “To have completed my trip around the world by December 31, 2015.” Obviously, this will only be attainable if a lot of preparation has been completed beforehand!

We must monitor the target / goal in order to understand its progress and to determine when we will achieve the target / goal fully in a systematic way.

### **Goal / Target setting and its monitoring is an important method of:**

- Deciding what you want to achieve in your life.
- Separating what’s important from what’s irrelevant, or a distraction.
- Motivating yourself.
- Building your self-confidence, based on successful achievement of goals.
- Setting your long term targets first. Then, setting smaller targets that you need to complete if you are to reach your lifetime plan.
- Keeping the process going by regularly reviewing and updating your goals.
- Remembering to take time to enjoy the satisfaction of achieving your goals when you do so.

### **1.3.9 Reinforcement**

Positive reinforcement works wonders in motivating employees. Constructive criticism is essential for guiding the employees in the right direction. However, the point of criticism is not to demean or show a person as a lesser being. Shouting at an employee on their mistakes will only alienate him or her as it hurts a person’s self-esteem. On the contrary, a discussion on the issue starting with a word of acknowledgement of the person’s contribution to the organization and gradually proceeding to what had gone wrong with the work at hand has always been a fruitful conversation. In this the employee realizes his/her own mistakes and accepts that. At this point the employee may realize his/her mistakes and will be willing to make corrections.

You as a leader must show your trust in the capacity of your employees. It is commonly said that the speed of trust is the fastest. In fact, it is a great motivating factor.





### Resource Management



Notes

### 1.3.10 Team Building & Collaboration

The present time in human history is the time to go together. The leader has to understand that today all are part of a distributed power system and cannot succeed without collaboration. Team building requires mutual respect and cooperation. This is not another version of division of work. Rather, this is doing the work together, using the best inputs from each team member and creating synergy in the process. The role of the leader is to show the employees the beauty of collaboration and how it helps to take individuals beyond their personal capabilities.

**For example**, a team of 2 teachers, one good at computers, the other having great command over the language, if work in collaboration, will produce an excellent presentation on any topic which will be able to communicate to the viewers much better with visuals as well as nice sentences. If the work was done by each separately, either would have had limitations.

Collaborative work encourages friendliness among the group members and improves their social skills which ultimately will produce better output for the institution.

### 1.3.11 Initiate, Influence and Inspire Team to work towards the Institutional Goal

The leader has to take the initiative and create the ideas. He/she can use his/her soft skills and communication skills to influence the employees to understand the merits of the project. It should be clear in the employees' mind how he/she will personally benefit from the success of the project besides the institutional achievement. The leader is there to inspire the team members to implement the plan and take it forward. Stakeholders' involvement in planning will be a democratic way of getting the work done as dictatorial orders do not work these days.



### INTEXT QUESTIONS 1.2

1. Identify which one is not an essential quality of a good leader:
  - a) Empathy
  - b) Planning and Goal setting
  - c) Capacity to position talent
  - d) Micro-managing



2. What is most essential for a leader to get his plan implemented by the stakeholders?
  - a) Clarify purpose
  - b) Align system
  - c) Position Talent
  - d) Inspire Trust
  - e) All of the above
3. Which types of communications a successful leader uses?
  - a) Verbal
  - b) Non verbal
  - c) Written
  - d) All of the above
4. Which one is an essential element of team building?
  - a) Trust in team members
  - b) Dictatorial orders
  - c) Micro-managing
  - d) Self-pride
5. By the phrase “speed of trust” we mean:
  - a) Trusting an employee help in better team building
  - b) This is a theory in physics
  - c) This is a rule of thumb
  - d) None of the above

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### 1.4 MOBILIZING NON-HUMAN RESOURCES

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#### What do we mean by Non-human Resources?

The resources are categorized into: Natural, Man-made and Human resources. Hence non-human resources will include both natural environment of the institution as well as the building and equipment used to produce the services.

As per the present guidelines of Education Department schools require a certain percentage of institutional land to be kept for green space. That is mandatory for

### Resource Management



### Notes

### Resource Management

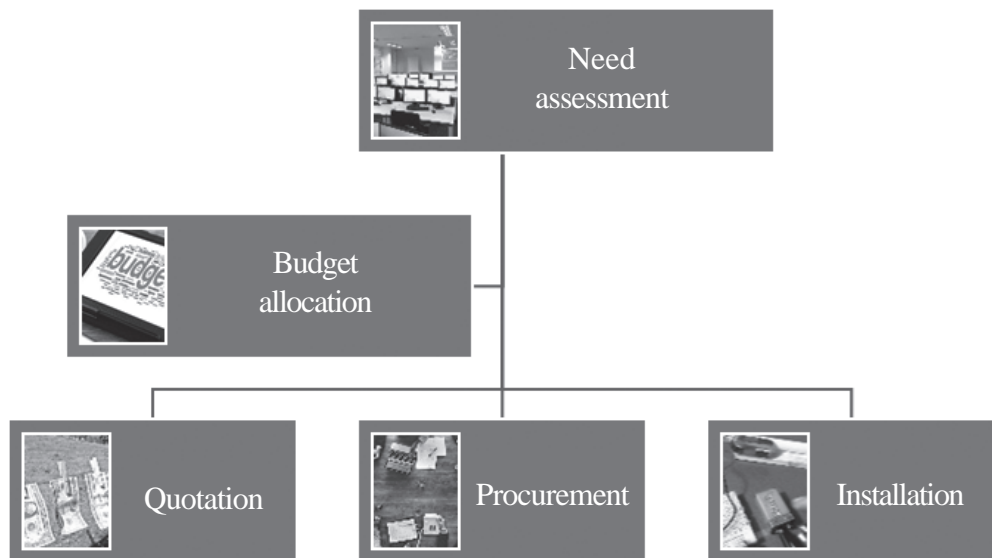


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affiliation purpose. It has to be ensured that the green space is developed and maintained well for the soothing and encouraging natural environment which is conducive to productivity. Rain water harvesting, Solar panel, STP plants add to eco-friendly sustainable practices and reduce overhead costs in electricity and water bills.

Today machines are an integral part of any organization. An increased capital use by employees will increase their productivity levels. For example, use of computers/ laptops, tablets, internet, interactive boards etc. has become routine in any institution. Furniture, fire equipment, water purifiers etc. are also part of the institution's capital stock.

The leader has to assess the requirements of these items and advise and convince the management to allocate budget for that. Placing order should be preceded by taking quotations from vendors and maintaining records of them. The order should go to the vendor quoting the minimum price. Post-procurement, items should be entered in stock registers and put in required places. The leader has to also assign duties to people to look after the machines and maintain records for that.



Capital also covers the building. Construction and maintenance of the building requires allocation of funds.

Budget allocation for capital expenditure is an important activity which should be done by the Accounts office under the supervision of an expert Chartered Accountant.

Maintenance and repair of the building and capital stock is covered by the depreciation reserve kept in the budget. Payment of taxes and various fees to authorities are also important financial work the leader has to keep in mind.

Sharing of equipment, common use of space, keeping multi-purpose halls, wall-less work spaces etc. can reduce capital expenditure.



### INTEXT QUESTIONS 1.3

1. Identify from below the items that are man-made resources (Capital goods):
  - a) Machines and buildings
  - b) Ores & minerals
  - c) River water
2. Mark the item that cannot be termed as part of the capital stock of an educational institute:
  - a) School buses
  - b) Water coolers
  - c) Swings
  - d) Laboratory consumables
3. Identify the one from the following that is not a way of reducing capital expenditure in an institution:
  - a) Sharing of equipment
  - b) Common use of space
  - c) wall-less work spaces
  - d) Purchasing laptops for each employee

## 1.5 EXPLORING ALTERNATIVE METHODS OF FINANCING

### What do you need to produce quality services? Money of course?

Sometimes the regular source of financing does not allow you to spend sufficiently on many desired events or purchase things which may benefit the institution in the long run.

The leader has to explore the alternative methods of financing. There are no fixed ways of doing it. The leader has to think beyond the box and apply his mind to find out the opportunities and scope of alternative source of finances. A few examples can be:



### Resource Management



Notes

- a) Organizing Parent Teacher Association (PTA) Lunch
- b) Carnivals
- c) Sale of Socially Useful Productive Work (SUPW) products
- d) Sale of art and craft items made by students
- e) Plays or Musicals produced in-House and put up as charity Show etc.

Sale of entry tickets to such events and sale proceeds from products can make a good additional fund for the institution. Sale of discarded items can be used.

In some situations, sponsors can be encouraged to commission Awards. Advertisements in events or journals can be explored as well.

Parents and Alumni often help an institution in pulling in extra funds either by contributing themselves in an event or arranging for sponsors.

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### 1.6 IMPLEMENTATION OF CURRICULUM

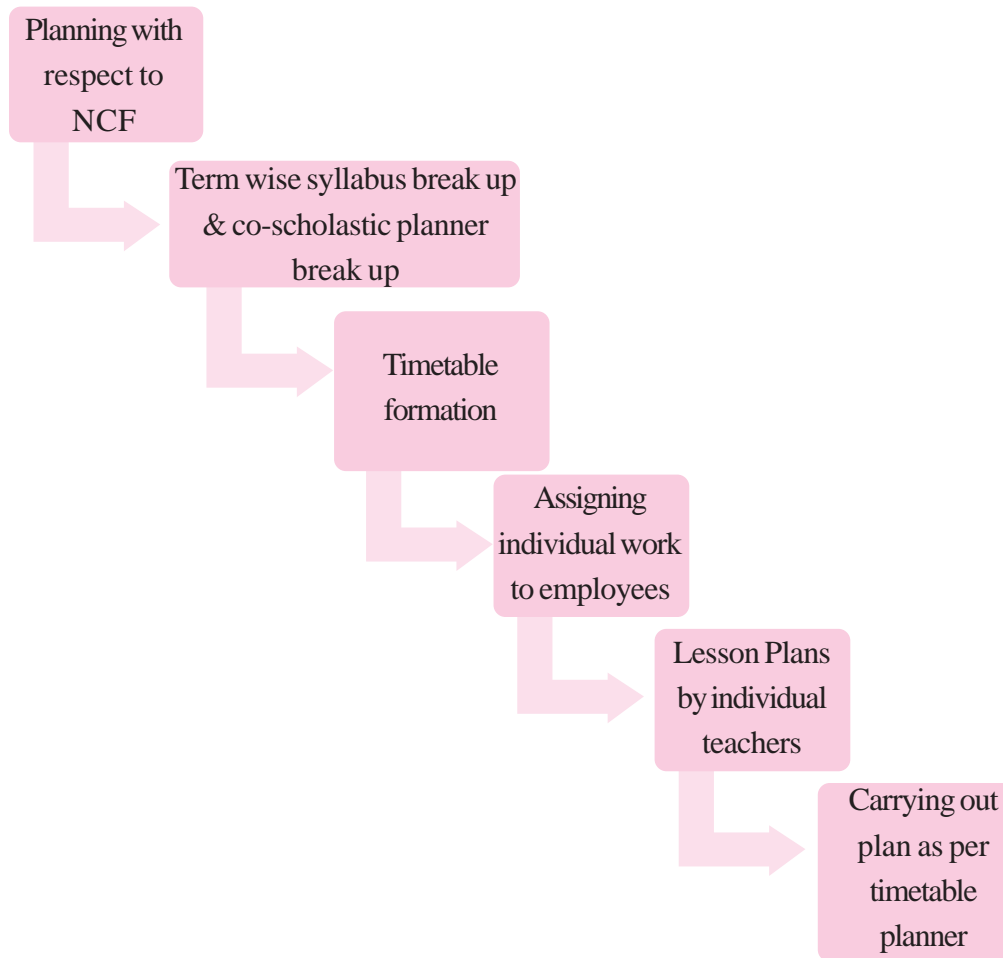
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**What do you think is at the centre of an educational institution?** The curriculum. Developing the curriculum therefore takes the centre stage in any educational organization. It covers the syllabus and other related activities of the institution. The National Council of Educational Research and Training (NCERT) develops the National Curriculum Framework (NCF) based on the latest Education Policy. The NCF 2005 is being replaced by the NCF 2020. The NCF provides the broad guidelines for curriculum planning at the institutional level.

Implementation of curriculum takes a number of steps: Curriculum development with respect to NCF guidelines and guidelines by the affiliating body, Term wise syllabus break up, Timetable planning, Teacher allocation, Lesson plans writing are some of them.

Curriculum planning takes care of the entire processes of the institution. The leader has to have a holistic view for this. Annual Pedagogical Plan and School Development Plans are to be prepared beforehand to clarify the objectives and keep the strategies in perspective. It will be helpful if these are developed with the inputs of Core Committee members and stakeholders feedback. In-service training and examinations are two major components of curriculum. They are the backbones of the successful implementation of the plans and assessing the success of the plans. Hence the leader should plan these meticulously and integrate them in the system efficiently.

Steps for Curriculum Implementation can be:



Resource Management



Notes

### 1.7 INITIATING AND ORGANIZING PROFESSIONAL DEVELOPMENT PROGRAMMES

With the changing world around the leader has to ensure that the employees remain updated and consequently relevant to the need of the hour.

In-service training plays a very important role in this case. The leader has to explore the training needs of the employees to plan for workshops or training programmes. This should cover the contemporary developments in the fields of education, subject specific trainings, pedagogical trainings, technology training, psychological or mental health issues, physical fitness, social responsibilities, happiness and entrepreneurial mindsets, etc.

The resource persons can be curated from the eminent personalities or local communities or from among the stakeholders.


### Resource Management



Notes

#### Other measures to improve employee skills are:

1. Encouragement to reading books and journals. It will require a well-stocked library and resource centre and a structured reading schedule. A “Must Read Books” list against employees’ names displayed prominently creates competitiveness among the teachers leading to higher level of reading in all.

Teachers Names	Book 1	Must Read Books (Names of the books)					
		Book 2	Book 3	Book 4	Book 5	Write major learnings from all the books	Most well-read teacher of the year
<b>T1</b>	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished		
<b>T2</b>	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished		
<b>T3</b>	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished		
<b>T4</b>	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished		
<b>T5</b>	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished		
<b>T6</b>	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished	Sign when you finished		

2. Action Research is another way to solve issues and design thoughts to handle any particular problem area.
3. Exposure visits, observation of other's work, peer feedback etc. enrich work efficiency.
4. Community outreach programmes, cultural activities, sports, etc. will widen the intellectual dimensions.

In the end the leader should develop a mechanism to assess the impact of training on productivity and outcome of the individual employees.



### INTEXT QUESTIONS 1.4

1. Identify the non-traditional ways of getting funds for an institution:
  - a. Tuition fees
  - b. Fines
  - c. Sale of SUPW products
  - d. Developmental charges
2. Tick the training need areas for a teacher:
  - a. Educational technology
  - b. Classroom Management
  - c. Subject specific training
  - d. All of the above
3. Identify the activities which can enrich work efficiency of a teacher:
  - a. Exposure visits
  - b. Observation of other's work
  - c. Peer feedback
  - d. All of the above



### WHAT YOU HAVE LEARNT

The leader is an integral part of the entire system and performs multiple roles and is expected to be an expert in multitasking. To create a positive institutional climate, he has to have clarity of purpose, vision, mission and strategies clearly set out and communicated to all stakeholders.

The Institutional Head needs to develop the seven habits of an effective leader to influence the people around him to dream his/her dream for the institutional excellence. By clarifying purpose, aligning systems, positioning talents and inculcating trust in each other the Leader can direct the people in the organization towards success.



### Resource Management



Notes

To run the institution successfully the Head has to mobilize and manage non-human resources as well. He/she may often have to explore alternative and innovative ways to finance besides the regular ones.

Implementation of curriculum is the uppermost task for an Educational Leadership. For this in-service training of staff and keeping them motivated to stay updated on contemporary progress in their professional domains are essential.



### TERMINAL QUESTIONS

1. What is the basic objective of an institutional leader? Analyse the role of an institutional leader in creating a positive institutional climate.
2. What is the importance of positioning talent and how it can be done?
3. Highlight the differences in various types of goals. How goal setting is important for a leader? How will he/she set the goals for the institution?
4. Discuss how a leader can motivate the employees in completing a task.
5. Define resources. Distinguish between human and non-human resources.
6. What are the various ways of mobilizing non-human resources?
7. Describe two alternative methods of financing an educational institution.
8. How curriculum is different from syllabus? What is National Curriculum Framework?
9. Briefly discuss the steps of implementing curriculum.
10. How important is the in-house training of staff for an institution?
11. Discuss any three methods of initiating and organizing professional development programmes.



### ANSWERS TO INTEXT QUESTIONS

#### 1.1

1. b) All of the above
2. b) Same functions but different styles of working
3. a) Positive social changes at workplace
4. a) Multiple roles



### Resource Management



### Notes

### 1.2

1. d) Micro-managing
2. e) All of the above
3. d) All of the above
4. a) Trust in team members
5. a) Trusting an employee help in better team building

### 1.3

1. a) Machines and buildings
2. d) Laboratory consumables
3. d) Purchase of laptops for each employee

### 1.4

1. c) Sale of SUPW products
2. d) All of the above
3. d) All of the above



## LEARNING OUTCOMES

After reading this lesson, you are able to:

- Understand how a leader motivates the employees, mobilize resources, organise processes, visualize and plan, initiate new ventures and implement the plans.
- Explore alternative resources for the institution
- Create a work culture and influence employees to achieve the institutional goals.

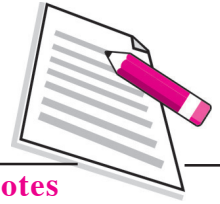
### Resource Management



Notes

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- Mandatory documents, CBSE [https://www.cbse.gov.in/cbsenew/mandatory\\_directions.html](https://www.cbse.gov.in/cbsenew/mandatory_directions.html)
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# 2

## HUMAN RESOURCE MANAGEMENT

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### 2.0 INTRODUCTION

---

In the previous chapter, you have understood that the leaders of educational and vocational institutions have various roles and functions in an institution. They have to create a positive institutional climate by motivating human resources and mobilizing non-human resources. A leader has to explore alternate sources of financing. Implementation of the curriculum has to be supervised by the leader. A leader also initiates and organizes professional development programs in the institutions. The most effective management is human resource management in an institution and organization. Human resource management enhances the skills and knowledge of people in an organization. This chapter will focus on the concept of human resource management and will help in learning the importance of an institution.



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### 2.1 OBJECTIVES

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After reading this lesson, you will be able to:

- Identify manpower requirements
- Describe different processes of recruitment and selection
- Discuss various strategies for training and development
- Explain different performance appraisal methods
- Explain the importance and techniques of educational supervision
- Describe the process of optimizing individual performance
- Discuss various strategies for stress management

Resource  
Management

## Notes

## 2.2 HUMAN RESOURCE MANAGEMENT

Human resource management is a process to develop, motivate, and evaluate all human resources required by any institution to achieve its objectives. It involves recruiting the right person in the right place according to his/her qualifications and suitability of an institution. In an educational institution, human resource management plays a vital role in managing people in the institution in a structured manner. Executing any program in an educational institution needs human resources at each level. In an educational institution like a college, university, or vocational institution, AVIs (Accredited Vocational Institutions), AIs (Accredited Institutions) employees involve all educational institution personnel like teaching staff, non-teaching staff, administration staff, etc.

### 2.2.1 Identification and Estimation of Manpower Requirements

Human resource management in educational institutions leads to initiating the working operational activities of the institutions. There are various stakeholders in educational and vocational institutions. An educational institution may be a school, college, a university, AVIs and AIs. It involves a set of rules to manage the teaching and non-teaching staff. It may help in enhancing the capabilities and competencies of the institution.

The human resource management function initiates the identification of manpower requirements in the educational institution. Therefore, management must be aware of the structure of the institution to determine manpower requirements in the institution. An effective workforce is needed to run an institution. Identifying the requirements of teaching staff and non-teaching staff in the educational institution is the primary function of human resource management. Human resource management helps in finding opportunities and challenges for the institutions. By following the given steps with an example of secondary school, it will be easy to identify and estimate manpower requirements:

1. **Assess Educational Needs:** It is essential to understand the institution's educational program, teaching methodologies, and courses offered. With an example of a secondary school offers a range of subjects involving math, science, humanities, and languages followed by a conventional classroom-based teaching methodology.
2. **Analyze Student Enrollment:** Consider different age groups, classes, and programs after reviewing the current enrollment numbers and expected growth.  
**Example:** If we consider there is an enrollment of 500 students then classes are distributed evenly with 125 students per class.



- Determine Faculty Requirements:** Based on student-teacher ratio, calculate the number of teachers needed. Example: If we consider current teachers are 25 then the desired student-teacher ratio is 20:1. As we consider the total students are 500 in the earlier example then we need 25 teachers (Total students/Desired student-teacher ratio =  $500/20$ ). Additional teachers require zero  $\{20(\text{desired}) - 25(\text{current})\}$ . Therefore, no immediate need for additional teachers based on the desired ratio.
- Consider Support Staff:** Based on the institution size and services offered, identify the needs of staff. Example: let's consider administrative staff:5, maintenance staff:3, librarians:2, and total support staff: 10.
- Forecast Future Growth:** To estimate future manpower requirements, consider expansion plans, new programs, and changes in enrolment trends. Example: As the local population is increasing, then 10% increase in enrollment is projected over the next two years.

### 2.2.2 Need for Human Resource Management in Educational Institutions

In Educational Institutions, it is very important to manage human resource management. It assists in enhancing the performance of school teachers and students. This happens when the teaching and non-teaching staff works together in effectively and efficiently. Efficient teachers help in the overall development of students.

Hiring the best teaching and non-teaching staff is the major responsibility of human resource management. To overcome the conflicts between teaching and non-teaching staff or conflict between the departments, the Human resource management plays a vital role. It pays attention to all aspects to achieve the educational goals of the school. It is essential that a proper training should be provided to teaching and non-teaching staff in order to manage the teaching-learning environment optimally. Trained staff can resolve the problem effectively. It is necessary to motivate the efforts of teaching and non-teaching staff so that educational goals can be achieved successfully. It is necessary to know why human resource management is important in educational settings through illustrations given below:

- Recruitment and Selection:** Human resource management performs the recruitment function by recruiting qualified administrators, educators, and support staff. **For example:** a school seeking to hire a post-graduate teacher for physics might rely on human resources personnel to design the job descriptions, screen applicants and conduct interviews to ensure they find the best post-graduate teacher for physics.

### Resource Management



### Notes

- 2. Training and Development:** It is necessary to give training to both new recruits and existing staff. **For Example,** Human resource management organizes workshops and faculty development programs for teachers to enhance their skills.
- 3. Employee Relations:** By managing employee relations, Human resource personnel assists in maintaining a healthy work environment. **For Example:** handling conflicts and implementing policies that foster collaboration and respect among staff and other faculties.
- 4. Performance Management:** Human resource management helps in evaluating employee performance. **For example,** in AVIs, by establishing the performance matrices for faculties, and administrators, facilitating regular feedback and assessment sessions.
- 5. Policy Implementation:** It ensures compliance with institutional policies and educational laws. To create and disseminate an employee handbook outlining codes of conduct and disciplinary procedures.
- 6. Retention Strategies:** It is necessary to retain talented staff in educational settings. Human Resource management could develop retaining strategies for the employee by providing career growth opportunities for them.
- 7. Adapting to Changes:** Human Resource management assists in adopting constant changes in educational methodologies by hiring staff with necessary skills or providing training to update existing staff.

Human Resource Management helps in maintaining professional ethics among the staff. It also encourages optimizing man-power efficiency in the institutions. The role of each individual is very important for accomplishing the goals of an institution, human resource management works on it strategically.

### 2.2.3 Strategic and Operational Role

Human Resource management plays an important role in accomplishing the goals of the institutions. It plays different roles like strategic and operational roles. In a strategic role, human resource management organizes the manpower in such a way that corrective measures take place to achieve educational goals. It involves planning which is done for the different levels in the institution.

In an operational role, Human resource management deals with the policies and procedures followed by the institution for achieving educational goals. Maintaining the records, and managing disputes and complaints are the functions involved in an operational role.

In an educational institution, human resource management plays both strategic and operational roles in achieving educational goals with day-to-day activities and functions. Let's understand it with a case study:

**Case Study:** ABC institution aims to uplift its reputation and academic excellence. By following the given strategies, human resource management plays a crucial role:

### Strategic Role:

1. **Talent Acquisition strategy:** Develop a strategy to attract top students and educators at a local and regional level and align their expertise with the institution's strategic focus area.
2. **Succession Planning:** Recognizing the essence of leadership and working on a leadership succession plan ensures a smooth transition when leadership changes occur.
3. **Workforce Diversity and Inclusion:** Human Resource Management develops policies for promoting diversity and inclusion and takes corrective actions to foster an inclusive culture.

### Operational Role:

1. **Recruitment:** Human Resource Management manages the whole recruitment process from advertising to hiring the candidate. They also streamline procedures to attract talent and ensure a smooth transition for new employees.
2. **Training and Development:** They organize workshops, conferences, seminars, and faculty development programs to enhance teaching methodologies and administrative skills.
3. **Performance Management:** To align individual performance with institutional objectives, a feedback session is facilitated by human resource management.
4. **Employee Relations and Conflict Resolutions:** A conducive work environment is essential for resolving conflicts among staff and by addressing their grievances. It establishes healthy relations among staff and employees.

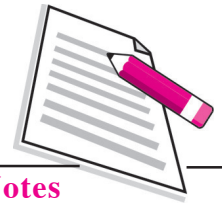
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## 2.3 RECRUITMENT AND SELECTION

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Recruitment involves attracting, identifying, and choosing qualified candidates for various departments within the institution. Recruitment is the process where an institution attracts candidates to apply for jobs. Recruitment precedes the process of selection where management can screen the most suitable person for the institution. The selection process begins from the date of advertisement.

### Resource Management



### Notes



Resource Management



In educational institutions, there are a series of decisions that take place, and recruitment and selection are the most important decisions.

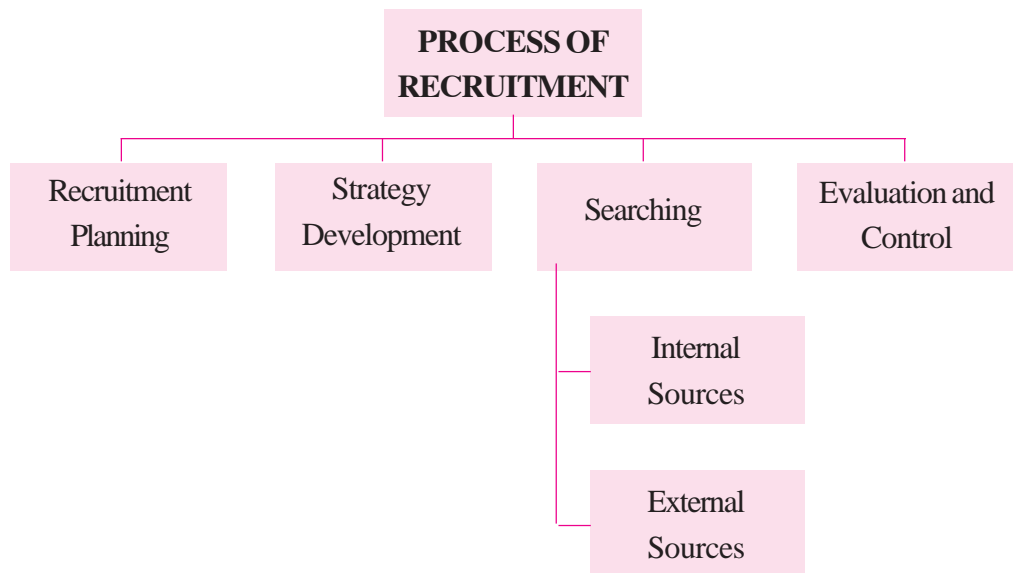
**Example:**

Accredited Vocational Institution (AVI) seeking to hire a faculty would start by determining the need for the position. They would create a detailed job description and mention the required qualifications and field experience.

After receiving the applications, the candidates are shortlisted and interviewed. The selection process may be initiated by taking a demonstration lesson cum interview. Finally, the institution verifies the reference check of shortlisted candidates before making an offer to the selected candidate.

**2.3.1 Process of Recruitment**

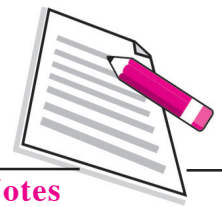
In order to maintain a high-quality learning environment, recruitment in an educational institution is very crucial. A conducive environment for learning and growth requires competent individuals to be recruited in the institution. Individuals should have the potential to contribute positively to the mission of an institution. The following are the steps involved in the recruitment process:



**1. Recruitment Planning:**

Planning involves highlighting the job specification for the vacant position and outlining the skills, qualifications, grade level, pay level, and responsibilities. It should also state whether the job is permanent or contractual, and mention of special conditions if any. It should be written accurately.





2. **Strategy Development:**

Recruiting candidates in institutions needs a suitable strategy. All strategic considerations have to be integrated in your strategy could be conduct the recruitment process. **For example**, to conduct walk-in interview for selecting a teacher.

3. **Searching:**

Searching is the step where you ensure that the right job seekers are attracted to the position. There are two sources to attract the candidates for the job:



**Internal Sources:**

- I. **Transfer:** Transfer means shifting an employee from one job to another with the same responsibilities and work. For example, a school teacher may be transferred from one school to another school of the same branch.
- II. **Promotion:** It involves the reassignment of an employee with high responsibilities and work with higher pay and status. For example, a primary school teacher may be promoted to Trained Graduate Teacher.

### Resource Management



### Notes

III. **Re-employment of Ex-employee:** To employ the same person who left the institution for some reason.

#### External Sources:

I. **Direct Recruitment:** This is done for filling casual vacancies where the first appointment of a person is to be made. For example, a school is hiring new teachers.

II. **Volunteer Applicants:** In the case of reputed institutions, some qualified people apply to the institutions on their own initiative then institutions may keep the file of those applicants and call them whenever the need arises.

III. **Advertisement:** This is a common medium of recruitment as information about the job is given in the advertisement and applicants may apply according to their eligibility and desired qualifications. For example, a school teacher applies for a job by reading the advertisement in the newspaper.

IV. **Outsourcing:** It refers to an external agency or firm that is engaging to handle some aspects of the recruitment process. **Example:** a large educational institution faces challenges in managing the recruitment process due to a small human resource management team and mass vacancies. The recruitment team decides to outsource some recruitment functions to an external human resource management team which is expert in education sector placement.

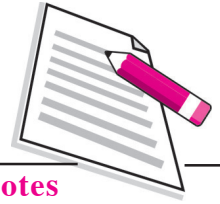
V. **Walk-in-Interview:** It offers immediate and direct interaction between the candidate and the hiring team. A face-to-face interview is conducted. For Example, An educational institution organizes a career fair to recruit teaching staff.

VI. **Employment Exchange:** It is a government-run network where employers fill some vacancies through the employment exchange.

VII. **Campus Recruitment:** Many big organizations like schools, AVIs and AIs maintain contact with colleges and universities and recruit qualified personnel for jobs on their campus.

VIII. **Recommendations or Referrals:** When a present employee refers or recommends someone for the job. For Example, a present school teacher in school recommends her/his friend for the job who is a teacher and suitable for the vacant post.

IX. **Web Publishing:** LinkedIn is a popular online source nowadays for recruitment where job seekers and job providers are there and they get the all the information about both at the same site.

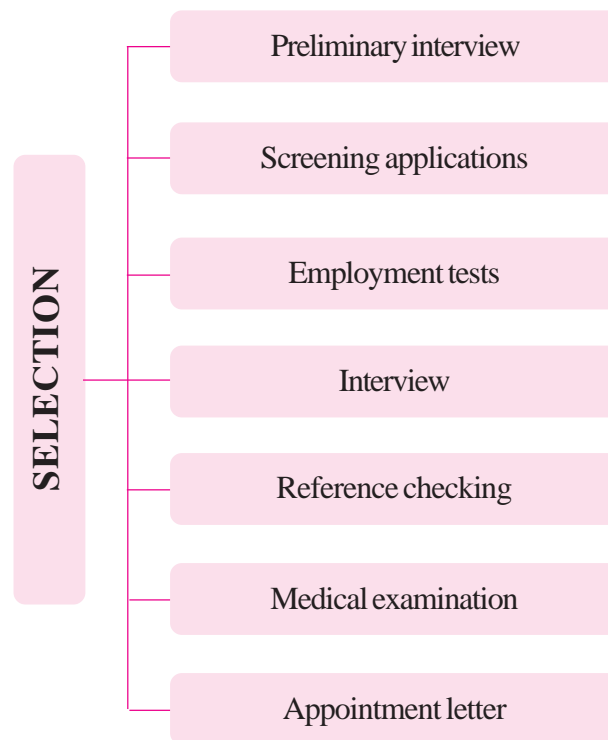


#### 4. Evaluation and control:

The recruitment process involves some costs like the salaries of recruiters, the cost of advertisement, administrative expenses, etc. Management has to consider all related costs incurred during the recruitment process and evaluate and control these costs accordingly.

#### 2.3.2 Selection

Selection is the process of offering the right job to the right candidate. It involves a heavy investment of time and money. In an educational institution, we need to identify and admit the most suitable candidate for the institution based on the institution's requirements. The process of selection involves the following steps:



- (i) **Preliminary interview:** It is the stage where the elimination of totally unsuitable candidates takes place.
- (ii) **Screening applications:** The application form is provided to the applicants where their written records about qualifications, skills, and other qualities of the candidate.
- (iii) **Employment tests:** These tests bring out the qualities and weaknesses of the candidates which could be analyzed before offering the job.

### Resource Management



Notes

- (iv) **Interview:** After clearing the test candidate is called for an interview. Where in the light of the responsibilities associated with the job, questions are asked and the suitability for the job is ascertained.
- (v) **Reference Checking:** Before the final selection, a verification is done by the employer on the references supplied by the candidate.
- (vi) **Medical Examination:** A proper medical examination ensures a higher standard of health and physical fitness.
- (vii) **Appointment Letter:** When a candidate clears all above stated steps in the selection process, an appointment letter is given to join the institution.

#### ACTIVITY 2.1

Conduct a mock selection procedure for selecting a Teacher in a school.



#### INTEXT QUESTIONS 2.1

1. .... is the process of offering the right job to the right candidate.
  - a) Recruitment
  - b) Staffing
  - c) Selection
  - d) Directing
2. .... is done for filling casual vacancies.
  - a) Campus Recruitment
  - b) Direct Recruitment
  - c) Employment Exchange Recruitment
  - d) All of the above
3. In the selection process ..... bring out the qualities and weaknesses of candidates.
  - a) Interview
  - b) Employment Test
  - c) Screening Test
  - d) Reference Checking

4. In ....., Human resource management deals with the policies and procedures followed by the institution for achieving educational goals.
  - a) An Operational Role
  - b) Strategic Role
  - c) Administrative Role
  - d) Management Role
5. .... precedes the process of selection..
  - a) Selection
  - b) Directing
  - c) Planning
  - d) Recruitment
6. In ....., human resource management organizes the manpower in such a way that corrective measures take place to achieve educational goals.
  - a) An Operational Role
  - b) Management Role
  - c) Strategic Role
  - d) Administrative Role

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## 2.4 TRAINING AND DEVELOPMENT

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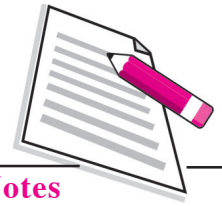
Training is a planned effort of an employees to improve their job-related competencies. To perform the jobs well, employee needs specific skills and knowledge which is attained through training. Development has a wider scope than training. It aims at the future needs of the job as well as the individuals.

Training and development involve various educational activities through which an institution may improve the performance of an individual or a group.

### 2.4.1 Strategies for Training and Development

Human Resource Management must give training to teachers in educational institutions for improvement. The development of teachers enhances the performance of students.

Various strategies for training and development:



### Resource Management



Notes

1. **Establish a goal:** An institution has to align with training and development given to employees with institutional goals to get the best result and outcome.
2. **To measure progress:** Strategies for training and development can be simple when matrices are to be used to measure progress.
3. **Engagement with employees:** Effective training and development lead to understanding employee needs to achieve the institutional goals.
4. **Match goals with training and development of employees:** Effective training and development strategies prioritize institutional and employee goals equally.
5. **Create a formal program:** A formal approach is better to ensure all team members have regular access to more training opportunities
6. **Organize small and continual trainings:** Starting with small pilot programs that involve goal setting is more beneficial and leads to continuous training to keep up with the rapidly changing environment.
7. **Provide various training types:** Various training types assist institutions in achieving their goals with productive outcomes.
8. **Regular constructive feedback:** Regular constructive feedback from employees directs an institution to be in a better position by adopting required modifications which are beneficial for the institution.
9. Modify training and development strategies based on employee feedback
10. **Measure the outcome:** Evaluate both success and failure when considering how to improve training and development.

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### 2.5 PERFORMANCE APPRAISAL

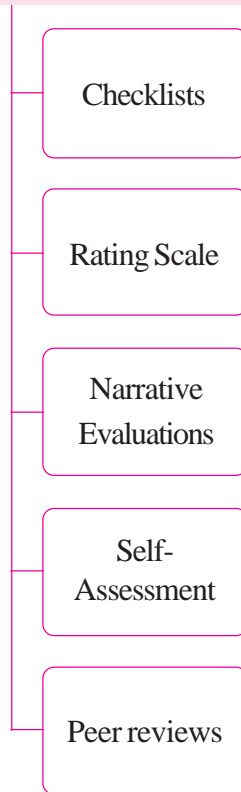
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Performance appraisal can be defined as a process of evaluation of the work or job of an employee in the institution. It is based on the progress of an employee against the goals of an institution. In educational institutions, performance appraisal involves full-time teaching staff, academic coordinator, teaching staff, administrative staff, support staff, etc. Performance score should be considered for improvement.

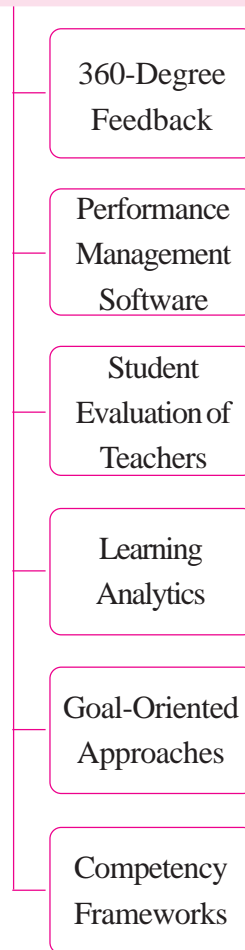
#### 2.5.1 Methods of Performance Appraisal

Performance appraisal methods in an educational institution can be diverse according to the needs and requirements of the institution. It assesses the growth of various stakeholders including teachers, administrators, and support staff. Conventional and modern methods are used for performance appraisal in educational institutions.

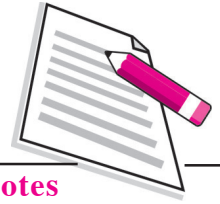
## CONVENTIONAL METHODS



## MODERN METHODS



## Resource Management



## Notes

**Conventional Methods:**

1. **Checklists:** Using predefined lists of skills or behaviors, administrators assess teachers based on criteria like classroom management, lesson planning, etc.
2. **Rating Scale:** To give numerical ratings on various aspects of teaching performances like communication skills, knowledge of the subject, and classroom engagement.
3. **Narrative Evaluations:** Supervisors give detailed assessments of teachers that highlight the strengths, weaknesses, and areas of improvement.
4. **Self-Assessment:** To evaluate their own performance with predetermined criteria and allow them to reflect on their strengths and areas of improvement.
5. **Peer Reviews:** Fellow teachers assess each other's performance and offer insight from a different perspective.

## Resource Management



Notes

### Modern Methods:

1. **360-Degree Feedback:** To collect feedback from various stakeholders like supervisors, students, colleagues, and parents and have a comprehensive view of an educator's performance.
2. **Performance Management Software:** To monitor the teacher's progress and achievements throughout the academic year by using specialized software.
3. **Student Evaluation of Teachers:** By using questionnaires and conducting surveys which are filled by students to know the teacher's effectiveness, clarity of instructions, teaching methodologies, etc.
4. **Learning Analytics:** To assess the performance of teachers, use various technologies, and utilize data analytics based on student outcomes, engagement level, and learning progress.
5. **Goal-Oriented Approaches:** Measuring achievement of educational goals over a specified period. These goals involve the implementation of new teaching methods and techniques, improving student engagement etc.
6. **Competency Frameworks:** Describing specific skills and competencies required for teaching and assessing educators based on these specific criteria.

A continuous feedback loops should be ensured. A real-time and ongoing feedback should be encouraged rather than relying merely on periodic evaluation. This would foster a culture of continuous improvement.

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## 2.6 EDUCATIONAL SUPERVISION

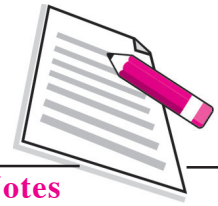
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Educational supervision defines the effort of educational institution officials directed towards facilitating the leadership, teachers and other educational workers for the improvement of the institution. The human and non-human material is involved under supervision and besides that, the curriculum, techniques, and method of teaching also come under the scope of supervision. The objectives of educational supervision are given below:-

### Educational supervision

1. Helps to motivate educational institutions officials to do a good job.
2. Ensures high-quality work and services.
3. Detect, diagnose, and solve problems and issues.
4. Prevent future problems.
5. Train officials to perform effectively to enhance productivity.





6. Gives effective feedback from educational institutions officials.
7. Assists the institution to make the required changes which are beneficial.
8. Monitor the implementation of activities of all teaching and non-teaching staff.
9. Assist in gathering suggestions for improvement.

### 2.6.1 Techniques of Educational Supervision

Educational supervision aims to enhance the quality of education. It is done by observing and supporting teachers in their professional development. Supervision techniques help achieve the goals of the institutions, the following are some educational supervision techniques:

1. **Class Visit:** The class visit is the best technique to get a real picture of the teaching-learning environment. Example: A supervisor makes a surprise visits to the classroom to know the teaching method of the mathematics teacher. It helps the supervisor to get the real picture of the teaching-learning environment and take corrective measures for improvement.
2. **Observation:** Observation gives an in-depth view of the actual situation to know about the learning environment in the classroom by observing students and teachers simultaneously. **Example:** A supervisor may observe the music class to evaluate how students are engaged in vocal and instrumental activities and provide suggestions for improvement, if needed.
3. **Individual Conversation:** The conversation is carried out by the supervisor with teachers and learners to know the situation and get a real feedback about teachers and learners.
4. **Group Techniques:** It is aimed at coaching teachers together by the supervisor in a group where, group discussion, meetings and workshops take place to address their need effectively.
5. **Reflection Diary:** This is a structured process where educators or students record regularly their thoughts, challenges, and experiences related to teaching, learning, and professional development. In this process, an individual maintains a personal journal to encourage self-reflection, critical thinking, and continuous improvement in their professional practices.

#### ACTIVITY 2.2

Conduct a Group Discussion among teachers and find out which educational supervision techniques are suitable for their institution.

## Resource Management



Notes



## INTEXT QUESTIONS 2.2

1. .... involve various educational activities due to which an institution may improve the job performance of an individual or group.
 

a) Planning and Organizing	b) Recruitment and Selection
c) Training and Development	d) Observation
  
2. .... involves the effort of educational institution officials directed towards facilitating leadership, teachers and other educational workers for the improvement of the institution.
 

a) Educational Supervision	b) Training
c) Development	d) Recruitment
  
3. Group discussions, meetings, and workshops take place to resolve the issues and overcome them in an effective manner by involving-
 

a) Class Visit	b) Observation Technique
c) Group Techniques	d) Individual Conversation
  
4. The conversation is carried out by the supervisor to teachers and learners to know the situation and get a real feedback about teachers and learners through.
 

a) Group conversation	b) Individual conversation
c) Group Interaction	d) Group techniques

## 2.7 OPTIMIZING INDIVIDUAL PERFORMANCE

In an educational institution, optimizing individual performance refers to creating an environment that supports individuals' growth, learning, and achievement. Assessing the strengths and weaknesses of teachers helps improving their performance. It involves various key aspects:

1. **Personalized Learning:** It involves different personalized learning plans and instructions. These plans assist in creating a learning environment for students according to their needs, abilities, and learning styles.
2. **Data-driven approach:** To track the student's progress and identify the areas of improvement by evaluation. Performance metrics help educators provide targeted remedies to students who need them the most.
3. **Effective teaching strategies:** Using diverse teaching methods in teaching students can accommodate various learning styles. An educator may involve



various activities for effective teaching like group discussion, interactive lessons, technology-integrated learning, etc.

4. **Supportive environment:** It involves counseling services, an inclusive atmosphere, and introducing co-curricular activities that can assist in the holistic development of students.
5. **Teacher professional development:** To enhance teaching skills, continuous training and development are required which leads to the professional development of teachers. This training helps in staying updated with educational trends.
6. **Parental involvement:** Having a strong partnership between teachers and parents helps in understanding students' needs.
7. **Resource allocation:** To allocate resources that involve in teaching-learning environment like books, technology, laboratories, and other additional learning materials for effective teaching and learning.
8. **Feedback mechanism:** Frequent feedback received by students on their work, encourages them to understand their strengths and helps in their improvement.
9. **Goal setting and motivation:** Providing realistic goals to students that may boost their motivation to achieve those goals.
10. **Adapting to individual differences:** Ensuring that educational institutions remain supportive and inclusive for all students with diverse backgrounds, abilities, and needs.

### 2.7.1 Process of Optimizing Individual Performance

A multifaceted approach is required to optimize individual performance in an educational institution. By implementing personalized strategies and an effective learning environment, an educational institution can enhance individual performance. Here is an elaboration on the process of optimizing individual performance:

1. **Personalized learning plan:** Framing education according to individual needs is crucial. For example, a teacher might have used different teaching styles to accommodate various learning styles. Some students benefit from visual aids and some do excel in hand-on-hand activities.
2. **Setting clear goals:** To achieve the goals is crucial for the individual whether it is personal, academic, professional, or vocational goals. To achieve these goals, an individual needs effective skills. **For example**, students aiming to improve

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their vocational skills might set a goal to learn specific activities for the enhancement of their vocational skills.

3. **Regular assessment and feedback:** Constructive and continuous feedback is essential for continuous learning. For example, vocational teachers conduct a field activity for students and give immediate feedback to them.
4. **Encouraging support system:** It is essential to build a supportive network involving teachers, peers, and counselors. **For Example**, a mentorship program may be organized where older students can guide younger students in achieving academic achievement and addressing emotional needs.
5. **Apply technology:** Educational technology may aid in optimizing performance. Educational learning applications like technological tools may enhance individual performance. **For example**, a vocational institution may use online platforms for vocational studies as a supplement material to enhance student learning.
6. **Promoting a growth mindset:** An individuals can learn from their mistake. Encouraging a growth mindset increases the willingness to learn more. For example, encouraging and motivating the students for hard work.
7. **Offering enrichment opportunities:** Beyond classroom activities can enhance individual performance. Extracurricular activities, internships, workshops, seminars, etc., enhance knowledge and skills in practical settings. For example, a science exhibition may motivate students to develop scientific concepts.
8. **Celebrating achievements:** Recognizing achievements of an individual increase motivation. Acknowledging students' success by their teachers motivates them. **For example**, providing certificates to students for their achievements.

## 2.8 STRESS MANAGEMENT

### 2.8.1 Concept of Stress and Stress Management

Stress is the natural response to tense by difficult situations. It involves mental, emotional, and physical components. It happens due to various factors like environmental factors, physical factors, work or school demands, life events, perceptions, and thoughts. A high-pressure environment, illness, injuries, overwhelming workload, exams, financial issues, loss of loved ones, and ability to cope with negative situations can intensify stress.

Stress management refers to those activities which help in preventing stress and difficulty in life. Managing stress may maintain a better life to live personal and workplace life to



an individual. Stress may be a physical, mental, and emotional response to an unacceptable event. In psychology, stress depends upon an individual's perception of a situation which is why some individuals seem more suffered than others. Excessive stress may trigger for a disease. An individual needs to avoid excessive stress. As it negatively affects the emotional, physical, and mental well-being of an individual. It is necessary to deal with stress timely. Timely adopting stress management techniques can minimize the development of an unhealthy impact on the individual.

### 2.8.2 Stress in Students

Adults can communicate what they are feeling but children and teenagers are not able to express their feelings. Children are even not able to recognize their emotions due to which stress emerges. Parents and teachers must observe the short-term behavior of the child and the physical changes that lead to stress. Age plays an important role in managing stress. An adult may recognize his or her emotions well so that extreme situations do not develop. In schools, students have stress due to their academic responsibilities and there are also other different causes of stress among school students.

School education plays a vital role in student's life. This is a stage where a student decide the next stage of his education. Sometimes overthinking about the academic growth leads to stress in a student's life. Communication barriers also increase stress levels among students as some students are introvert and do not want to interact with students.

### 2.8.3 Academic Stress

Academic stress is often found among students as they have pressure to perform well in academics. An excessive pressure for doing well in academics may lead to adverse effects which initiates stress. Extreme anxiety about class tests among students causes stress as some students do not like to take class tests.

Nowadays, students have to face many academic issues which involve exam stress, compulsory attendance in classes, and difficulty in understanding a subject. It involves mental distress which leads to academic challenges and failures in student's educational life.

### 2.8.4 Stress in Teachers and Administrators

Teachers are the pillars of a student's educational life. The responsibility of teachers is very crucial as they are the builder makers of the nation. Therefore, a teacher has stress to managing their student's academic performance. It is a personal challenge for

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teachers to manage stress. A teacher has to fulfill students' expectations, maintain classroom management, and has to give performance reviews. A teacher has to understand different personalities of each student as individual difference makes each student unique. A teacher has to adopt different strategies for effective school management. One should not strive for perfection; individuals have their strengths and weaknesses. A teacher has to give performance feedback to the students so that they can improve their academic credentials.

### 2.8.5 Strategies for Stress Management

Stress management strategies should be adopted to deal with stress at various stages. These strategies help an individual to control emotions and triggers. Implementation of stress management strategies in the institution leads to an effective and healthy environment.

**Different strategies of stress have been given below:**

1. **Self-awareness:** Knowing about self, to understand self-emotions, and to manage self-emotions involve self-awareness. This strategy helps in the institution and gives a positive outcome to overcome stress.
2. **Build regular break time:** building regular break time enhances efficiency and effectiveness in the teaching-learning environment.
3. **Create flexible policies:** Flexible policies lead to reducing stress in the workplace. According to the need for a teaching-learning environment, policies should be modified and amended.
4. **Encourage autonomy:** Autonomy is an essential element in the workplace. It involves innovative perspectives that see autonomy as self-management technique with high responsibilities. It encourages the teachers to work independently, reducing stress and establishing a healthy teaching-learning environment.
5. **Reinforcing positive emotions:** Encouraging activities that reinforce positive emotions that help reduce stress.
6. **Meditation and yoga:** Meditation helps balance emotions and gives a sense of calm and peace. It improves emotional well-being and overall health. Yoga addresses the root of stress. The combination of physical asana, breathing exercises, and mental focus, promotes a sense of calmness.
7. **Counselling:** Counsellors help individuals recognize their stress and counsel them to use strategies to cope with stress. They provide support and guidance and a non-judgmental environment. To reduce the stress, a counselor works on

the behavioral change in an individual and educates the individuals about handling stress.

8. **Work-life balance:** When work and personal life are balanced, leads to stress reduction. Work-life balance improves mental health, enhances productivity, and establishes better relationships. It also encourages self-care practices.

### ACTIVITY 2.3

Teach students some breathing exercises to relieve physical tension and reduce their stress. After that discuss the issues that generate academic stress.



### INTEXT QUESTIONS 2.3

- ..... Involves knowing about self, understanding self-emotions, and managing self-emotions involve self-awareness.
  - Self-Management
  - Self-awareness
  - Meditation
  - Self-Discipline
- ..... helps balance emotions and gives a sense of calm and peace.
  - Self-Management
  - Self-awareness
  - c) Meditation
  - d) Self-Discipline
- The pressure of doing well in academics may lead to adverse effects which initiate .....

  - Stress management
  - Academic Stress
  - Self-awareness
  - Meditation

- ..... plays a vital role in student's life and is a turning point in their academic life as well.
  - School Education
  - Higher Education
  - Teacher Education
  - Adult Education



### WHAT YOU HAVE LEARNT

Human Resources are the key for a steady growth of an institution. Human resource management in educational institutions involves staff maintenance, staff relations, and job performance of officials of the institution. The process of recruitment stimulates the candidates to apply for a job. Selection is the process of selecting a candidate who



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has the desired qualifications for the vacant jobs in the institution.

Training and development in educational institutions assist in achieving goals and ensure the enhancement of the productivity of the institution.

Performance appraisal and educational supervision direct an institution to bring out the desired changes and modifications that are benefit the organization. Stress management approaches, such as problem-solving and time management lead to enhanced effectiveness and efficiency in the institution.

Optimum individual performance can be attained by implementing personalized strategies, facilitating necessary support, and establishing an effective learning environment in an institution.

Stress management helps to develop the ability to respond to stressful situations positively and constructively. A stressful situation needs to be confronted rather than avoided. Some strategies to manage stress in the workplace should be encouraged to deactivate stressors.



### TERMINAL QUESTIONS

1. Explain the concept of Human resources management in Educational Institutions. Give the suitable example.
2. Discuss strategic and operational role of human resource management in educational institutions.
3. What do you understand by recruitment? Explain the process of recruitment.
4. Explain the concept of selection. How does recruitment precede selection process?
5. Why does an educational institution need performance appraisal for the evaluation of officials working in the institution?
6. Explain the importance of educational supervision in an educational institution.
7. Describe the process of optimizing individual performance in an institution.
8. Define stress management. How does an individual cope with stress in an educational institution?





## ANSWERS TO INTEXT QUESTIONS

### 2.1

- |                    |                        |
|--------------------|------------------------|
| 1. Selection       | 2. All of the above    |
| 3. Employment Test | 4. An Operational Role |
| 5. Recruitment     | 6. Strategic Role      |

### 2.2

- |                             |                            |
|-----------------------------|----------------------------|
| 1. Training and Development | 2. Educational Supervision |
| 3. Group Techniques         | 4. Individual Conversation |

### 2.3

- |                    |                     |
|--------------------|---------------------|
| 1. Self-awareness  | 2. Meditation       |
| 3. Academic stress | 4. School Education |



## LEARNING OUTCOMES

After reading this lesson, you are able to:

- Understand the concept and need for Human Resource Management in the institutions.
- Explain the recruitment and selection process in educational institutions.
- Know the importance of training and development in the institutions.
- Understand the process of optimizing individual performance.
- Explain the need for educational supervision and stress management in educational institutions.

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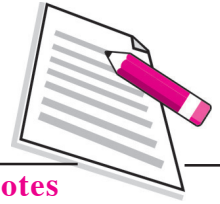


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# 3

## NON-HUMAN RESOURCE MANAGEMENT

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### 3.0 INTRODUCTION

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In the previous chapter, you have learned that human resources play an important role in ensuring quality education in educational institutions. Along with the identification and estimation of manpower requirements, non-human resource management also plays a crucial role in institutions. As we already learned in the previous chapter, human resource management involves training and development, performance appraisal, educational supervision, optimizing individual performance, and stress management. However human resources alone are not enough for the proper functioning of an institution. Institutions need non-human resources for their effective functioning.



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### 3.1 OBJECTIVES

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After reading this lesson, you will be able to:

- Describe the meaning and concept of non-human resource management
- Explain the need and importance of non-human resource management
- Discuss the process of identification and procurement of non-human resources
- Explore the utilization and maintenance of non-human resources

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### 3.2 MEANING AND CONCEPT OF NON-HUMAN RESOURCE MANAGEMENT

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In an educational institution, non-human resource management refers to management of physical and material resources that play crucial roles in the institutions. These

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resources assist in facilitating all operations of the institution. These resources involve infrastructure, technology, finances, and materials that are used in the functioning and growth of educational institutions. Resource management has generally focused on human resources, such as teachers, administrators, and support personnel. However, the idea of non-human resource management has also become important as a result of technological development in education. Digital technology, educational software, hardware, infrastructure, and learning materials are examples of non-human resources. Non-human resources are also called physical or material resources.

For creating an optimal teaching-learning environment and effective administration, these non-human resources should be efficiently managed. It needs strategic planning, efficient use of resources, proper allocation of resources, and regular maintenance.

#### ACTIVITY 3.1

Identify at least ten non-human resources available in your institution and compare this list with that of your peer. Suggest at least 2 ways by which you can enhance or maximize their utilization.



#### INTEXT QUESTIONS 3.1

1. Non-human resource management refers to the management of:
  - a) Machines and equipment
  - b) Furniture
  - c) Garden
  - d) All of the above
2. The primary goal of non-human resource management is to:
  - a) Maximize profits for the organization
  - b) Ensure the efficient use of non-human resources
  - c) Promote environmental sustainability
  - d) Improve employee productivity
3. Which of the following is a key aspect of non-human resource management?
  - a) Recruitment and selection
  - b) Performance appraisal

- c) Maintenance and repair
  - d) Employee training and development
4. Non-human resource management involves:
- a) Allocating resources to different projects or departments
  - b) Evaluating the performance of machines and equipment
  - c) Implementing strategies to reduce waste and environmental impact
  - d) All of the above
5. The concept of non-human resource management emerged from the recognition that:
- a) Human resources are more valuable than non-human resources
  - b) Non-human resources require specialized management techniques
  - c) Non-human resources are more predictable and controllable than human resources
  - d) Non-human resources do not contribute to organizational goals

### 3.3 NEED AND IMPORTANCE OF NON-HUMAN RESOURCE MANAGEMENT

While the focus of educational institutions is primarily on managing human resources such as teachers, staff, and students, non-human resources are equally important for the smooth functioning and overall effectiveness of the institution. Here are some key reasons why non-human resource management is important in educational institutions:

1. **Infrastructure and Facilities:** An educational institution's physical infrastructure and facilities, such as its classrooms, libraries, labs, sports facilities, computer systems, and other equipment, are referred to as non-human resources. A favorable learning environment is made available to students through proper resource management, which improves their educational experience. Well-designed laboratories and classrooms enhance student engagement time. Technology hubs in laboratories can aid in skill development. Adequate infrastructure provides a positive environment to learn that improves student performance.
2. **Operational Efficiency:** The total operational efficiency of an educational institution is influenced by how well non-human resources are managed. It



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requires that resources are allotted properly, maintained regularly, and used efficiently. Institutions can improve their operations, cut down on waste, and distribute resources where they are most needed by effectively managing non-human resources.

- 3. Safety and Security:** Non-human resource management entails taking steps to protect students, employees, and tangible assets. This includes putting in place safety procedures, doing routine maintenance checks, and supplying essential safety gear. Educational institutions build a safe atmosphere that promotes well-being and frees staff and students to concentrate on their academic objectives by placing a high priority on safety and security.
- 4. Budgetary Considerations:** Planning and allocating funds for the acquisition, upkeep, and replacement of physical resources are part of non-human resource management. Efficient management aids organizations in making the most of their financial allocations, selecting resources wisely, and cutting back on wasteful spending. Educational institutions can optimally utilize their financial resources and allocate funds to initiatives that directly benefit students and staff by managing non-human resources well.
- 5. Long-Term Planning:** To keep current and useful physical resources, educational institutions must plan for future demands, technology developments, and shifts in instructional approaches. Institutions can adapt to changing educational trends and remain at the forefront of innovation by actively managing non-human resources.

### 3.4 ICT AS NON-HUMAN RESOURCE IN EDUCATIONAL INSTITUTIONS

Information and Communication Technology (ICT) has emerged as an essential non-human resource within educational institutions. Through the integration of computers, internet connectivity, software applications, and interactive digital tools, ICT has transformed the way students learn, teachers instruct, and administrators manage. This technological advancement enhances collaboration, critical thinking, and problem-solving skills, as students engage with multimedia content and virtual simulations. As ICT continually develops, institutions and vocational institutions must ensure equitable access and effective utilization, recognizing its important role in nurturing digital literacy and preparing students for the challenges of an increasingly technology-driven world.

ICT tools facilitate multimedia content that caters to diverse learning styles. Educators and students can access the information for their learning through ICT. These tools

also assist in managing the administrative activities of the institution. It also assists in developing collaborative programs that allow for group projects. It also encourages online learning, webinars, and workshops that give opportunities for continuous development of learning. It also breaks down geographical barriers and connects all learners globally.

### 3.5 INFRASTRUCTURE AS NON-HUMAN RESOURCE IN EDUCATIONAL INSTITUTIONS

Infrastructure serves as an important non-human resource within educational institutions, shaping the environment in which learning and growth take place. The quality of classrooms, laboratories may influence the engagement and motivation of students, impacting their overall learning experience. Proper infrastructure not only supports effective teaching but also contributes to a holistic educational environment, promoting creativity, critical thinking, and collaboration. Modern institutions recognize that infrastructure extends beyond physical facilities, surrounding digital platforms, and online resources that enhance remote learning and communication. In sum, infrastructure stands as the silent partner in education, playing an essential role in nurturing the next generation of learners.

As a non-human resource in educational institutions, infrastructure is essential. It has a direct impact on the standard of the institution, the capacity for research, information access, and the general well-being of both students and staff.

**For example** XYZ, Accredited Vocational Institution, has upgraded its infrastructure over the past few years. Infrastructure plays a crucial role in vocational institutions that enhance the overall experience in the following manner:

1. **Modern classrooms:** XYZ, a vocational institution has refurbished classrooms with technical tools that facilitate interactive and multi-media-based learning.
2. **Technology labs:** The latest computers and software are made available for students to enhance their vocational skills.
3. **Library and resource centers:** A wide range of journals, books, and digital resources should be well-stocked which motivates students toward self-learning and research.
4. **Administrative support system:** XYZ, institution optimizes advanced administrative systems like students' management software, communication platforms, providing fieldwork environment, biometric attendance system, effective system for student records, etc.



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5. **Safety measures:** Establishing effective safety protocols, CCTV cameras, and emergency response systems creates a safe learning environment.
6. **Accessibility features:** The infrastructure is designed to be accessible to students with disabilities so as to ensure inclusivity and equal opportunities for all learners.

### ACTIVITY 3.2

Conduct a discussion in class on how ICT and Infrastructure work as non-human resources in educational institutions.



### INTEXT QUESTIONS 3.2

1. What is the primary need for managing non-human resources effectively?
  - a) To increase employee satisfaction
  - b) To minimize operational costs
  - c) To enhance customer experience
  - d) To improve market share
2. What is the significance of non-human resource management in an organization?
  - a) It ensures legal compliance and adherence to regulations.
  - b) It enhances employee motivation and engagement.
  - c) It improves the quality and efficiency of operations.
  - d) It fosters collaboration and teamwork among employees.
3. How does effective non-human resource management contribute to organizational success?
  - a) It reduces the need for human resources.
  - b) It increases employee turnover rates.
  - c) It enhances productivity and effectiveness.
  - d) It minimizes the importance of technology and automation.
4. Which of the following is a potential risk of inadequate non-human resource management?
  - a) Decreased employee loyalty
  - b) Improved decision-making processes



- c) Increased employee morale and job satisfaction
  - d) Enhanced institutional adaptability
5. Why is it important to align non-human resource management with organizational goals?
- a) To avoid use of obsolete technology
  - b) To ensure efficient resource allocation
  - c) To decrease employee performance
  - d) To discourage innovation and creativity

### 3.6 PROCESS OF IDENTIFICATION AND PROCUREMENT IN NON-HUMAN RESOURCE MANAGEMENT

#### 3.6.1 Process of Identification in Non-human Resource Management

The process of identifying non-human resource management in an educational institution involves several steps.

1. **Needs Assessment:** Finding out the specific non-human resources that the institution will need to fulfill its academic objectives. This can include tools for the laboratory, sports equipment, maintenance of equipment, library resources etc.
2. **Establish Standards:** Establish the standards for assessing and choosing non-human resources. Think about their educational relevance, quality, dependability, cost, upkeep requirements, interoperability with current systems, and adherence to safety regulations.
3. **Investigate and Review Your Options:** Identify possible non-human resources that fit the defined requirements by conducting research. This could entail looking through supplier offerings, catalogues, websites, and webpages, as well as speaking with educators, administrators, and professionals in related sectors.
4. **Evaluate and Compare:** Consider the listed materials in light of the set standards. Design method to compare options fairly and rate them by how well they meet the needs of the educational.
5. **Budgeting and Funding:** Prepare the budget for purchasing non-human resources. Investigate financial options, such as grants, contributions, and budgetary allocations from the institution. Take into account the long-term expenses, such as upkeep, improvements, and training.



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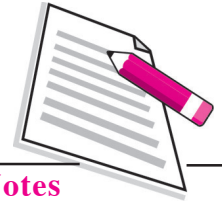
#### Activity 3.3

The following table describes the budget with the appropriate heads, categories, descriptions and allocation of fund. You are required to put the budget of the non-human resources of your institution keeping in mind the budget category given in the table below-

Budget Category	Description	Allocated Fund (Rupee)
Personnel cost	Salaries, wages, and benefits to technical staff	XXX
Technical Material	Books, Supplies, Equipment	XXX
Facility Maintenance	Repairs, Utilities, Upkeep of building and furniture	XXX
Technology and Equipment	Computers, software, lab equipment	XXX
Administrative Expenses	Office supplies, insurance, and other administrative activities	XXX
Outreach	Advertising and promotional activities	XXX
Contingencies	Emergency funds for unforeseen expenses	XXX
<b>Total Budget</b>		<b>XXX</b>

6. **Consultation and Approval:** Enlist the assistance of appropriate stakeholders, such as educators, supervisors, IT specialists, and maintenance employees. Appropriate selections can be aided by their knowledge and viewpoints. The suggestion for action are present to the relevant decision making authorities for approach.
7. **Procurement:** start the procurement procedure as soon as the resources have been approved. Contacting suppliers, requesting proposals, negotiating costs, and ensuring adherence to procurement guidelines are all part of this process.
8. **Implementation and Integration:** Arrange for the non-human resources to be delivered, installed, and set up. Make sure they are effectively incorporated into the curriculum, infrastructure, and teaching strategies already in place at the institution. Assist teachers and staff in using and maintaining the resources by providing training and assistance.

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9. **Monitoring and Evaluation:** Consistently evaluate the non-human resources' effectiveness in achieving the desired goals. In order to find any problems or potential areas for development, collect input from instructors, students, and other users. Keep an eye on how well the resources perform, how long they last, and how well they work with new technology.
10. **Maintenance and Replacement:** Create a maintenance strategy to guarantee the resources' durability and good performance. Examine, maintain, and repair equipment as needed regularly. The procurement department creates a procedure for replacing broken or old materials, taking into consideration evolving educational standards and technological developments.

It can be understood by an illustration with a diagram that a university needs recent journals for research scholars in the educational department as a non-human resource to achieve its academic goals:

### ACTIVITY 3.4

Engage in a survey of non-human resources in education. You will be able to gain hands-on experience in identifying, assessing, and evaluating non-human resources in an educational institution.



### INTEXT QUESTIONS 3.3

1. Which of the following is a step in the process of identifying non-human resources for management?
  - a) Recruitment
  - b) Training
  - c) Performance evaluation
  - d) Procurement
2. Which of the following is a key factor to consider during the identification process of non-human resources?
  - a) Availability of resources
  - b) Budget constraints
  - c) Market demand
  - d) Employee satisfaction

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3. The primary purpose of identifying non-human resources for management is to:
  - a) Maximize profitability
  - b) Enhance customer satisfaction
  - c) Improve employee morale
  - d) Minimize resource utilization
4. During the identification process, which of the following aspects should be evaluated for non-human resources?
  - a) Cost-effectiveness
  - b) Reliability and durability
  - c) Compatibility with existing systems
  - d) All of the above
5. Which of the following techniques can be used to identify non-human resources for management?
  - a) Job analysis
  - b) Performance appraisals
  - c) Market research
  - d) All of the above

### 3.6.2 Process of Procurement in Non-human Resource Management

In the context of resource management in education, procurement refers to the process of acquiring the necessary resources and materials to support the functions of educational institutions. It involves identifying, selecting, and obtaining the goods, services, and equipment required to make possible teaching, learning, and administrative functions.

The procurement process for non-human resource management in institutions is undertaken by the procurement division and involves the following steps:

1. **Identify the Need:** To manage resources effectively, the administration must identify the non-human resources needed. This can comprise any tools, technology, or software required for running different parts of the educational institution.

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2. **Needs Analysis:** To find out the requirements, characteristics, and functionalities of the non-human resources, a thorough needs analysis is done.
3. **Budgeting:** The finance department of an educational institution decides how much money will be spent on purchasing non-human resources. This involves taking into account the price of acquisition, installation, instruction, maintenance, and any ongoing costs related to the resources.
4. **Research and Supplier Selection:** The institution carries out research to find suitable suppliers who can supply the necessary non-human resources. When choosing the supplier (s), factors including reputation, quality, pricing, support, and compatibility with current systems are taken into account.
5. **Request for Proposal:** The proposal of non-human resources describes the precise specifications and requests proposals that include pricing, implementation strategies, warranties, customer support, and any other pertinent data.
6. **Evaluation and Selection:** The received proposals are assessed using pre-established standards, including compatibility, cost, functionality, and quality. The best supplier(s) for the non-human resources are chosen after the proposals have been evaluated by a selection committee or other decision-making body.
7. **Contract Negotiation:** After a supplier has been chosen, the terms and conditions of the purchase are included in the contract. Prices, payment conditions, delivery dates, warranties, support services, and any other relevant agreements are included.
8. **Procurement and Implementation:** The institution moves forward with the acquisition of non-human resources after the contract is signed. Ordering, receiving, and installing the resources to the established norms are all part of this process. During this phase, any essential staff training or support may also be given.
9. **Testing and Quality Assurance:** Non-human resources are tested to make sure they satisfy with the given specifications and function as intended. This procedure assists in locating any problems that must be fixed before complete implementation.
10. **Deployment and Training:** The resources are implemented and included in the institution's resource management systems after they pass the testing process. To guarantee that the personnel can properly use the new resources, training sessions may be held to familiarize them with the use of these resources.

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11. **Continuous Support and Maintenance:** For non-human resources, the supplier offers continuous support and maintenance. This involves resolving any technological problems, delivering updates and upgrades, and supporting the faculty as required.

Let's consider an example of an educational institution requiring projectors in each department. An institution has to follow the following steps as given in the diagram:

1. **Identify the need:** The institution identifies the need for 3 projectors in each department.
2. **Needs Analysis:** To find the features of projectors according to the need of each department.
3. **Budgeting:** Prepare a budget and allocate fund according to demand of projectors for each department.
4. **Research and Supplier Selection:** To find suitable suppliers for the projectors.
5. **Request for Proposal:** Request proposal from suppliers which includes price of projector, warranty, customer support.
6. **Evaluation and Selection:** Evaluate all aspects and select the best supplier for the projector.
7. **Contract Negotiation:** After supplier has been chosen, other agreements should be involved while contract negotiation.
8. **Procurement and Implementation:** Ordering, receiving and installation of projectors in each department.
9. **Testing and Quality Assurance:** Testing of all projectors should be done before using.
10. **Deployment and Training:** Training sessions should be held to operate the projectors.

- 11. Continuous Support and Maintenance:** Suppliers offer continuous support and maintenance for projectors.

Figure 3.1 The procurement Process.

### ACTIVITY 3.5

Describe the process of procurement followed in your institution and given an example of your choice?



### INTEXT QUESTIONS 3.4

- Which of the following is NOT a step in the procurement process for non-human resource management?
  - Identifying the need for non-human resources
  - Evaluating potential suppliers
  - Negotiating contracts and agreements
  - Putting in place safety protocols
- What is the first step in the procurement process for non-human resource management?
  - Identifying the need for non-human resources
  - Requesting proposals from potential suppliers
  - Conducting market research
  - Evaluating potential suppliers
- What is the purpose of conducting market research in the procurement process for non-human resource management?
  - To identify potential suppliers
  - To evaluate supplier performance
  - To determine the budget for resource procurement
  - To understand market trends and pricing
- Which of the following activities is involved in evaluating potential suppliers for non-human resource procurement?
  - Reviewing supplier proposals and qualifications

### Resource Management



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- b) Negotiating contracts and agreements
  - c) Developing a procurement plan
  - d) Training employees on resource utilization
5. What is the final step in the procurement process for non-human resource management?
- a) Evaluating potential suppliers
  - b) Identifying the need for non-human resources
  - c) Training employees on resource utilization
  - d) Managing supplier relationships and performance

### 3.7 UTILIZATION AND MAINTENANCE OF NON-HUMAN RESOURCES

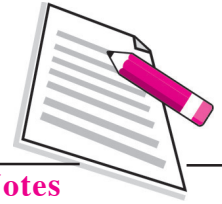
The utilization and maintenance of non-human resources in non-human resource management in educational institutions involves the effective management and care of physical assets and resources. They contribute to the effective functioning of the educational institution. These resources may include infrastructure, equipment, technology, and other tangible assets.

#### 3.7.1 Utilization of Non-Human Resources

1. **Resource Allocation:** To ensure that non-human resources are used to their full potential, they must be allocated properly. Based on the demands of the institution and its programs, this entails choosing the most appropriate distribution of resources which includes classrooms, laboratories, libraries, sports facilities, and equipment.
2. **Scheduling and Timetabling:** To maximize the use of resources, efficient scheduling and timetabling are necessary. Planning class schedules, providing time slots for different activities, and ensuring that resources are shared and used by numerous users without conflict are desirable.
3. **Maintenance and Upkeep:** To preserve the longevity and continued proper functioning of non-human resources, regular maintenance and upkeep are essential. This requires carrying out routine checks, repairs, and preventative maintenance of equipment, technology, and infrastructure to keep them in excellent condition.



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- 4. Inventory Management:** To keep track of the non-human resources available in the institutions and inventory must be maintained which includes their condition and number. This requires cataloging tools, materials, and other resources, maintaining on how they're being used, and replacing or restocking them as required.
- 5. Technological Integration:** Computers, software, and other technology-based resources are frequently included in institutions' non-human resources. Managing and maintaining these resources, which includes upgrading software, guaranteeing network access, and offering technical help, is necessary for effectively integrating technology into the curriculum.

### 3.7.2 Maintenance of Non-Human Resources

- 1. Cleaning and Sanitization:** To maintain a safe and healthy environment for students and staff, regular cleaning and sanitization of classrooms, labs, restrooms, and other facilities is crucial.
- 2. Safety Measures:** Educational institutions are required to follow safety rules and put policies in place to guarantee the physical safety of students and employees. This can entail doing routine safety inspections, addressing any risks, and offering suitable instructions on operating facilities and equipment.
- 3. Repair and Replacement:** Non-human resources occasionally need to be repaired or replaced owing to damage or wear and tear. To maintain a productive learning environment, it's critical to provide repair requests with prompt attention and to have a procedure in place for replacing faulty or old equipment.
- 4. Resource Disposal:** To maintain a clutter-free and effective learning environment, non-human resources that are no longer functional or pertinent must be properly disposed of. To reduce the negative effects on the environment, recycling or appropriate disposal techniques should be used.



### INTEXT QUESTIONS 3.5

1. Which of the following best defines the utilization of non-human resources in non-human resource management?
  - a) The process of acquiring non-human resources
  - b) The process of effectively deploying and maximizing the use of non-human resources

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- c) The process of maintaining non-human resources
- d) The process of disposing of non-human resources
2. Why is the effective utilization of non-human resources important in non-human resource management?
  - a) To minimize the cost of acquiring non-human resources
  - b) To ensure the availability of resources when needed
  - c) To improve productivity and efficiency
  - d) All of the above
3. Which of the following factors should be considered when determining the utilization of non-human resources?
  - a) Availability and capacity of resources
  - b) Cost and maintenance requirements
  - c) Skill requirements and training needs
  - d) All of the above
4. What does maintenance of non-human resources involve in non-human resource management?
  - a) Repairing and servicing non-human resources
  - b) Disposing of non-functional resources
  - c) Acquiring new resources
  - d) None of the above
5. Which of the following is a key objective of maintaining non-human resources?
  - a) Maximizing the longevity and performance of resources
  - b) Minimizing the utilization of resources
  - c) Reducing the need for acquiring new resources
  - d) Disposing of non-functional resources



### WHAT YOU HAVE LEARNT

Non-human resource management in institutions focuses on managing the tangible assets that contribute to the educational process. It involves planning, acquisition, allocation, utilization, and maintenance of non-human resources to enhance teaching and learning experiences.

Efficient non-human resource management is crucial in educational institutions for several reasons. Firstly, it ensures that necessary resources are available to support curriculum delivery, student learning, and administrative functions. Secondly, effective management helps improve resource allocation, reducing wastage and unnecessary expenses. It also helps in planning and budgeting, ensuring that resources are acquired and utilized cost-effectively.

Identification of non-human resources involves assessing the needs of the institution, such as equipment, technology, facilities, and materials required to meet the educational objectives. This may involve conducting resource surveys and consultation with stakeholders. Once the needs of non-human resources are identified, the procurement process begins, which includes activities such as preparing specifications, and obtaining quotations, evaluating suppliers, negotiating contracts, and procuring the resources within the budgetary constraints.

After procurement, the resources need to be effectively utilized to support educational activities. This involves assigning resources to specific classrooms, departments, or programs based on their requirements. Proper utilization includes training staff to use the resources efficiently. Maintenance of non-human resources is crucial to ensure their longevity and functionality. It involves regular inspections, repairs, upgrades, and replacement, if necessary preventive maintenance schedules, adherence to safety protocols, and keeping track of resource usage and performance are important aspects of maintenance.



### TERMINAL QUESTIONS

1. What is the meaning and concept of non-human resource management?
2. Discuss need and importance of non-human resource management.
3. What are the steps involved in the process of identifying non-human resources for management purposes?
4. Explain the process of procuring non-human resources for effective management.

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5. How can organizations ensure the optimal utilization of non-human resources?
6. What are the key considerations for the maintenance of non-human resources?
7. What are the potential benefits of effectively managing and maintaining non-human resources?
8. How can non-human resource management contribute to overall organizational efficiency?
9. What strategies can be employed to maximize the longevity and productivity of non-human resources?
10. What role does technology play in the utilization and maintenance of non-human resources?



### ANSWERS TO INTEXT QUESTIONS

#### 3.1

1. d) All of the above
2. b) Ensure the efficient use of non-human resources
3. c) Maintenance and repair
4. d) All of the above
5. b) Non-human resources require specialized management techniques

#### 3.2

1. b) To minimize operational costs
2. c) It improves the quality and efficiency of operations.
3. c) It enhances productivity and effectiveness.
4. a) Decreased employee loyalty
5. b) To ensure efficient resource allocation

#### 3.3

1. d) Procurement
2. a) Availability of resources
3. a) Maximize productivity

4. d) All of the above
5. d) All of the above

### 3.4

1. d) Putting in place safety protocols
2. a) Identifying the need for non-human resource
3. d) To understand market trends and pricing
4. a) Reviewing supplier proposals and qualifications
5. d) Managing supplier relationship and performance

### 3.5

1. b) The process of effectively deploying and maximizing the use of non-human resources
2. d) All of the above
3. d) All of the above
4. a) Repairing and servicing non-human resources
5. a) Maximizing the longevity and performance of resources



## LEARNING OUTCOMES

After reading this lesson, you are able to:

- Define non-human resource management in the context of educational institutions.
- Explain the significance of effective non-human resource management for the smooth functioning and growth of educational institutions.
- Describe the procurement process, including assessments, budgeting, sourcing of suppliers, evaluating options, and making informed decisions.



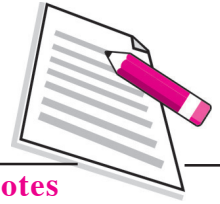
### Resource Management



### Notes

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# 4

## FINANCIAL MANAGEMENT

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### 4.0 INTRODUCTION

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Financial management plays a vital role in the effective governance and administration of educational institutions. This chapter aims to provide a comprehensive understanding of financial management concepts, its significance in educational institutional leadership, and the various components associated with it. We will explore the meaning and concept of financial management, discuss the need and importance of implementing sound financial practices, examine sources of funding and resource mobilization, delve into types and preparation of budgets, understand financial rules and regulations, and explore financial auditing and record management techniques.



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### 4.1 OBJECTIVES

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After reading this lesson, you will be able to:

- Explain the meaning and concept of financial management
- Discuss the need and importance of financial management
- Identify the sources of funding
- Explain the process of mobilization of resources
- Explain the types of budget and steps of budget preparation
- Describe the financial rules and regulations
- Describe financial auditing and financial record management

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### Notes

## 4.2 MEANING AND CONCEPT OF FINANCIAL MANAGEMENT

Financial management involves the strategic planning, organizing, directing, and controlling of an organization's financial resources to achieve its goals and objectives. In the context of institutional leadership and management, financial management focuses on effectively managing financial activities within educational institutions such as schools, Accredited Vocational Institutions (AVIs) and Accredited Institutions (AIs).

Financial management ensures that financial resources are optimally allocated to various functions, such as curriculum development, infrastructure maintenance, faculty recruitment, and student support services. It involves budgeting, resource mobilization, financial analysis, risk management, and decision-making to ensure the institution's financial sustainability and success.

## 4.3 NEED AND IMPORTANCE OF FINANCIAL MANAGEMENT

Education system in India is mainly divided into two segments: higher education and school education. In addition to this, there are standalone institutes for vocational and skill based education. All institutes are governed by the Ministry of Education at national level and state education departments for different work protocols. Education institutes enjoy academic and administrative freedom to make independent financial planning. Financial management is crucial for institutional leadership and management due to several reasons. Firstly, it provides a framework for effective financial planning and control, ensuring that financial resources are utilized efficiently and allocated to the most critical areas. It helps leaders prioritize expenditures based on the institution's goals and objectives.

Secondly, financial management promotes transparency and accountability. By maintaining accurate financial records and following appropriate financial rules and regulations, educational institutes can ensure that all financial transactions are conducted ethically and in compliance with legal requirements. This fosters trust among stakeholders, such as students, parents, staff, and funding agencies.

Furthermore, financial management enables educational institutes to make informed decisions about resource mobilization. They can identify and explore various sources of funding, such as government grants, tuition fees, donations, and partnerships with external organizations. By diversifying funding sources, leaders can reduce financial dependency on a single channel and create a sustainable financial base for the institution.





## 4.4 SOURCES OF FUNDING

Educational institutions have various sources of funding to meet their financial requirements. Institute heads need to understand and effectively mobilize these resources to ensure financial stability and growth.

Sources of funding may include *government grants and subsidies*, *tuition fees*, *research grants* from various funding agencies, *donations* from individuals or organizations, *corporate sponsorships*, *income from investments*, and revenue from commercial activities such as renting facilities or offering specialized programs.

Institutional leaders need to identify and evaluate potential funding sources based on their suitability, sustainability, and alignment with the institution's values and objectives. They should develop strategies to approach potential donors or funding agencies, present a compelling case for financial support, and establish partnerships or collaborations to enhance resource mobilization efforts.

**For example**, there are government funded schemes such as Department of Science and Technology offer many programs to promote and nurture science talent, NCERT and CBSE runs teachers training programs. There are more than 20,000 companies registered under statutory obligation under CSR to contribute towards social welfare activities including Education. More information on this can be found on National CSR Portal under Ministry of Corporate Affairs (<https://www.csr.gov.in/>).

## 4.5 MOBILIZATION OF RESOURCES

The mobilization of resources refers to the process of acquiring and utilizing financial resources to support the institution's operations, programs, and initiatives. It involves identifying, securing, and effectively managing various sources of funding to ensure financial sustainability and the achievement of the institution's goals. Here are key aspects of resource mobilization for financial management in educational institutions:

- 1. Partnerships and Collaborations:** Educational institutions can leverage partnerships and collaborations to mobilize additional resources. Collaborating with external organizations and community stakeholders can lead to joint funding opportunities, shared resources, in-kind contributions, and expanded networks.
- 2. Identifying Funding Sources:** Educational institutions need to identify and explore diverse funding sources. These sources may include government grants, private investments, CSR funds, donations from individuals or organizations, and revenue from commercial activities.

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- 3. Grant Writing and Fundraising:** Educational institutions can proactively seek external funding through grant writing and fundraising efforts. This involves researching and identifying relevant grant opportunities, preparing persuasive grant proposals, and cultivating relationships with potential donors and funding agencies. Fundraising activities may include events, campaigns, alumni engagement, and partnership development.
- 4. Budgeting and Financial Planning:** Effective financial management requires robust budgeting and financial planning processes. Institutional leaders need to align financial resources with the institution's strategic priorities and allocate funds accordingly.
- 5. Resource Allocation and Optimization:** Once financial resources are secured, effective resource allocation becomes crucial. Optimization of resources involves ensuring the efficient and effective utilization of funds to maximize their impact on the institution's mission.

The mobilization of resources for financial management in educational institutions requires strategic planning, effective communication, and proactive efforts to secure and optimize financial resources. By diversifying funding sources, engaging in grant writing and fundraising, and aligning resources with institutional priorities, educational institutions can enhance their financial sustainability and support the delivery of quality education and programs.

Many organizations offer support in the form of financial grants, in-kind resources and skill development programs. Institutions can explore their specific funding requirements and should design their proposals accordingly.

### Grant Writing Proposal for financial support

As mentioned earlier, an educational institute can explore fund raising opportunities offered by various government & non-government institutions and corporate organizations. The first step in this direction is to identify such institutions through print media, web-search and through professional networking. Once, a few such organizations are identified, following suggested steps should be followed:

1. Any support scheme offered by a funding agency is designed with very specific objectives which are clearly written in the proposal guidelines. For example, Company X may invite proposal to build up STEM labs in schools, an NGO offers help to train teachers in early childhood education, an industry wants to select and train undergraduate students as interns with a possible job offer, a big data firm wants to set up and fund high-end research in Deep learning. So, the

representative of the institutes must read the proposal guidelines clearly to identify the thrust areas in which grants are offered.

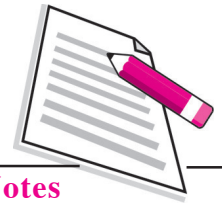
2. Institutions must identify their need areas and match it up with the corresponding available financial schemes.
3. The grant proposal must highlight the vision, need and deliverables.
4. The break-up of the proposed budget should be provided under heads and sub-heads as asked by the funding agency.
5. Each budget head should be supported by adequate justification.
6. A tentative time-line with achievable targets should be provided.
7. The grant proposal should be written with clarity justifying the need of financial support and how the grant would strengthen the existing eco-system of the educational institute.

The grant writing for generating funds should be a conceiving proposal presenting the purpose, need and future vision of the institute.



### INTEXT QUESTIONS 4.1

1. Which of the following is not a part of the Financial Management?
  - a) Visioning the Institution
  - b) Mobilization of Resources
  - c) Fund Raising
  - d) Budgeting
2. Financial Management is important to:
  - a) promote transparency and accountability in financial transactions
  - b) develop cordial relations among staff members
  - c) develop better research practices
  - d) know more about competitors
3. An Institution should explore multiple channels of fund raising:
  - a) to raise funds
  - b) to scale up the institution



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- c) to build brand value
  - d) to reduce dependence on a single source of funding
4. 'Grant Writing' is a process of:
- a) fund raising from external sources
  - b) budgeting
  - c) resource allocation
  - d) partnership and collaboration

#### 4.6 BUDGET

We hear the term 'Budget' very commonly, in various contexts, ranging from the Ministry of Finance, businesses, non-governmental organizations, educational institutions, and even households. However, it is important to delve deeper into the precise definition of the term "Budget."

According to the dictionary meaning, it refers to an estimate or a plan that outlines expenditures in relation to income. Essentially, a budget represents a financial framework rather than a comprehensive and coordinated plan. In fact, a budget is a fiscal expression, rather than a comprehensive and coordinated plan, expressed in financial terms for the operations to be undertaken and resources available in an enterprise. In our case, the focus lies on educational institutions, wherein a budget is formulated for a specific time frame.

Hence it can be said that a budget serves as a financial blueprint designed to achieve the objectives of educational institutions. It is an essential tool for maintaining financial oversight. The budget not only mirrors the ambitions of the institution but also outlines the necessary financial resources to fulfil those goals.

Budgets are generally planned as per the financial years (1<sup>st</sup> April to 31<sup>st</sup> March) on annual basis. Institutes can further divide the budget on quarterly or monthly basis.

#### Advantages of Budget

- A budget is used as a control measure to compare projected costs to actual costs;
- Regular budget monitoring identifies areas of excessive or insufficient spending;
- A reasonable budget enhances cash flow;

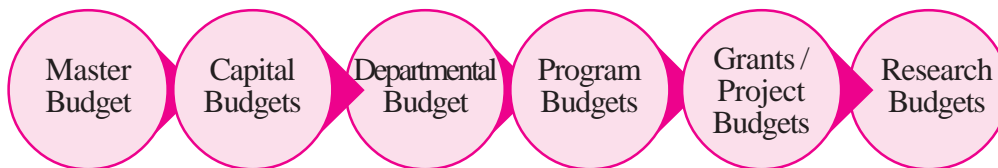
- A good budget will have enhanced savings;
- Budget helps in assessing the performance of the institution and accountability.

The budget is planned under two main heads: Non-recurring or Capital investment & expenditures and Recurring expenditures. Institutes must foresee the long term need to build up infrastructure and bifurcate the dedicated budget for capital investment, in addition to the regular ongoing yearly expenditures such as salary, maintenance, library fund, laboratory development etc.

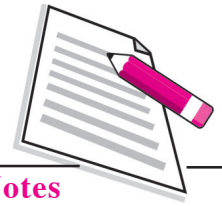
### 4.6.1 Types of Budgets

Budgeting is a fundamental aspect of financial management for educational institutions. It involves estimating and allocating financial resources to various activities and programs within the institution.

There are different types of budgets that institutional leaders need to be familiar with. These budgets serve different purposes and help in managing the financial aspects of the institution. Here are some of the key types of budgets in educational institutions:



1. **Master Budget / Operating Budget:** This is an overall financial and operating plan prepared annually which outlines the projected revenues and expenses for the upcoming fiscal year. It covers items such as salaries, utilities, supplies, maintenance, and other operating costs.
2. **Capital Budgets:** This type of budget is for terms more than one year and are centred on long-term expenditures, such as infrastructure development or equipment purchases. It is challenging to prepare since it calls for cash flow projections over a longer time frame. **For example**, a school preparing a budget for new building.
3. **Departmental Budget:** These budgets, which are elements of the institute's total budget, deal with various divisions and areas within the institute. They are typically developed for a term or one fiscal year by the person in charge of the department.
4. **Program budgets:** A program budget allocates funds for specific educational programs or initiatives within the institution. It allows for targeted financial planning



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and resource allocation to support various educational activities, such as curriculum development, student support services, extracurricular programs, and professional development.

5. **Grants and Special Projects Budget:** Educational institutions often receive grants or engage in special projects funded by external sources. These budgets focus on managing the funds associated with such grants and projects, ensuring compliance with funding guidelines and effective utilization of resources.
6. **Research Budget:** In higher education and research-focused institutions, there may be a separate budget dedicated to supporting research activities. This budget covers research grants, funding for research projects, and associated expenses like equipment, materials, and travel.

These are some of the main types of budgets found in educational institutions. The specific budget structure and categories may vary depending on the institution's size, type, and priorities.

#### 4.6.2 Methods of Budgeting

There exist three methods of budgeting. These methods offer different approaches to allocating financial resources within educational institutions, providing flexibility, strategic alignment, and cost control based on specific objectives and priorities.

1. **Line-Item Budgeting:** Line-item budgeting is a traditional budgeting method where expenditures are categorized and allocated based on specific line items or expense categories. Each line item represents a specific expenditure, such as salaries, supplies, or utilities. This budgeting approach focuses on detailed expenditure control and historical spending patterns, making adjustments or allocations based on previous budget cycles.
2. **Program Budgeting:** Program budgeting is a budgeting method that allocates resources based on specific programs or activities within an educational institution. It involves identifying and categorizing programs, such as academic departments, student services, or research initiatives, and allocating funds to support each program's specific needs and objectives. Program budgeting allows for a more strategic allocation of resources, linking funding to the goals and outcomes of individual programs.
3. **Zero-Based Budgeting (ZBB):** Zero-based budgeting is a budgeting method where all expenses must be justified and approved for each budget cycle, starting from a "zero base." Unlike traditional budgeting approaches, ZBB requires a

thorough evaluation and justification of all expenses, regardless of previous budget allocations. This approach encourages a comprehensive review of all activities and costs, promoting cost efficiency and resource optimization. ZBB aims to prioritize funding based on program performance and value, rather than simply relying on historical spending patterns.

### ACTIVITY 4.1

Reach out to at least 05 educational institutions from nearby area and investigate the procedure used to prepare the budget. How many of them have been using the Line-Item budgeting method? Find out the reasons for still using the conventional budgeting method.

### 4.6.3 Preparation of Budget

Planning a budget requires taking into account both the income and revenue side of the budget as well as the expenditure side. The draft plans must be developed based on tentative estimations of budget income since budget planning must begin many months before the beginning of the next fiscal year.

To prepare a budget, leaders need to gather relevant financial information, estimate revenues and expenses based on historical data and future projections, and allocate resources to different cost centres or departments. Budgets should be realistic, flexible, and aligned with the institution's strategic priorities. Regular monitoring and periodic revisions are necessary to ensure the budget remains accurate and adaptable to changing circumstances.

In both forecasting income and costing plans for the purchase of resources, it is possible to make best-guess estimates, but the reality may be different because of a variety of factors, such as a change in the number of pupils enrolled or a sudden price inflation. Finally, we consider the involvement of stakeholders in budget preparation.

There are several approaches to budget preparation. The full step-by-step process for the preparation of the budget is:

**Step 1: Estimate income** ~ Based on the estimates for grants, revenue from fees, and other income-raising, as well as information on the budget allocation from the dept of Education.

**Step 2: Estimate staff costs** ~ Depending on the number of staff members employed by the institution, salary expenditures, and all social insurance contributions, as well as known retirements, resignations, responsibility allowances, and new appointments.





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**Step 3: Estimate operational expenditure** – based on known cost trends for utilities, insurance, supplies, etc.

**Step 4: Allocate curriculum budgets to departments or units of the institute** – Use a clear mechanism to distribute funds equally in accordance with students' needs and institutes priorities.

**Step 5: Identify premises/infrastructure developments** – Begin with the first priority items from the development plan and then move on to second-priority items if funds permit, and so on.

**Step 6: Plan the allocation of any specific funds that must be used for particular purposes** – Check the projected levels of unspent balances to make sure the yearly surplus or deficit corresponds exactly with the strategies for either increasing unspent balances to pay for future development goals or reduce overall deficits.

#### 4.7 FINANCIAL RULES AND REGULATIONS

Financial management in educational institutions is governed by specific rules and regulations that ensure transparency, accountability, and ethical conduct. Institutional leaders must have a comprehensive understanding of these rules to ensure compliance and responsible financial practices. They serve as a framework to maintain financial discipline, protect the institution's assets, and adhere to legal and regulatory requirements.

Financial rules and regulations may vary as per the type of institutions, their sources of funding, etc. They encompass areas such as financial reporting, procurement procedures, fund management, tax obligations, and audit requirements. These rules are designed to safeguard the institution's financial integrity and prevent misuse of funds.

This includes implementing financial policies and procedures, maintaining accurate and up-to-date financial records, conducting regular internal audits, and seeking professional guidance when necessary. It covers various aspects of financial management within educational institutions, as given below:

1. **Budgeting and Financial Planning:** Financial rules and regulations outline the process and criteria for budget preparation, approval, and monitoring. They provide guidelines for allocating resources, setting financial targets, and ensuring financial sustainability.
2. **Procurement and Purchasing:** Institutions must follow specific rules for procurement and purchasing to ensure fair and competitive practices. These rules define procedures for obtaining goods, services, and equipment while



promoting transparency, accountability, and value for money.

- 3. Financial Reporting and Accountability:** Educational institutions are required to maintain accurate and transparent financial records. Financial rules and regulations outline reporting requirements, timelines, and standards to ensure the institution's financial statements accurately represent its financial position and performance.
- 4. Fund Management and Use:** Institutions often manage various funds, including operational funds, grants, and donations. Financial rules and regulations guide the appropriate management, utilization, and reporting of these funds, ensuring they are used for their intended purposes.
- 5. Internal Controls:** Financial rules and regulations establish internal control mechanisms to safeguard assets, prevent fraud, and promote financial integrity. These controls may include segregation of duties, approval processes, and regular audits to ensure compliance and identify potential risks.
- 6. Compliance with Laws and Regulations:** Educational institutions must comply with relevant laws, regulations, and accounting standards. Financial rules and regulations ensure adherence to legal and regulatory requirements, such as tax regulations, labour laws, and financial reporting standards.
- 7. Grants and Funding Compliance:** Educational institutions often receive grants and funding from government agencies, NGOs, or other sources. Financial rules and regulations provide guidance on managing and complying with the terms and conditions of these grants, including reporting, monitoring, and tracking the use of funds.

Adhering to financial rules and regulations is crucial for maintaining financial stability, fostering public trust, and demonstrating responsible financial management within educational institutions. These rules help ensure the institution's financial resources are used efficiently and effectively to support its core mission of providing quality education.

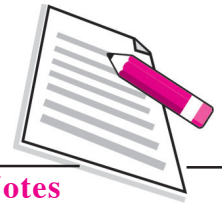
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### 4.8 FINANCIAL AUDITING

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Financial auditing for educational institutions refers to the systematic examination and verification of an institution's financial records, transactions, and processes by an independent and qualified auditor. The primary objective of financial auditing is to provide an objective assessment of the institution's financial position, performance, and compliance with relevant laws, regulations, and accounting standards.

Some of the key aspects of financial auditing for educational institutions are:



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1. **Independent Examination:** Financial auditing is conducted by external auditors who are independent of the educational institution. This independence ensures unbiased and objective evaluation of the institution’s financial affairs.
2. **Financial Statement Audit:** The core focus of financial auditing is to examine the accuracy, completeness, and reliability of the institution’s financial statements.
3. **Internal Control Evaluation:** Auditors assess the effectiveness of internal controls within the educational institution. Internal controls are procedures designed to safeguard assets, prevent fraud, and ensure accurate financial reporting. The auditor examines control systems and makes recommendations for improvements if necessary.
4. **Compliance Audit:** Educational institutions are subject to various laws, regulations, and funding requirements. Auditors review the institution’s compliance with these legal and regulatory obligations, such as tax regulations, labour laws, grant conditions, and financial reporting standards.
5. **Reporting and Opinion:** After completing the audit, the auditor provides a comprehensive report that includes their findings, conclusions, and opinions. The auditor’s opinion states whether the financial statements present a true and fair view of the institution’s financial position and compliance with applicable standards.
6. **Recommendations and Follow-up:** Auditors may identify areas for improvement or make recommendations to enhance financial management practices, internal controls, and compliance. Educational institutions can use these recommendations to strengthen their financial processes and minimize risks.

Thus, it can be concluded that financial auditing plays a vital role in ensuring accountability and good governance in educational institutions. It provides assurance to stakeholders, including management, board members, funding agencies, and the public, regarding the institution’s financial integrity and compliance. By identifying weaknesses and suggesting improvements, financial auditing helps educational institutions enhance their financial management practices and maintain public trust.



**Advantages of Auditing:**

The head of educational institutions should take the auditing process very seriously as it is a tool for effective financial management.

- Regular audits of the institution's financial records allow for the early detection of errors and fraud.
- If any audit is scheduled then the concerned personnel of the institute maintaining the accounts would work very vigilantly
- Government agencies often accept properly audited revenue and expense records as well as balance sheets.
- Financial organizations may grant loans to the institute based on previously audited balance statements.

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**4.9 FINANCIAL RECORDS MANAGEMENT**

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Financial records management for educational institutions refers to the systematic organization, storage, and maintenance of financial documents and records related to the institution's financial transactions and activities.

Some of the key aspects of financial record management for educational institutions are:

1. **Document Classification and Organization:** Financial records should be classified and organized in a structured manner to facilitate easy retrieval and reference. This includes categorizing records based on type, such as invoices, receipts, bank statements, payroll records, contracts, and budgets.
2. **Record Retention:** Educational institutions must adhere to specific record retention rules, like for how long the financial records should be retained. Retention periods may vary for different types of records.
3. **Data Integrity and Accuracy:** Financial records must accurately reflect the institution's financial transactions and activities. Proper data entry and verification processes should be in place to ensure the integrity and accuracy of financial information. This includes the unification of bank statements, verifying invoices and receipts, and conducting regular data quality checks.
4. **Backup and Recovery:** Educational institutions should have robust backup and recovery procedures for financial records. Regular backups of electronic records should be performed and stored securely to prevent data loss in the

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event of system failures, accidents, or natural disasters. Backup data should be regularly tested for retrieval and restoration.

5. **Digital Record Management:** With the increasing use of technology, many educational institutions are transitioning to digital record management systems. This involves the scanning and digitization of paper records, implementing electronic document management systems, and employing electronic signatures for record authentication.

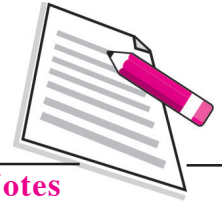
Effective financial record management is crucial for educational institutions as it enables accurate financial reporting, facilitates internal and external audits, supports decision-making processes, and ensures compliance with legal and regulatory obligations.

- ❖ To effectively manage financial records, institutional leaders should establish clear record-keeping policies and procedures. This includes maintaining organized and secure physical and electronic records, implementing appropriate software systems for record management, establishing retention periods for different types of documents, and ensuring regular backups to prevent data loss.
- ❖ In order to achieve the targets of effective financial record management, it is essential to provide training to staff members on the latest record management policies, procedures, and best practices on a regular basis.



### INTEXT QUESTIONS 4.2

- 1) The length of Financial Year for financial planning of budgeting is:
  - a) 1<sup>st</sup> January -31<sup>st</sup> December
  - b) 1<sup>st</sup> April – 31<sup>st</sup> March
  - c) 1<sup>st</sup> July- 30<sup>th</sup> June
  - d) 1<sup>st</sup> June – 31<sup>st</sup> May
- 2) Which of the following is not a type of budget for financial planning?
  - a) Capital Budget
  - b) Operating Budget
  - c) Special Project Budget
  - d) Expenditure Budget



- 3) Line-Item Budget focuses on:
  - a) expense/expenditure item category
  - b) specific programs run by the institute
  - c) department specific planning
  - d) saving and future planning
- 4) Financial Auditing refers to:
  - a) organization of financial records/documents of an institution
  - b) verification of financial records/documents of an institution
  - c) processing the financial records/documents of an institution
  - d) comparing the financial records/documents of an institution

**WHAT YOU HAVE LEARNT**

Financial management is a crucial aspect of educational institutions, and this chapter provides an in-depth understanding of its meaning, significance, and various components. The chapter covers topics such as the concept of financial management, the need for its implementation, sources of funding, resource mobilization, types and preparation of budgets, financial rules and regulations, financial auditing, and financial record management. By studying this chapter, readers will develop a comprehensive understanding of financial management principles and practices specifically tailored to educational institutions and will be able to make informed decisions, allocate resources effectively, and ensure financial sustainability.

**TERMINAL QUESTIONS**

1. Explain why we need to have a budget for educational institutions.
2. Identify the primary components that constitute a budget.
3. Describe the process of budget administration and justify the importance of budget monitoring.
4. Does the fear of auditing have the potential to reduce fraud in schools/colleges? Provide a rationale for your perspective.

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## ANSWERS TO INTEXT QUESTIONS

### 4.1

1. a) Visioning the Institution
2. a) promote transparency and accountability in financial transactions
3. d) to reduce dependence on a single source of funding
4. a) fund raising from external sources

### 4.2

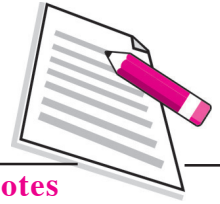
1. b) 1st April - 31st March
2. d) Expenditure Budget
3. a) Expense/expenditure item category
4. b) Verification of financial records/documents of an institution



## LEARNING OUTCOMES

After reading this lesson, you are able to:

- Understand the meaning and concept of financial management and need and importance of financial management.
- Identify sources of funding and the process of mobilization of resources
- Describe the types of budget and preparation of budget
- Describe financial rules and regulations and Financial auditing and financial record management



# 5

## MANAGING TEACHING LEARNING PROCESS (CURRICULUM, PEDAGOGY, EVALUATION)

### 5.0 INTRODUCTION

As a leader of an educational institution, you will have an academic role in addition to being an administrative head. In the previous chapters you have learnt about management of human, non-human and financial resources. In this chapter you will study how to mobilize all the physical, financial and human resources for effective implementation of the teaching-learning process. In institution: curriculum, pedagogy and evaluation are the foundation of an effective education programme.



### 5.1 OBJECTIVES

After reading this lesson, you will be able to:

- Explain various modes of planning of implementation of curriculum and innovations.
- Describe curriculum development
- Explain the emerging trends in instructional strategies and evaluation
- Discuss the role of time-table and class-room management in effective teaching learning
- Explain the maintenance and use of evaluation records



## 5.2 CURRICULUM

### 5.2.1 Planning the Implementation of Curriculum

Curriculum is the sum total of all the educational activities and experiences organized to realize the aim and objectives of any educational programme. It is both a process and a product. While syllabus is descriptive and describes the topics, units, chapters and activities to be covered; curriculum is prescriptive and includes the entire content of a course to achieve all round development of the students. Curriculum is guided by the national education policy. The most recent development in this regard is development of National Curriculum Framework for School Education 2023 based on the National Education Policy 2020. Curriculum is designed to be suited to the age and academic stage of the learners. Depending upon the approach of curriculum; it can be subject centered, problem centered or learner centered.

**Subject Centered Approach:** This is one of the most widely used curricular approach and is also known as content-driven curriculum. Core curriculum focusses upon mastery of specific subjects and their related skills. It considers subjects as technical, specialized areas with rigid boundaries. **For example**, the Hindi language curriculum at secondary school level.

**Problem Centered Approach:** This approach addresses the societal needs. The persistent issues or the contextual problems are in the primary focus therefore it is also described as objectives-driven curriculum. It pervades through multiple academic subjects and is closer to the real- life scenario than the subject centered mode. **For example**, issues related to Sustainable Development Goals can be taken up.

**Learner Centered Approach:** this curricular approach is based upon the idea that learner's experiences are paramount. The learner explores and creates meaning of the natural and the social environment. Hence it is also called process- driven curriculum. **For example**, experiential learning methodologies.

#### How is a Curriculum Developed?

Development of curriculum involves need assessment, setting goals and objectives of the educational programme, designing the curriculum, its implementation and evaluation **example**, you have enrolled for this diploma programme to learn about institutional leadership. The curriculum of the course is designed by the experts to meet the learning objectives. For this, you have been prescribed a course syllabus, learning material and assessment. Similarly, every educational programme has some objectives and a curriculum that is designed to meet those objectives.





In order to derive maximum educational benefit of a curriculum, it needs to be implemented with careful planning. The implementation process involves making decisions about how to organize the teaching and learning process taking into account vision of the institute and the existing resources. The delicate equilibrium of autonomy and authority needs to be maintained throughout the process of implementation. Hence, implementation is not to be regarded as an automatic or mechanical step that starts after development and gets concluded. It is a deliberate, planned, dynamic and an ongoing process.

### **Implementation of Curriculum**

Implementation of curriculum involves preparation of the syllabus, textbooks and other learning material. An academic planner is then prepared to include all the learning and assessment activities. Capacity building of the educators is an important step to implement curriculum effectively. Evaluation, and regular updation to improve the curriculum is integral step of implementation.

Curriculum implementation is a complex task that can be accomplished with systematic implementation strategies. The success of a curriculum depends entirely on its effective implementation. Over the years, various models of curriculum implementation have emerged. Some of these models namely, The Overcoming Resistance to Change Model (ORC Model), The Leadership-Obstacle Course Model (LOC Model), the Linkage Model, The Random Change Agent Model (RCA Model) and The Organizational Development Model (OD Model) are more widely practiced and are being discussed here. Notice that the basic tenets of these models are similar. The difference is mainly due to the diverse viewpoints on the process of change. Different aspects of organizational change, such as those involving values, leadership, collaboration, agency, and methodical approaches, Preparedness of the faculty, communication with the stakeholders and constructive feedback are highlighted by each model. The models give useful insights to develop an eclectic approach address certain obstacles and possibilities during implementation.

### **The ORC Model: The Overcoming Resistance to Change Model**

This model lays emphasis on addressing the reluctance of the stakeholders to changes that are being introduced. It advocates that belief and value system of the people involved should be regarded important and they need to be motivated to willingly take up the curriculum and not feel imposed upon. Their concerns arise in four stages: Unrelated Concerns, Personal Concerns, Task-related Concerns, Impact-related Concerns. Their concerns need to be heard in meetings of suitable size and setting.

## Module - 2

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## Managing Teaching Learning Process (Curriculum, Pedagogy, Evaluation)

The educators (teachers, facilitators, trainers, online resource persons etc.) should develop a sense of belonging to the curriculum and not feel that it is some externally prepared system that they cannot influence. They need to be affectively aware that how they transact the day-to-day activities directly impacts the effectiveness of the curriculum.

They also need to be assured of availability of requisite time and other resources to implement the curriculum. They need to provided capacity building and updating to feel more confident and be competent. Their concerns about the desirable learning outcomes would also need to be addressed. That is, the intended curriculum will benefit the students academically.

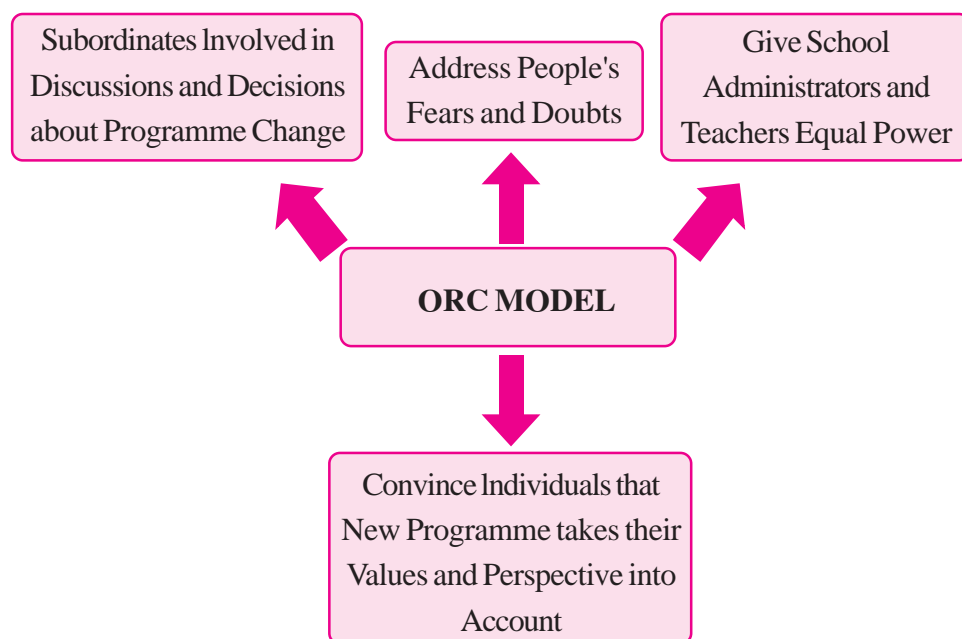


Fig 5.1: The ORC Model [source: slideshare.net]

### The LOC Model: The Leadership-Obstacle Course model

This model considers reluctance to change as an obstacle. It points out that the head of the institute should gauge the extent and nature of the resistance by collecting data. A culture of change is to be created in the organization in order to successfully implement curriculum. This model is based on five leadership practices:

- i. Vision: the stakeholders must have a clear understanding of the curriculum to be implemented;
- ii. Empowerment: individuals within the organization must be given relevant skills to implement the curriculum.

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- iii. Networking: providing the necessary resources for the implementation
- iv. Experimentation; the participants in the innovation must be motivated to spend the required time and effort to make the innovation a success and,
- v. Risk taking: if need be, the organizational structure must be modified so that it is compatible with the innovation being suggested.

While the ORC model can be visualized as a two-stage process of initiation and innovation; the LOC model introduces a middle stage of feedback and monitoring mechanism to determine extent and nature of obstacles.

**The Linkage Model**

This model delineates two systems: user system comprising the actual educators on the ground that face the everyday challenges in the implementation of the curriculum and the resource system comprising the research fraternity and the policy makers. The user-resource interface is crucial to develop and implement a curriculum effectively. A cycle of identification of problem, research for solution, optimizing, dissemination and review of curriculum is done. Thus, the basic process involved is the transfer of knowledge.

**The RCA Model: The Random Change Agent Model**

The Random Change Agent Model, is a bottom-up approach to curriculum implementation. This model recognizes that teachers have rich experience of actual educational setting and possess a variety of professional competencies and skills. With adequate support and empowerment, they are capable of implementing curriculum effectively. The model is based on the premise that each teacher has a significant role to play during implementation within their classrooms and schools.

**THE OD MODEL: The Organizational Development Model**

Having its roots in management principles; this model is a holistic approach to curriculum implementation as it emphasizes that there is a need to create a culture of continuous improvement. It entails several phases including diagnosis, planning, implementation, evaluation and Institutionalism.

Each of these models offer a distinct viewpoint on implementation of curriculum. Heads of institutes can choose an approach that is best suited to vision and mission of their organizations and the available resources. Eclectic, creative and productive implementation strategies can be formulated to accommodate the changing needs of learners.

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### 5.2.2 Innovative Curriculum Implementation

As discussed already; curriculum is dynamic, keeps evolving for improvement. Educational institutes have the responsibility to prepare the future workforce for a rapidly changing world. Education systems with outdated curriculums cannot provide quality education. Quality curriculum ensures that students are more productive in a growing economy. There is an increased awareness that each learner has unique learning needs that need to be catered to. Innovative curricula have novelty in content and related processes. The content deals with subject knowledge and the Processes are concerned with educational operations and activities that are implemented. Students must be provided with the relevant educational content, suitable pedagogy and necessary resources. Personalized learning, inclusive practices, collaborative learning, blended learning, competency- based education and experiential learning are recent innovations in curriculum.

The implementation of innovative curriculum is essentially same as already discussed in 5.2.1. Innovative curriculum is not a complex or a threat to culture and ethos of the institution. It should be seamlessly integrated in the existing framework and educators should be empowered for the changed scenario. (see figure 5.2) It involves either a bottom-up or a top-down approach. The top-down approach is implementation of a policy where innovation is introduced from the top (policy makers and administrators) to the bottom (institutions and classrooms). On the other hand, in the bottom-up approach, innovation originates at the classrooms level, replicated in other classrooms and institutions, and scale up to become part of the policy.

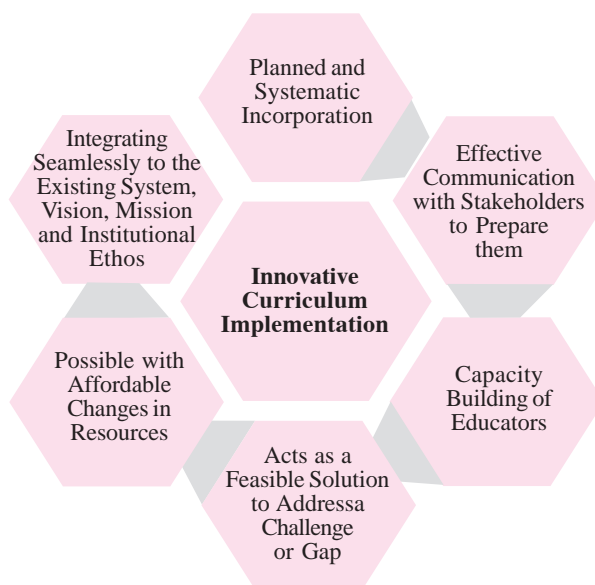


Figure 5.2: The implementation of Innovative Curriculum



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### 5.2.3 Emerging Trends in Curriculum

Education is essentially influenced with trends in technology, socio-political patterns, psycho-emotional theories, ecological change and human rights activism, legal verdicts, business and economy, commerce and industry etc. Hence, emerging trends in any and all of these will impact education. Moreover, during the COVID-19 pandemic technology assumed greater significance in the educational processes. The new tools that have emerged during the pandemic have become a regular part of the instructional process. ICT (Information and Communication Technology) application has increased to an unprecedented scale. Online and Digital education have revolutionized the regular education and ODL (Open and Distance Learning). Some of the significant emerging trends are being discussed here.

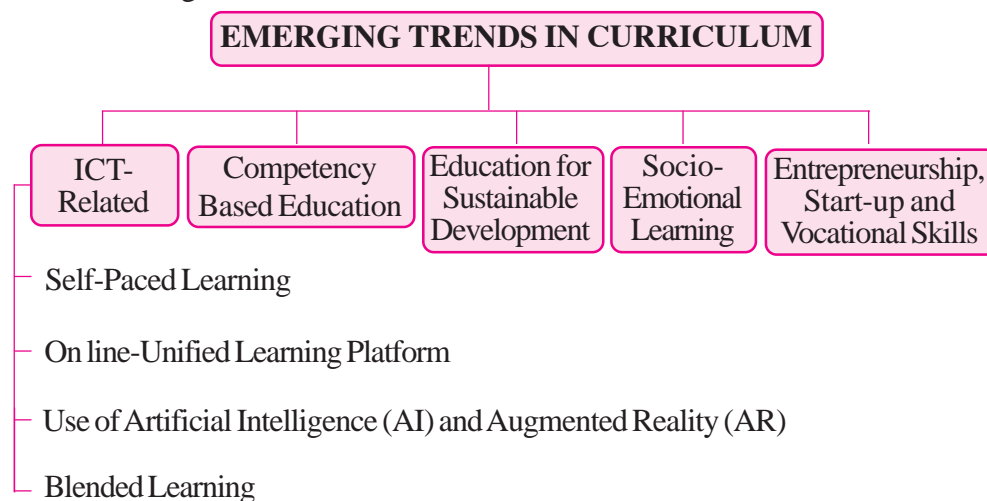


Figure 5.3: Emerging trends in curriculum

#### 1. ICT based Teaching Learning:

**Self- Paced Learning:** Students have varied learning abilities, learning styles and learning needs. Providing learners with reading materials, educational videos, on-demand assignments and other learning activities that they can undertake at a flexible pace is termed self- paced learning.

It personalizes learning and helps face challenges based on their skill levels, without causing disturbance to their peers or educators. This helps student's gain confidence with additional practice.

**Online Unified Learning Platforms:** These Platforms such as Google Classroom, offer services for customized education institutions. There are student support services, faculty resources and capacity building, consolidated records

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and analysis of assessments. Parent communication, career management and alumni network maintained through a single login.

Use of advance technology such as Augmented Reality [AR] and Artificial [AI] Intelligence. You would have used AI many times, for example, Amazon (Alexa), Apple (Siri), Google (Google Assistant) and Microsoft (Cortana). AI enables various types of interaction: speak, sign, draw, write and other human modes of communication to interact with a resource machine. AI can generate human-like responses. These can support learning of differently abled students and students with special learning needs.

Through AR technology, teachers can help students visualize abstract concepts with considerable ease. For example, a class can view 3D- structure of a cell during a lesson on a cell organelles in biology or watch an interview of a leader during a language class on interviewing skills. Gamification using augmented reality is another emerging trend. Educational programmes are designed using these technologies to develop concrete skills outside the setting of a traditional classroom. With appropriate use, concepts are retained better and facilitate active learning.

Blended Learning- Blended learning combines digital learning tools with traditional classroom processes of education. Both the learners and the teacher are physically located in the same space. Lessons are planned and conducted keeping in mind the students specific learning needs. The students get facilitated to learn at individualized pace, yet be a part of classroom learning group.

Apart from these, several new learning strategies are emerging for digital learners. However, digital literacy and cyber security awareness is essential while using such technologies.

- 2. Competency-based education-** Competency-based learning is an outcome-based approach to education. Competency in learning is ensured by acquiring the knowledge, developing skills, inculcating values and attitudes. It focuses on developing problem solving ability compatible to the learners' age and grade level. NEP 2020 Stresses on Competency Based Learning. The focus needs to be on application of learning and acquisition of skills rather than rote memorization.
- 3. Education for Sustainable Development (ESD):** according to UNESCO, ESD is an approach to education to prepare future citizens with competencies to identify new challenges and devise solutions. It has three dimensions:



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environmental, social and economic. After dedicating a decade for ESD from 2005-2014, the United Nations Development Programme adopted ESD for 2030. Within this paradigm, the Sustainable Development Goals (SDGs), were adopted by the United Nations in 2015. The SDGs connect the dots between environment conservation, alternative energy, alleviation of poverty and malnutrition, equity and quality of education, gender sensitization, cultural tolerance, peace and several other issues of global significance.

- 4. Social and Emotional Learning:** Social-emotional learning is developing the self-awareness, self-control, and interpersonal skills that are important for self, work, and life success. Emotional literacy, coping with emotions, empathy, effective intrapersonal and interpersonal communication, managing stress are some of the skills that not only help in the mental health of an individual but are also vital for inclusion as envisaged by modern Indian society.
- 5. Entrepreneurship, Start-ups and Vocational Skills:** The job opportunities in today's world are adapting to the massive digital audience and remote-work setups therefore, students will have to inculcate a project-based learning mindset to dovetail into the new stream of jobs. The New Education Policy of 2020 has emphasized on a better partnership between education and industry. Soft skills such as team collaboration, time management, and organizational skills can further help students excel in their academic career.

### 5.2.4 Curriculum Evaluation and Improvement

Curriculum evaluation is done to find the value of an educational programme - both as a process and as a product. It is required to check whether it meets its objectives or the desired learning outcomes. It is a continuous process throughout the development and implementation stages. It is also comprehensive as it covers entire programme from learning goals to learning outcomes. It may be conducted as formative evaluation during the development stages or summative after each phase or end of the programme. The evaluation may also be needed for purposes of accreditation, staff development, administrative issues or its own replication. Therefore, it is important that the head of an educational institute should be acquainted with the concept and methodology for curriculum evaluation.

**Student Evaluation:** The success of curriculum can be evaluated with regards to achievements of the students. Observation schedules, oral, written or performance tests can be utilized for this purpose. A repository of questions can be prepared and used for improved validity and reliability of evaluation process.

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Curriculum Evaluation should cover not only evaluation of student achievement but also the assessment of different constituents of the curriculum.

The main objective of curriculum evaluation is to get feedback about curriculum for further improvement. If the results of evaluation are ignored and not utilised for guiding the curriculum improvement, then it cannot be considered a worthwhile exercise. The reluctance to accept the change has to be managed by the head as discussed in 5.2.1.

Over the last two decades, there has been an increasing trend of getting standardised testing and subjecting it to complex statistical analyses. Though such a methodology has its own merits however, educator should be an integral part of the evaluation process to enhance its validity and reliability. Evaluation helps to identify the merits and demerits of the curriculum. This is crucial to decision-making, i.e., whether to continue with the same curriculum or make partial changes or discard it completely. It helps to establish the suitability of curriculum in a given context and for a target group of learners. It finds out the level of learning outcomes.

It can also help in comparing the feasibility, cost and resource requirement, cultural suitability etc. Further, it can be ascertained whether there can be a better method of implementation of the same curriculum.

There are various evaluation models namely, the Ralph Tyler model, the Hilda Taba model, the Metfessel-Michael Model, the Congruence-Contingency Model, the Discrepancy Evaluation Model, the CIPP Model and the Connoisseurship Model.

The first major recorded curriculum evaluation was conducted by Ralph Tyler in 1930s. Tyler recommended the following stages for curriculum evaluation:

- i. establishing broad goals/objectives;
- ii. classifying objectives;
- iii. defining objectives in behavioural terms;
- iv. finding situations in which achievement of objectives can be shown;
- v. developing/selecting measurement techniques;
- vi. collecting student performance data; and
- vii. comparing data with behaviourally stated objectives."

He recommended that "evaluation is a recurring process and evaluation feedback should be used to reformulate or redefine objectives."





Hilda Taba's "Grassroot approach" is modified version of Tyler's model. It comprises 7 steps (with evaluation being integral step to curriculum development): diagnosis of learners' needs, formulation of objectives, selection of the content, organization of the content, selection of learning experiences, organization of learning activities and evaluation.



**INTEXT QUESTIONS 5.1**

1. Which of the following is the sum total of all the educational activities and experiences organized to realize the aim and objectives of any educational programme.
  - a) Syllabus
  - b) Curriculum
  - c) Academic planner
  - d) Evaluation
2. Which of the following is not essential for implementation of curriculum:
  - a) Preparedness of faculty
  - b) Textbook and learning resources
  - c) Academic planner
  - d) Advertisement of the institution
3. Competency based education as emphasized in NEP 2020, is:
  - a) An outcome-based approach to education to ensure proficiency
  - b) Demonstration of the knowledge, skills, values and attitudes
  - c) Required for dealing with real life situations at the age and grade appropriate level
  - d) All of the above
4. Which of the following is not a dimension of Education for Sustainable Development:
  - a) Environmental
  - b) Social



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- c) Economic
- d) Emotional

### 5.3 PEDAGOGY

Pedagogy is the art and science of teaching. There are various paradigms, namely, cognitivism, behaviourism, constructivism and connectivism which form the bases of various learning theories. These act as theoretical foundations for various instructional strategies. A number of basic principles guide the choice of classroom practices. It includes diverse nature of contents (subjects) to be taught, students constructing their own knowledge, significance of experiences and active engagement of learners. In order to cater to multiple intelligences, the psycho-social context and learning abilities of the learner.

#### 5.3.1 Instructional Strategies

In formal, non- formal, open and distance learning or the recent blended learning formats of learning, the educator and the learner engage in teaching learning activities. These can be broadly classified into three groups:

1. Teacher Centred Techniques
2. Learner Centred Techniques
3. Group Learning Techniques

**Teacher Centred Techniques:** Think of a classroom where a teacher does most of the talking or assumes an active role, students are passive audience. The content and pace of the lesson is decided by the teacher and little modification is done during the transaction of the lesson. The lesson is delivered in the form of a lecture, demonstration, team teaching etc.

In the lecture method a teacher needs to have command over the subject and be prepared to deliver the content in a logical sequence. In the preparatory stage, the lecture is prepared along with the teaching-learning aids such as charts, models, specimens etc. during the presentation stage, the planned lecture is put into action. The new, complex knowledge is linked to the previous knowledge of the learner. The blackboard summary and teaching aids are used to facilitate the presentation. The teacher concludes the lesson by summarizing and asking review questions. Teacher also assigns revision tasks.

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Demonstration is used as an instructional strategy when students need to observe the teacher as an expert of the task and learn example, how to draw a human brain, how to recite a poem, how to bowl a leg spin in cricket, how to tune a guitar, how to use a pipette in the laboratory, how to use a metre scale in the field etc. Supplementary aids like videos, handouts, flash cards may also be used. Apart from developing the relevant skills, students also learn the skill to observe.

Team teaching is a method where, as the name suggests, more than one teacher conduct the lesson. For example, if two teachers debate on the role of women in science and technology, students hear both the sides, understand that there can be multiple perspectives to an issue, learn to debate, analyse situations and learn that can be open ended questions. Team teaching can also be conducted for remedial teaching where one teacher, for example, explains how to solve numerical questions and the rest of the team moves around to spot the stages where students commit errors.

**Learner Centred Techniques** are those where the teacher assumes the role of a guide or facilitator. The learner is active and uses self- learning Materials [SLM]. It provides a chance for the students to construct knowledge through self-paced learning technique. Most common instructional strategies of this type include self- learning methods, personalised system of instruction, computer-assisted instruction and project method.

In the self- learning method learner is given feedback about the progress and directions for the next step. The learner can visit the content again and again till feels confident. This is particularly a successful method for differently abled students or students with special learning needs.

In the personalised system of instruction, teacher is often called a proctor. The learner is provided with a highly personalized support material. This has the entire content, activities and exercises in a programmed sequential manner. Many coaching and tutorials use such 'non-classroom' programmes.

Computer-assisted instruction can be called by various names these days: online tutorials, blended learning, flipped classrooms, virtual classrooms etc. The timings and duration of the programme can be flexible. Doubts and misconceptions are diagnosed from the responses and the learner is given support to clarify the concepts.

The project method is a useful instructional strategy when there is a specific theme or problem in focus. The learner identifies the problem either independently or in consultation with the teacher, plans experimentation, surveys or analyses the literature. During implementation the student learns problem solving, critical reasoning, data



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## Managing Teaching Learning Process (Curriculum, Pedagogy, Evaluation)

analysis, observation and effective communication.

**Group Learning Techniques** facilitate not only cognitive but also affective domain learning. Working in groups, students are exposed real life like situation. They learn intrapersonal and interpersonal skills of patience, tolerance, cooperation, collaboration and empathy. Discussion, debates, peer- tutorials, seminar, symposium, role plays, brainstorming, panel discussion etc. are some of the group-learning techniques.

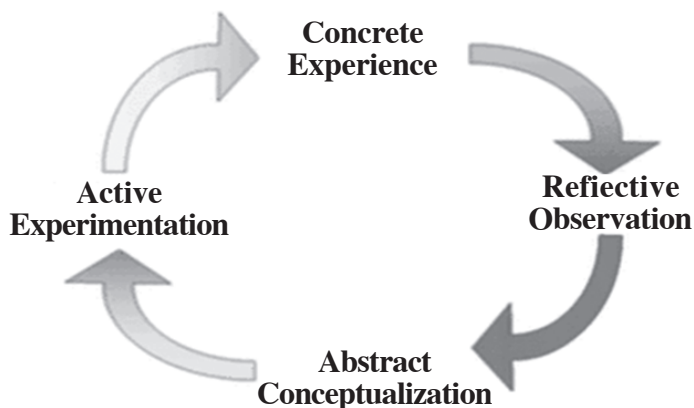
### 5.3.2 Innovative Teaching Strategies

In the present world, an urgent demand on education is to prepare citizens to deal with the situations of climate change, energy crises, waste disposal, global peace threats, cultural and gender intolerance and economic slowdown. These problems require dynamic solutions. What is working today, may not work tomorrow. Information is growing at an unprecedented rate. We need students who can solve problems, devise new solutions, make informed choices, have quick decision making, are tolerant to co-exist in a heterogenous society. For this, we need to prepare citizens with personal and professional competencies.

There is increased awareness about different learning styles of students, entrepreneurship skills, values of global citizenship, digital and cyber literacy and socio-emotional competence. We have discussed these points and the emerging trends in curriculum in 5.2.2 and 5.2.3. To be able to do justice to these novel curricula; pedagogy or the instructional strategies also need to be innovative, research- based and appropriate. Accordingly, experiential and competency- based learning techniques are gaining momentum.

Experiential Learning Technique is a process of making meaning out of experience. It facilitates learning by doing. It helps in competency building. Discovery learning, simulation, case study technique, problem-solving approach all have engaging experiences to develop competencies (knowledge, skills, attitudes and values). It can be effectively used at all stages of educational learning from preschool to post-secondary schools.

The concept of experiential learning was initially explored by John Dewey, K. Hahn, K. Lewin and J. Piaget. Many other workers developed the concept further. David A. Kolb is credited with popularising it.



**Kolb's Cycle of Experiential Learning**

(Source: outlife.in)

**Kolb's Experiential Learning Theory (1984) presents a cycle of four elements:**

1. **Concrete Experience:** Is the hands-on experience where the learner tries new things, takes up challenges and does trial and error. This experience is termed as success or failure.
2. **Reflective Observation:** this stage is about reflecting on the experiences which include both procedure and feelings. As an after- thought the learner reflects on how could it be improved? How can it be modified to maximize learning benefit?
3. **Abstract Conceptualization:** after reflection and contemplation, the learner decides on how to do differently next time. The learner plans with logical reasoning to improve next time.
4. **Active Experimentation:** In this phase the learner experiments further with the ideas and puts the plan into action.

**5.3.3 Time-Table Management**

The purpose of leadership or management in general, is to get things done efficiently as well as effectively. Timetable is a methodical and a pre-planned scheme of studies and activities as per vision and guidance of the leader. It bears the daily allocation of time among the various subjects, activities and class levels. Through the time table, the Head of an institution can manage the available resources to maximum educational benefit. The Head of an institution can plan the hours of schoolwork, the time allocation to curricular and co-curricular activities, the teaching load of each teacher, the length of each period and the time of interval. Decisions expressed through the timetable affect the entire educational programme and ethos of the organisation.

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#### Functions of Timetable:

- It ensures smooth and orderly working of the school.
- It prevents wastage of academic hours
- Allows maximum use of learning spaces
- Provides programme overview at a glance
- Minimises incidental negligence of duty
- It ensures equitable distribution of work among teachers.
- It ensures distribution of required time to different subjects and activities according to their relative importance or difficulty.
- It adjusts schoolwork according to the physiological needs (Fatigue, interest and freshness of mind and body) of pupils.
- Facilitates maintaining discipline by occupying staff and students in productive work.
- Allows substitution in absence of a teacher.

#### Types of Time-tables

**Consolidated Timetable:** This timetable is a complete picture of the educational programme of the institution. It should be displayed in the head's room. This helps in better planning, supervision and delegation of duties.

**Class Timetable:** It is a timetable of each class and sections. It marks the distribution of subjects, subject teachers and the co- curricular 'periods' in each class. It also indicates the recess break and duration of the periods. All the classes need to follow their respective class timetable and have a copy of it displayed in their classroom. All the teacher and students of that class should have a copy.

**Teacher Timetable:** Every teacher has got a copy of his own programme, showing the details of his academic and non-academic work.

**Vacant Periods Timetable:** this is prepared in the beginning of each day and displayed at a common place such as outside staffroom, the front desk etc. This is prepared to allot substitution work when some teacher is absent or on duty to some other job. The substitution is given to a teacher who is free in that period. This ensures that no class goes unsupervised.

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**Academic Calendar:** The academic calendar gives the schedule for the academic session day-wise and month-wise. It spells out the session start and end, working days, examination, vacations, holidays and school functions like the annual function, exhibitions, competitions, sports days and celebration of important days (Republic Day, Environment Day, Yoga Day etc.).

**Principle of Time-table Preparation:**

The following principles have to be kept in mind during preparation of time table.

- **Specific Needs of the Institution:** This includes regulations of the State Department of Education, number of shifts, the number of subjects, combination of subjects and the number of elective groups.
- **Amount of Time Available:** Total number of working hours, instructional and non-instructional working days of the academic session/ semester have to be kept in consideration.
- **Relative Importance and Difficulty Value of Subjects:** Some subjects are more strenuous than others. They involve a heavy mental strain and effort. Such subjects should be taught during early hours when the brain is fresh. It is a general fact that the productivity is best during second and the third periods and the second and the third days of the week. Academically hard subjects should be taught during these periods of the day. Similarly lighter subjects and activities that require comparatively less energy and concentration should be pursued in the last periods.
- **Incidence of Fatigue:** The timetable should be constructed in a manner that it allows frequent change of place and posture to pupils. Similarly, duration of periods in primary classes should not be very long as children have short attention span. Senior students should have on the other hand considerable chunk of time to do justice to concepts that need uninterrupted learning time.
- **Principle of Variety and Elasticity:** Easy and difficult subjects and lessons should be provided alternatively in the timetable for sustaining student interest. It should be made as flexible and elastic as possible for adjustments and changes.
- **Balanced Resource Allocation:** Resource and room allocation should be well considered. All classes should get to visit common rooms such as labs, dance room, music room, play- ground etc. teachers should get reasonable time to plan lessons and prepare activities or learning material. Also, not all senior and experienced teachers be delegated to a particular section only.



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These days digital solutions for preparation of time table are getting popular.

#### 5.3.4 Role of Class Room Management for Effective Implementation of Instructional Strategies

Managing a classroom is significant to the teaching-learning process. Effective classroom management enhances learners' achievement with respect to learning objectives. Promoting learning by establishing positive relationship between teacher and learner and among a peer group bear direct influence on learning. Learning is optimized when the individual, social and psychological needs of learners are taken care of. Major principles of classroom management are as follows:

- i. The subject- expertise and effective communication skill of the teacher
- ii. Engagement of learners in authentic productive learning tasks. Channelizing their energy in appropriate activities.
- iii. Equity in the learning opportunity for each learner. Meaningful and balanced participation of learners in educational activities.
- iv. The teacher demonstrates such behaviour that can be emulated by the students to develop desirable behavioural qualities.
- v. Firmness, clarity and consistency in teacher's instructions.
- vi. The teacher should be approachable and accommodate the students' suggestions.
- vii. Appreciation and recognition of the efforts of the students by the teacher. However, if a student is yet to master a content, the teacher should exercise patience.

Learners should be monitored closely to ensure their attention. A monotonous environment can be tackled by voice modulation, active chalkboard usage or change in instructional techniques. Audio-visual media are helpful to draw students' attention. Innovative methods of teaching- learning facilitate active engagement of the learners. Lesson should be conducted in a manner that all learners are attentive for most of the time. Teachers should evolve the class rules democratically with the help of the class. This makes the students take responsibility of the classroom climate and abide by the rules. Positive feedback on desirable behaviour should be given liberally. Breaking complex tasks into small parts motivates the students to be engaged. Learners should be treated with respect and care. Teachers should listen to them and call them by their names. Teachers should report to class timely and keep learners engaged in productive tasks.



**Managing an Inclusive Classroom**

Class is a microcosm of the real world. Learners with different abilities, with varied socio-economic backgrounds, from different ethnicities and religions, of non-binary genders, from atypical family structures- should all feel safe, secure and respected inside a classroom. Creating such a climate is also the responsibility of the Head of the Institution. A democratic environment needs to be created where the teacher is aware and responsive to the context and requirements of all the students.

As Head of the Institution, if you feel that teachers are finding it difficult to manage their class, you can plan in-service training, provide learning resources, suggest peer-mentoring or address the group of students. Various preventive, supportive and remedial measures can be applied in such cases. Some examples are:

Preventive measures- recognising and rewarding good behaviour, effective classroom rules, non-verbal communication, cooperative learning strategies, academic support, parental involvement.

Supportive measures: promoting desirable behaviour, eliminating and digressing negative attention seeking behaviour, conflict- resolution skill building in learners, change in instructional strategy. Remedial measures: notifying possible consequences to the students, modifying the situation or environment.

**INTEXT QUESTIONS 5.2**

1. Which of the following is not an issue of classroom management
  - a) Learners ask the teacher questions from the lesson
  - b) Learners disturb their peers.
  - c) Learners harm classroom furniture.
  - d) Learners indulge in name-calling.
2. Which teacher centred technique will you recommend to teach making a Madhubani painting?
  - a) Lecture method
  - b) Demonstration
  - c) Question answer
  - d) Project based learning

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3. The concept of experiential learning was made popular by
  - a) John Dewey
  - b) Kurt Lewin
  - c) Jean Piaget
  - d) David A. Kolb.
4. There are some major principles of classroom management. Which of the following is not one of those:
  - a) The teacher should have subject- expertise and effective communication skills
  - b) The teacher should be strict and not let the students ask questions
  - c) Engagement of learners in authentic productive learning tasks. Channelizing their energy in appropriate activity.
  - d) Equity in the learning opportunity for each learner. Meaningful and balanced participation of learners in educational activities.

#### 5.4. EVALUATION

In the teaching-learning process, evaluation helps to identify the extent to which objectives have been met, the improvement of the academic performance of the students and determine the quality of teaching. It guides to modify the instructional approach to meet the objectives. There are two basic approaches to evaluation: Formative Evaluation and Summative Evaluation. Formative evaluation is conducted while the instruction process is on to give timely feedback about learning gaps and monitor progress continuously. It can be conducted in various modes apart from the traditional paper-pencil test, quiz, presentation, project etc. to report the performance of learners. Summative evaluation on the other hand, is conducted at the end of a course/ session or term to check the learner's final achievement and for the guidance of the teacher. It is typically quantitative in nature which numeric score or letter grades are assigned to quantify achievement.

The National Education Policy-2020 proposes complete transformation in assessment for optimized learning and holistic development. It vehemently opposes rote learning and advocates competency-based education. It delineates that an authentic assessment of the competencies can only be done through testing of higher-order skills, analytical ability, critical thinking, and mastery of concepts.



It stresses that assessment for learning is most noteworthy form of the assessment. This guides all the stakeholders of education: the student, teacher, curriculum by giving useful feedback.

The policy advocates preparing a holistic progress report that reflects all the dimensions of learning of each student. It should also include self and peer assessment. Multiple assessments to be done through projects, quizzes, group tasks, portfolios, etc., along with paper-pencil test. The progress report with all round development will be discussed with the parents at parent-teacher meeting. NEP also suggests use of software's that help students track their growth throughout their school years based on a compiled data from all the different stakeholders. This repository will provide valuable information on their strengths, interests, and challenges. This will be used to guide them to make suitable choice for career.

NEP-2020 further proposes to set up National Assessment Centre/PARAKH (Performance, Assessment, Review and Analysis of Knowledge for Holistic Development). PARAKH will set norms and standards for student assessment and evaluation of all recognized school boards in India.

### 5.4.1 Emerging Trends in Evaluation

Education system needs to transform the conventional examination pattern to prepare students with competencies that improve their employability and future life. Emerging trends in evaluation practices at the national and international level are basically related to:

- Outcome based education.
- National and international achievement surveys.
- Agencies for establishing accountability and accreditation.
- Usage of advanced computer- based technology
- On-demand and online examination

#### Outcome Based Education [OBE]

Learning outcomes and assessment are integral to quality education. In agreement with the UN and global commitment, the Right of children to Free and Compulsory Education Act (RTE), 2009, makes every child in the age group of 6-14 years eligible for quality education. The 'no-detention' policy made it essential to delineate learning outcomes for classes 1 to 8 to optimize learning. This set of learning outcomes standardized the parameters for assessing learning of elementary school students. The learning outcomes are not prescriptive. They need to be contextualized as per the

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local-specific requirement. Subsequently, learning outcomes for secondary school were also developed.

#### National and International Achievement Surveys

Education standards serve to measure learner's achievement. Data obtained from achievement surveys provide feedback to improve the teaching-learning plan to meet the standards. The results of National Achievement Survey are synthesised at the district-level, state-level and national-level to present a holistic picture of the achievement of the standards. NEP-2020 has recommended a National Assessment Centre-PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development). The centre will advise school boards on new schemes in assessment, educational research, promote inter-board collaboration and share best practices amongst them.

#### Online and On-Demand Examination

Online examination is computer-based examination that requires internet connection and browser. Students can appear through personal devices or devices arranged by their institution at a specified place. On-demand examinations are generally may be carried out in online modes or offline modes. These are carried out when the student is ready to take the examination.

On- Demand Exam System (ODES) of National Institute of Open Schooling (NIOS) and Indira Gandhi National Open University (IGNOU) are an appropriate example in this regard. Question papers are prepared based on a prescribed blue-print and question-paper design. Questions are selected from the existing question bank. All such Question Papers are unique but their difficulty- level remains the same.

To facilitate this, a huge repository of items (questions) strictly adhering to the blue-print and question paper- design are prepared in form of a question bank. A number of items of a particular difficulty level are developed for each category of the blue print.

#### 5.4.2 Maintenance and Use of Evaluation Records

Every educational institution needs to maintain evaluation records in soft copies and hard copies. These records contain factual information. A systematic and confidential maintenance of data along with appropriate retrieval procedure is mandatory for each educational institution. Computer- based databases are maintained these days. The software used to store, manage, query, and retrieve data stored in a relational database is called a Relational Database Management System (RDBMS). The RDBMS provides an interface between users, applications and the database, as well as administrative



functions for managing data storage, access, and performance. Such a software can be used to maintain and analyse the data.

### **Role and Responsibilities of the Head of Institution in Management and Supervision for Efficient Record Keeping**

The organized maintenance of records is a basic management requirement. It should not be chaotic in nature.

The data contained in the evaluation records is important in many ways:

- Needed for mandatory preservation for a stipulated time by the regulatory agency.
- Needed for guidance of the pupil's plan of activities and studies.
- Authentic indicator of persistent strengths and weaknesses of the individual learner.
- Reliable tool for the teachers to understand progress of the student(s).
- Possible requirement for a legal procedure.
- Can help in diagnosis by the professional counsellor
- Can help to resolve conflict between parents and the students over choice of course/ subjects
- Assessment records are significant to guidance counsellors because these provide a holistic picture of students they counsel.
- Records of assessment are vital in making decisions about discipline, promotion, development, learning performance, etc.
- Assessment records are a vital source of accountability of the teacher.

Therefore, it is the duty of the Head to guide and train teachers to prepare, maintain and retrieve evaluation records. A team of teachers can be delegated to maintain such records in a safe and secured place/ server. Confidentiality, accessibility, systematic filing and careful storage are a must in maintenance and use of evaluation records.

### **Cumulative Record Card (CRC) in Schools**

A Cumulative Record Card contains the results of different assessments held from time to time during the course of study of a student. It is maintained by the school for every student from the day of admission to the school. It is in fact a personal and educational history of the student needed for professional guidance and support. All other student records give a snapshot view of the student's development in individual

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aspects, but the Cumulative Record Card (CRC) provides comprehensive and longitudinal information on all round development -physical, emotional, intellectual, cultural, moral and social.

#### Format for Cumulative Record Card

(To be filled at the time of admission)

##### I. Personal Information:

- a) Name of The Student:
- b) Date of Birth:
- c) Name of Father:
- d) Address:
- e) Date of Joining the School:
- f) Previous School.
- g) Sibling:

##### II. Family Background

- a) Occupation of Father
- b) Qualification of Father
- c) Occupation of Mother
- d) Qualification of Mother
- e) Annual Family Income:
- f) Special Home Conditions etc.

Information to be filled in each term/ session:

##### III. Physico-Medical Report

- a) Height
- b) Weight
- c) Vision
- d) Allergy
- e) Medication, if any
- f) General Health, etc.

- IV. Attendance
- V. Scholastic Achievement
- VI. Co-Curricular Activities
- VII. Descriptive Remarks by the Class Teacher, Counsellor and House Master



### INTEXT QUESTIONS 5.3

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1. Choose the incorrect statement:
  - a) Cumulative record card does not help in solving academic problems of the student.
  - b) Cumulative record card gives personal information of a student's development.
  - c) It helps to know strong and weak points of a student.
  - d) Confidentiality of CRC should be maintained.
2. Which of the following statements is incorrect with reference to maintenance and use of evaluation records?
  - a) It may be needed for mandatory preservation for stipulated time by the regulatory agency.
  - b) It may be needed for guidance of the pupil's plans of activities and studies.
  - c) Authentic indicator of persistent strengths and weaknesses of the individual child.
  - d) It can be put in the public domain.
3. Which of the following is proposed by NEP 2020:
  - a) Preparing a holistic progress report that reflects all the dimensions of learning of each student
  - b) This progress report along parent-teacher meetings will be a communication between parent and school regarding all round development of the student.
  - c) The progress card would also provide valuable information on students' strengths, interests, and challenges. This will be used to guide them to make a suitable choice of career.
  - d) All of the above.



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#### WHAT YOU HAVE LEARNT

Curriculum is the sum total of all the educational activities and experiences organized to realize the aim and objectives of any educational programme. To derive maximum educational benefit of a curriculum, it is required to be implemented with careful planning. The implementation process involves making decisions about how to organize the teaching-learning process keeping in mind the vision of the institution and the existing resources. The stakeholders should not perceive the innovative curriculum to be complex or a threat to culture and ethos of the institution. It should be seamlessly integrated in the existing curriculum framework and educators should be empowered for the changed educational scenario. Moreover, during the COVID-19 pandemic it became evident that technology will drive the future of education. The new instructional tools that have emerged during the pandemic have become regular feature of the teaching- learning process. ICT (Information and Communication Technology) has assumed an unprecedented importance in education. Online and Digital education have revolutionized face to face mode and Open and Distance Learning (ODL) mode . Curriculum evaluation is done to find the value of a programme - both as a process and as a product. In other words, to check whether curriculum evaluation meets its objectives or the desired learning outcomes.

Pedagogy is the Art and Science of teaching. These can be broadly classified into three groups: Teacher Centred Learning Techniques, Learner Centred Learning Techniques and Group Learning Techniques. Experiential Learning Technique is a process of making meaning out of experience. It facilitates learning by doing. It helps in competency building. Timetable is a methodical and a pre-planned scheme of studies and activities as per vision and guidance of the Head of the Institution. It ensures smooth and orderly working of the school. Managing a classroom is an integral part of the teaching-learning process. Classroom management has a close relation with learners' accomplishment of learning objectives. Learners with different abilities, different socio-economic backgrounds, from different ethnicities and religions, of non- binary genders, from atypical family structures- should all feel safe, secure and respected inside a classroom.

In education system, evaluation helps to identify the extent up to which objectives have been met, the improvement of the academic performance of the students and the quality of teaching.

The National Education Policy-2020 proposes complete transformation in assessment for optimal learning and holistic development. It vehemently opposes rote learning and



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advocates competency-based education. The policy advocates preparation of a holistic progress report that reflects all the dimensions of learning of each student. It should also include self and peer assessment. Multiple assessments to be done through projects, quizzes, group tasks, portfolios, etc., along with paper-pencil test. The progress report along with all round development will be discussed with parents at the parent-teacher meeting. NEP also suggests use of software's that help students track their growth throughout their school years based on compiled data from all the different stakeholders. This repository will provide valuable information on their strengths, interests, and challenges. This will be used to guide them to make suitable choice for career. Emerging trends in evaluation practices at the national and international level are basically related to: Outcome based education, National and international achievement surveys, agencies for establishing accountability and accreditation, usage of advanced computer-based technology, online and on-demand examination.

**TERMINAL QUESTIONS**

1. Describe various models of curriculum implementation.
2. Describe the need and importance of timetable. Why are different types of timetables needed?
3. How do innovative methods of teaching help in better classroom management?
4. What strategies would you adopt to manage an inclusive classroom?
5. Enlist the behavior problems possible in an educational institute and enlist the measures that can be adopted by in the category of preventive, supportive and corrective.
6. Mention the role of School Head in guiding the teachers for preparing and maintaining Cumulative Record Card (CRC).

**SUGGESTED PRACTICAL ACTIVITIES**

1. As head of an elementary school in a rural area, you plan to introduce digital tools of learning as an innovation in the existing curriculum. Prepare a curriculum implementation strategy. It should include the list of resources required for the implementation, plan to orient staff, students and parents and changes in the academic planner.

## Module - 2

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### Managing Teaching Learning Process (Curriculum, Pedagogy, Evaluation)

2. Prepare academic calendar for your institution for the month of July of the current year. Include working days, holidays, festivals, an interschool event and special assembly for the days of national or international importance.
3. Prepare a list of criteria to evaluate the curriculum of a yoga institute/ insurance course/ tourism and hospitality course.
4. As Head of Accredited Vocational Institution (AVI), prepare a summary of proposals for curriculum, pedagogy and evaluation as given in NEP 2020 to conduct an awareness session of your teachers.



### ANSWERS TO INTEXT QUESTIONS

#### 5.1

1. b) Curriculum
2. d) Advertisement of the institution
3. d) All of the above
4. d) Emotional

#### 5.2

1. a) Learners ask the teacher questions from the lesson
2. b) Demonstration
3. d) David A. Kolb
4. b) The teacher should be strict and not let the students ask questions

#### 5.3

1. a) Cumulative record card does not help in solving academic problems of the students
2. d) It can be put in the public domain
3. d) All of the above

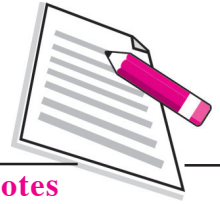


## LEARNING OUTCOMES

After reading this lesson, you are able to:

- Explain various modes of planning of implementation of curriculum
- Discuss implementation of innovative curriculum, emerging trends in curriculum and identify the relevant ones
- Discuss the role of time-table and class-room management in effective teaching learning
- Explain emerging trends in evaluation and Discuss maintenance and use of evaluation records

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**6****INSTITUTION-COMMUNITY  
INTERFACE**

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**6.0 INTRODUCTION**

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School is the microcosm of society. A variety of social segments make the heterogeneous neighbourhood of a school. When the children from these neighbourhood homes take admission to a school the classrooms become representative of those diverse families. Children come with different value systems, different food habits, different mother tongues, different outlooks to life and different social and economic backgrounds. It is a challenge to an educational institution to transact a uniform curriculum to a diverse group of students. Moreover, diversity and societal changes in a community enter the classrooms and change their structure and school characteristics.

On the other hand, a school trains and develops human resources to make them socially useful in the future. India has different types of schools – with respect to structure, affiliation and ownership. Structurally there are primary schools, middle schools and secondary schools. The examining authorities give affiliation and a school can be affiliated to Central Board of Secondary Education (CBSE), International Baccalaureate (IB), Indian Certificate of Secondary Education (ICSE) or State Boards. With respect to ownership there can be government schools, government-aided schools, private unaided schools and minority schools etc. There are study centres and open schools as well. Education being on the Concurrent List, the state governments administratively supervise all the schools within their jurisdictions.

Interaction between school and community has always been a subtle but continuous phenomenon. However, a conscious effort towards creating an interface and structured interactions between the school and the community has the potential to create forward and backward linkages to benefit both.

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### 6.1 OBJECTIVES

After reading this lesson, you will be able to:

- Explain the concept, need and importance of the institution community interface
- Discuss the importance of establishing public relations with the community
- Describe the ways to utilize the community resources in institutions
- Analyse and explore the possibilities of utilization of community resources
- Demonstrate the ways an Institution can act as a community centre

### 6.2 MEANING AND CONCEPT OF INSTITUTION COMMUNITY INTERFACE

A community is a social unit with shared socially significant characteristic, such as place, set of norms, culture, religion, values, customs, or identity.

An Institution on the other hand is set up with a particular purpose and caters to a group of people with respect to that purpose. In that sense, an institution is a body within a community or society and caters to a particular group of people in that community. However, when we talk about an educational institution, the benefits go beyond the immediate target group and impact the entire society in the long run.

As per the Oxford English dictionary, Interface refers to a point where two systems, subjects, organizations, etc. meet and interact. In the context of an educational institution it is the child around whom the parents, teachers and the community converge.

A child is at the centre of a school community. The parents, the school and the Neighbourhood or Community encircle the child's life. If there is any gap in the three groups, the interface snaps and the child suffers. Therefore, it is important to build a strong bond amongst the stakeholders.

There are societies where the children are brought up by the community. The confidence levels and security of the children in such societies are much higher. Examples can be taken from Japan where children walk up to their schools on their own and adults stand by the roadsides as support to all children, not necessarily their own.

Let us define the role of the school and the community in child rearing before discussing their interface.

School as an institution came into being at the time of the Industrial revolution in the UK when the invention of light bulbs allowed factories to work even at night and

women were required to join the labour force. The responsibility of educating and rearing children then largely shifted to an institutional structure called school. The school is the earliest social space for a child where he/she gets to interact with non-family members. A school teaches a child basic social behaviour like how to conduct themselves in a social space, manners and etiquettes, communication skills, social responsibilities, etc. It is also the space where children learn history, culture and geography of their country and that of the world. Here they get the opportunity to experiment with science and technology. A school also has the potential to teach children inclusion, care for humanity, democratic decision making processes, entrepreneurial mind-set and other skills to become conscious citizens in future. In essence, the school trains and develops the human resources to make them future ready and socially useful.

The nature and working of schools have, however, changed significantly over time. From a friendly neighbourhood space for child rearing, seen largely as an extension of home, the schools today are varied in structure, ownership and objectives. They cater to heterogeneous groups and employ teachers as professionals and education experts. The close relationship between parents and schools hardly exists these days leading to a kind of tug of war between parents and teachers in managing the child's life and education.

Community on the other hand can be defined as the neighbourhood that surrounds a school and where the child's family lives. Normally they have common interests and common ambitions. Like school, the community characteristics also have changed over time. Advances in transport and communication has led to a lot of internal migration of people. Therefore, the neighbourhood in medium or large towns and cities have acquired heterogeneous characteristics, often creating stress rather than cohesion among the residents. Breaking down of the traditional joint family system, combined with internal migration, couples working outside for long hours have brought the social interaction upside down. People living in city flats might not have met their next door neighbours for months. Apathy towards anything beyond their immediate interest has affected the neighbourhood companionship adversely.

For example, even a small fight between two children extends to their adult parents unlike earlier times when any adults around would scold both the kids and sort the matter out then and there.

In this context structured interactions between community and school may prove beneficial for the society and will reap sustainable long term gains for all.



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### INTEXT QUESTIONS 6.1

1. Define interface:
  - a) A point where two systems, subjects, organizations, etc. meet and interact.
  - b) A platform where people interchange their belongings
  - c) An area where government of two countries exchange goods and services
  - d) A market from where labourers are picked up on daily wages
2. Who are the stakeholders in a school community:
  - a) Students & teachers
  - b) Parents
  - c) Neighbourhood community
  - d) All of the above
3. What is the earliest social space for a child to interact with non-family member?
  - a) Family
  - b) School
  - c) Market
  - d) Village
4. Structured interaction between school and the community will benefit:
  - a) School
  - b) Society
  - c) Family
  - d) All of the above

### 6.3 NEED AND IMPORTANCE OF INSTITUTION COMMUNITY INTERFACE

In ancient times, the Guru played a critical role in holistic development of a child. During his Bramhacharya days i.e. the learning and training phase of his life, a student was trained to do all kinds of community work besides acquiring academic lessons from the Guru. Consequently, a graduate from a Gurukul would be a socially ready individual, prepared to perform his role in the society.





In the present time we often talk about cooperation and reinforcements between teachers and parents. But not much about the community involvement in child rearing. In rural India the child still belongs to a community, but not in a metro city. The changing social structure has alienated families from the community. A nuclear family or a single parent are apprehensive of exposing the child to people outside the small circle of their own. Even the practice of trusting the child with relatives has vanished. When children do not interact with people other than their own parents, their social skills do not develop.

An anecdotal reference may explain this issue well. A city school organizes annual fun fair and asks its students to sell entry tickets to their neighbours. This is an indirect way to motivate the children to go out and meet their neighbours. The underlying plan is to improve a child's communication skills, confidence, empathy and social skills. Each year there will be some who hesitate to ask for money from their neighbours and make parents to pay instead. Here the parents need to understand that the purpose was not the collection of money. The actual learning objective of building social skills and empathy for others would not be fulfilled if children are not encouraged to go and meet the neighbours.

The technological innovations and digital addiction have given rise to a "Me-society" removing the practice of real time social interaction from the lives of individuals. Research shows this has led to decrease in empathy in college students. The fall out will definitely impact the young children adversely.

The institution will have to understand that they have been preparing the child ultimately to become a citizen who has to contribute to the community or society.

In Finland, the happiest country of the world, where all women work and family sizes small, the government has initiated the concept of a town library as the meeting centre for families. They bring their children there after office hours. Besides books the library provides a lot of socially engaging activities for all. This has improved the social bonding in people there and led to their winning the highest position in happiness ranking for the several years.

The other ways of community engagements are to send the children out to the neighbouring areas to work with the community. Various activities can be planned as learning beyond the four walls of classrooms. This will motivate and excite the students.

### Some examples are:

1. Van Mahotsav or tree plantation: Students can go for plantation drives in the nearby park along with NGOs or Community Organizations involved in such

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work. Free sapling distribution to neighbourhood people and parents can also be organized.

2. For nature study students can go out to parks and interact with people there along with observing and collecting flora and fauna.
3. Take care to orphanages to teach them empathy and love for orphanage.
4. Primary school children can be taken out to meet cobblers, postmen, sweepers, security guards and other such people who provide essential services to us. Interaction with them will widen their horizon and inculcate gratitude in young minds.
5. Grandparents can be called to address the children in class in sharing their own life stories. This is learning History first hand.
6. Parents can be engaged in career guidance for older students.

The ultimate objective is to create bonding and give both parties the feelings to understand that they are complementary to each other. Without community support it is not possible for individuals to thrive socially. When an institution is conscious about it the gains will be manifold. It will not only enrich children's learning but also give them an idea of their role in the society. The benefits will cascade down in the future ensuring a better society where people care for each other and think beyond self.



### INTEXT QUESTIONS 6.2

1. Identify any major change other than changing family structure that have impacted the family -community interface:
  - a) Social media
  - b) Mobile telephone
  - c) Increased per capita income
  - d) None of the above
2. Identify any one cause leading to heterogeneity of neighbourhood communities:
  - a) Migration
  - b) Pollution
  - c) Town planning
  - d) All of the above



3. Identify in which situation under school infrastructure can be used as a community resource:
  - a) Neighbourhood clubs' cricket match on school ground
  - b) School as the skill hub centre
  - c) Night school for the labourers
  - d) All of the above
  - e) None
4. Identify from the statements given below which situation depicts benefit from school-community interface:
  - a) People from the neighbourhood asks for free access to school's sports facilities
  - b) Children in the neighbourhood exhibit strong social skills and emotional maturity
  - c) Neighbouring families use the school space as wedding venue
  - d) Stray cattle of the neighbourhood can graze on the school ground

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## **6.4 ESTABLISHING PUBLIC RELATIONS WITH THE COMMUNITY**

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This requires good verbal and non-verbal communication skills.

The Leader of an institution should be visible in the community to influence them. A walk into the local market, talking to elderly residents, liaising with the local newspapers will be effective in this regard.

The parents can be motivated to act as the institution's spokespersons about their various activities. Inviting important people from the community will establish the brand value of the institution outside.

Influencing community behaviour through school activities can create virtuous circles. Awareness about various social and environmental concerns through street plays, rallies and poster campaigns can be created effectively.

**For example**, "No polybags" campaign by Delhi's school children have brought down the use of single use plastics. They have been successful in forcing their parents and neighbours see the negative impact of using polybags on environment and how it chokes

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the sewage lines, affects animal lives both on land and in sea, and increases carbon footprints. They have argued about and proved the positive environmental impact of the use of cloth or jute reusable bags. Consequently, people have started carrying their own reusable shopping bags to market these days and are refusing single use polybags from vendors.

Another environmental issue that is being addressed by the children is global warming. The issue of global warming and carbon footprints have been taken up by school children, like Greta Thunberg and world over, the students and the adults have got concerned and motivated by her movement. Children's insistence on zero-garbage school and neighbourhood and their campaign to segregate household wastes into recyclable and compostable categories, using separate bins for the purpose, have gained currency over time. Rainwater harvesting and sewage water recycling are also being done in many schools and the message is being spread to many residential societies.

Relief collections by the students from their neighbourhood at the time of natural calamities have always pulled in parents and neighbours to this humanitarian effort.

Bringing community, parents and school together requires efficient planning on the part of the school leadership. It has to be integrated in curriculum planning. Things that are to be kept in mind at the planning stage are:

1. What kind of interactions will be feasible and safe for the children
2. What will be the suitable dates and time duration
3. Who will coordinate
4. Which age group children will be involved in specific activities
5. Whether special groups to be formed like Interact Club, Environment Club, Disaster Management Committee etc, to take forward the campaigns
6. People to assign communication responsibilities
7. Documentation and record keeping
8. Maintaining contact details of parents and the family in the neighbourhood to reach them out in a short time
9. Reflection on the work done and modifications in the plan in the light of findings.



## 6.5 UTILIZATION OF COMMUNITY RESOURCES

The leader can explore the community resources for the use of the institution. Community resources like local library, museum, art galleries, theatre etc. can be used as outdoor learning spaces.

An anecdote here: The Principal of a school in Delhi was worried about the loss of children's social space in 2020 and 2021 caused by Corona induced lockdown and school closure. When after 2 years, other spaces were open the schools were still shut. She observed that the PVR Cinemas at Malls were open. She wanted to explore the possibility of using that space in morning times to call students and teach them there. She met the PVR Manager and could convince him to allow students to come to the Cinema in the morning when shows were not on and have their classes there. The Manager, however, did not want to miss out on his business and proposed a small amount to be paid as snacks charges. It was a win-win situation for the school and the PVR. The excitement in having their classes on the big movie screen sitting in the theatre was visible on the faces of the students. The school was happy to help children come out of the isolation and gloom of two years and reclaim their social space. The PVR Manager was happy to earn some extra money at a time when business was really down in the wake of the pandemic.



Educational visits to art galleries, churches, temples, mosques, gurdwaras, Museums and Archaeological buildings, historical monuments, famous gardens and parks, water bodies, market places, cultural centre exhibitions etc. take the class out of the school boundaries and integrate it with the community. Children learn through exposure and experience and realize the significance of community in their lives.

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The neighbourhood park has always been a wonderful space for small children to play with friends. School can use this park as a learning space by taking students there for nature walks and orientation to local flora and fauna. Various environmental activities like measuring green canopy over the neighbourhood can be done in such public parks. Adopting a park or a statue to keep it clean will also inculcate social responsibility among the students. Tree plantations with the gardeners in the park will teach children inclusion and environment consciousness, besides making them adorable to the community.

Street plays or Nukkad Natak by the students is a strong medium to integrate community spaces like market, bus stops, metro stations and streets with the institution. Here students can deliver their messages with the help of the play and feel responsible towards the community. On the other hand, people watching them get sensitised of various social concerns put up by the students. A successful interface will have the capacity to build public opinion on social issues.

### 6.6 INSTITUTION AS A COMMUNITY CENTRE

A school has the strong potential to be used as a community centre. Its already existing infrastructure which remains unused beyond school hours can be thrown open to community services and community engagement programmes.

#### Some examples of the after-school Community engagement programmes:

1. Sports activities where the school sports infrastructure can be used by the neighbourhood people. For example, Tennis court, Badminton arena, Basketball court, Football ground can be used by the community either free or at a nominal fee under the supervision of coaches. Friendly matches and athletic competitions on the school ground on weekends can pull the whole community together.
2. Youth engagement programmes in cultural activities like theatre, dance, music etc. can also be organised.
3. Recreational activities like cultural or literary evenings can be organised by the students, parents and friends can be invited to be part of the audience.
4. Counselling sessions can be made available by employing qualified counsellors.
5. Afternoon hobby classes can be organised for children involving artists from the neighbourhood



6. The school can also provide other institutions its space in the evening for conducting various vocational classes

All these activities can also be outsourced and fees can be charged to cover the additional expenses like paying the coaches or trainers, additional electricity and water charges bills, payments to cleaning staff etc.

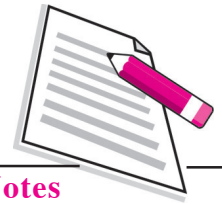


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**INTEXT QUESTIONS 6.3**

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1. Identify which popular community resources listed below can be explored by a school for use:
  - a) Cinema
  - b) Town Hall
  - c) Stadium
  - d) All of the above
2. What are the precautions to be taken to create community-school interface?
  - a) People to be assign communication responsibilities
  - b) Documentation and record keeping
  - c) Maintaining contact details of parents and neighbourhood people handy to reach out in short time
  - d) All of the above
3. How should an institutional leader plan for community interactions?
  - a) Organizing socially useful activities through social outreach programmes
  - b) Talking to local politicians
  - c) Distributing pamphlets with instructions
  - d) Calling parents to school
4. How an educational institution can use a local theatre for its students for educational purpose?
  - a) Conducting classes or organizing a cultural programmes
  - b) Putting the name of the theatre on school magazine



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- c) Obtaining free movie tickets for students and staff
- d) Organising a charity show



### WHAT YOU HAVE LEARNT

Institution community interface refers to a point where two systems, subjects, organizations, etc. meet and interact. In the context of an educational institution, it is the child around whom the parents, teachers and the community converge.

Institution community interface is essential for the development of social skills and emotional maturity among the children. It also makes the society better by a positive grooming of its children who will grow up as responsible future citizens. They will have the better understanding of their roles and responsibilities in the society.

An effective school leader can establish public relations with the community with meticulous planning, good communication and by exploring the areas and activities where students can safely mix with community adults.

Community resources like town hall, stadium, theatre, monuments etc. can be used for the benefit of the students or for educational purposes. Similarly, the institution can keep its doors open for the community for using its infrastructural facilities (free or at a nominal fees) and can invite neighbourhood people and organizations to interact with the students on various occasions.



### TERMINAL QUESTIONS

1. Discuss briefly the concept of a school community and how its structure has changed over time.
2. List and analyse a few important factors that have led to changes in the community characteristics.
3. What is the need for an institution-community interface? How will it benefit both the institution and the community?
4. Explain with examples how an institutional space can engage community members.
5. List a few community resources. Discuss how a local park can be used as a resource for an institution.



6. Referring to the anecdote mentioned in the text, explore how an educational institution can utilize a theatre as a learning space.
7. Discuss the role of the leadership in planning community-institution interface.
8. As an institutional leader make a draft plan for a community engagement programme with required steps. List the precautions you would need to take here.



## ANSWERS TO INTEXT QUESTIONS

### 6.1

1. a) A point where two systems, subjects, organizations, etc. meet and interact.
2. d) All of the above
3. b) School
4. d.) All of the above

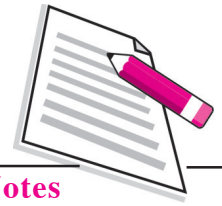
### 6.2

1. a) Social media
2. a) Migration
3. d) All of the above
4. b) Children in the neighbourhood exhibit strong social skills and emotional maturity

### 6.3

1. d) All of the above
2. d) All of the above
3. a) Organizing socially useful activities through social outreach programmes
4. a) Conducting classes or organizing cultural programmes

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### LEARNING OUTCOMES

After reading this lesson, you are able to:

- Explain concept, need and importance of institution community interface
- Discuss the role of establishing public relations with the community
- Describe the ways to utilize the community resources
- Elaborate the ways to use the institution as a community centre

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