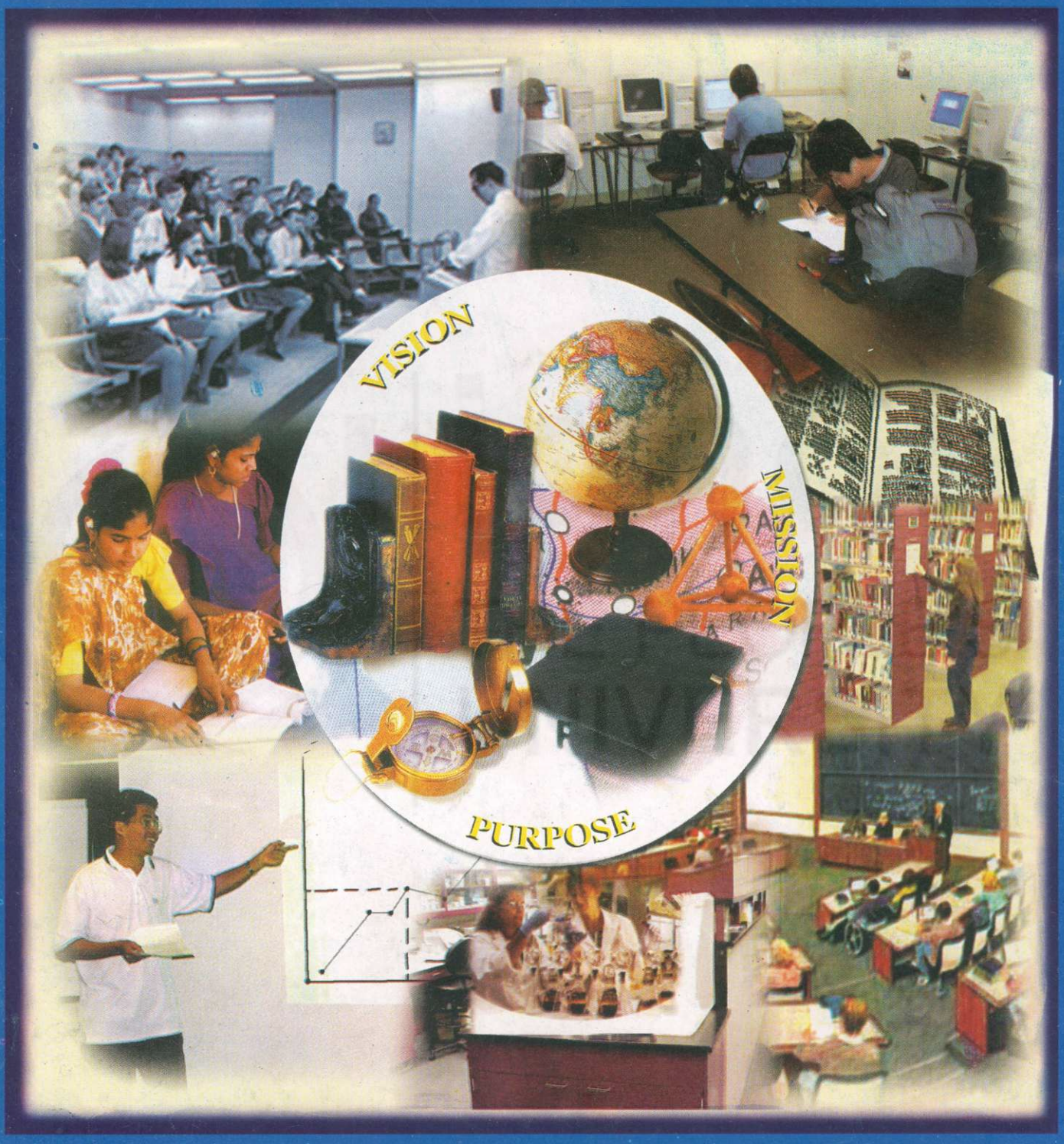
Indira Gandhi National Open University
School of Education

MES-104

Planning and Management of Higher Education



Management of an Institution of Higher Learning 2

Indira Gandhi
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MES-104
Planning and Management of Higher Education

Block

2

MANAGEMENT OF AN INSTITUTION OF HIGHER LEARNING

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MES-104 Planning and Management of Higher Education

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Unit 4 University and its Structure

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Block 2 Management of an Instituion of Higher Learning

Introduction to the Block

Block 2 of the Course MES-104 deals with certain important components of the institutions of higher learning and their different managerial strategies. It is important to note that the educational institutions, particularly at the higher level, always aim at growing continuously and developing themselves to suit the changing environment and also to bring about changes in the existing environment. To achieve this more meaningfully, one must have a clear understanding of the different institutional components and its built-in structure. The researches conducted in this area show that an institution at the higher education level functions well in the initial period, but starts stagnating after some years of its growth and thus the very objectives of the institution get lost. In this Block, an attempt is made to familiarize you with some of the important principles of the institutional management and strategies to be adopted in managing each of such important components.

In unit 5 of this block, we have discussed certain important principles of the different managerial components of higher education institutions. To make the overail management system more effective, we have attempted to analyse certain important points regarding the functions of the total process of the institution. Unit 6 of the block deals with the mechanisms to be followed in planning certain specific aspects of institutional components such as infrastructure, manpower and finance. While infrastructure planning is limited to planning of physical facilities in higher education institution, the manpower aspect deals with its total functionaries, and the financial aspect is confined to the budgetary process.

In unit 7, an attempt has been made to discuss certain key components of human resources and its management strategies. Unlike others, the utilization of human resources requires an understanding and insight into the dynamics of human motivation and behaviour. Hence, in this unit, we have ananlysed the adoption of some of the more effective ways of managing human resources. The other components, like management of time-table and administrative duties, have also been discussed. The last unit of this block, i.e., unit 8, focuses on the process of material resource facilities, such as, how to determine and specify the material facilities, their quality and quantity determination, their utilization and maintenance process, etc.

UNIT

Principles of Managing an Institution of Higher Learning

5

Introduction

In the recent years there have been debates controversy regarding management of higher education institutions so as to improve their efficiency. And this has attracted the attention of academics and researchers in the field of higher education. One cannot use a single parameter to identify the best way of managing an institution of higher learning effectively and efficiently. However, researchers have identified a set of principles for the above mentioned purpose. Before discussing the different principles of managing an institute of higher learning, we must know what an institution is.

We very often use the word 'organization' and 'institution we must however, make a distinction between the two. While an **organization** is both a system of consciously coordinated activities and a rational instrument engineered to do a job, an **institution** is a responsive, adaptive organism which is the natural product of social needs and pressures. An organization is an artificially created system which strives to maximize the attainment of objectives and of efficiency in management. The organization, in this sense, continues to be outside the culture of the society in which it functions. An institution, on the other hand, is part of a larger system of the community or the society, although a forward-looking, adaptive and proactive part of the community. An institution is 'infused with values' and it comes to symbolize the community's aspirations. If we look into this definition of an institution there will be a general consensus that any institution of higher learning, be it a college or a university, has to play a very broad spectrum of societal role. Hence, before building up our argument on the managerial components of higher education institutions, we must not forget this foundational aspect. In the following pages, we shall discuss the basic considerations of building and managing a higher education institution and also its structural and process mechanisms. We shall focus on the criteria to develop a participative culture, through the mechanisms of decentralization, and managing the faculty. We shall also stress on the process of generating and managing resources along with the institution support system, and the process of self-renewal.

Learning outcomes

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

- define institution building in the context of higher education, taking into account its management and its functions;
- identify the structural and process mechanisms involved in the building of an institution of higher learning;
- analyse the decision making process of institution through participative culture and managerial components; and
- operate institutional resources and support system in a more efficient and effective way for obtaining better results.

Building and managing institutions

When we join a college or university, or even a research institution devoted to the development of higher education, our main concerns are to promote all-round development of the students and to contribute significantly to the sphere of knowledge by conducting worthwhile research. Are these objectives sufficient for an institution? Have we ever thought of identifying the basic aims of the institution and fulfilling its aspirations? An institution has many concerns with its internal development while at the same time, it must forge links with the educational world so that through its functions it can have a worthwhile, concerned, impact on the society. An institution has been defined as an organization which embodies, fosters, and protects normative relationships and action patterns, and performs functions and services which are valued in the environment. The university or even a college, as an institution, has to function within the context of this definition. Of course, institutions have peculiar characteristics and can, therefore, be different from each other. The basic characteristics may not, however, change much in the context of every institution. Many institutions show similarity of objectives as well as of patterns of organization and functions. This is mainly so because institutions of higher learning are deliberately created to serve the functions that the society considers as desirable and significant. Without going further into this, we must try to define the process of 'institution-building' at a macro level and link it with the building of our higher education institutions.

Institution-building defined

The term **'institution-building'**, has been used both in relation to the process of internal development of an institution, as well as to its capacity to promote its impact on the society. It is associated with the process of establishing or transforming an organization into an integrated and organic part of a community in a way that helps the organization play a proactive role in projecting new values and become an agent of change in the community (Pareek, 1981). Hence the management of an institution must pay attention to both these aspects of institution-building. In the case of a higher education institutions, the impact might be difficult to discuss and measure, particularly within the short range of time.

The main function of management is to make an institution more effective as well as efficient. Effectiveness of an institution can be conceived in terms of five main aspects: achievement of goals, development of people, expansion/growth, self-renewal, and impact on the larger community. Each institution has defined **goals,** and the management attempts to ensure that these goals are achieved quickly and with minimum inputs. The goals may relate to providing education, doing research, preparing policies and strategies, evaluating programmes, supporting various projects, etc. Criteria can be evolved to test the extent to which the goals have been achieved and at what costs. There are, however, difficulties in measuring quantitatively the effectiveness with which an institution has achieved its goals. In the case of certain objectives, the actual impact of an institution can be judged in the long-term. Further, being concerned with human beings, it is not always possible to apportion the relative impact of an institution and of other sources. Management should, no doubt, ensure both the qualitative aspects of achievement of goals, as well as efficiency, in terms of input-output ratio.

In addition to the achievement of its defined goals, an institution needs to be concerned with the **growth of its own people.** They play different roles and work at various levels. An educational institution, particularly at the tertiary level, has to look after this important dimension. The development of its staff may involve both their continuous professional growth and the undertaking of new and higher responsibilities in the institution.

A higher education institution must also be concerned with its **own growth**. It must

and ethos, and willingness to expand its activities. Even if the institute continues to serve a particular segment of society, it needs to add new dimensions to its functions so that its functionaries may have a sense of achievement and of personal growth.

One aspect which is often neglected is that of **self-renewal.** We need to emphasize the point that there is always a need to examine the processes of growth and possible decline of the institution, and accordingly take steps so that a phase of decline may be averted and changed into one of continuous development. This process of self-renewal is important for institutions in developing countries where they are expected to play multiple roles in the service of the society.

Finally, with an institution in focus, a higher education institution by definition is an organization which has the **responsibility of influencing** a larger section of the society on some values and norms. This aspect has recently attracted attention of those concerned with the promotion of higher education. Hence, the linkages between institutions and the society have to be made stronger. It needs to be recognized that in many developing countries- India is perhaps a notable exception although it also needs diverse institutional framework in certain aspects- institutions of higher learning have been set up at great costs and consequently expectations from them are much larger and more diversified. Two aspects-interaction with community and interaction with industry-need to be treated separately and differently.

From the above discussion, it is quite evident that the process of institution building is a complex one and requires careful and efficient planning. A number of dimensions have to be kept in mind and, institutions should be built with both general and specific purpose in view.

The focus of management

The effectiveness of any institution, particularly at the higher education level, depends to a great extent on how it is able to develop its own ethos, culture and tradition so as to meet various challenges and achieve results related to the aspects pointed out. The primary focus of management in an institution, is to create an orientation of **pride, enjoyment and growth (PEG)** amongst those who form its personnel and those whose needs it aims at subserving. If personnel are engaged in work which they find interesting, challenging and worthwhile (being relevant to social needs and making critical contribution to social development), they feel proud to be associated with such work. One of the functions of management may be to create such a sense of challenge and worthwhileness in the work that people are engaged in. Similarly, work should be regarded as a joy, and not drudgery. If people determine their own objectives, feel that what they do is significant and have an opportunity to work in collaboration with others, they enjoy doing the work that is assigned to them. The feeling of growth comes when work becomes increasingly more challenging and socially relevant, and people are required to stretch their energies in order to cope with such positive challenges. When people have opportunities to learn new techniques, acquire new skills, and revise their previous understanding, they may experience growth. If work ceases to give a sense of personal growth and development, an individual's commitment to it goes down. Therefore, the main focus of management in an institution should be to create enough challenge, undertake socially relevant tasks, promote autonomy and provide opportunities for learning. The effectiveness of management of our institutions can be evaluated in terms of the extent to which we feel committed and involved in our jobs, and experience a sense of satisfaction and growth.

All these dimensions which focus on management are relevant if an institutions is managed in a positive way. Despite the great diversity among and within the States of India, higher education institutions show uniformity in terms of their structure and functions. Similarly, the functions of management and the principles that guide its performance, by and large, are similar in all institutions in the country. There is also

a similarity in the objectives. In order to achieve various institutional objectives, one must look into some important function of the management system in the context of an institution of higher learning. These are discussed subsequently.

Functions of management

Hungate (1964) has identified four broad areas of the management functions of higher education institutions. These are:

i) the delegating and organizing function,

ii) the directive function.

iii) the operative function, and

iv) the evaluative function.

The practical exercise of these functions have been specified as under:

i) The delegating and organizing function requires determination of how responsibilities shall be borne;

ii) the directive function refers to the formulation of objectives, policies, plans and standards;

iii) The operative function is concerned with the actual day-to-day performance of institutional services;

iv) The evaluative function is the continuous application of value measures and judgments to all aspects of institutional life.

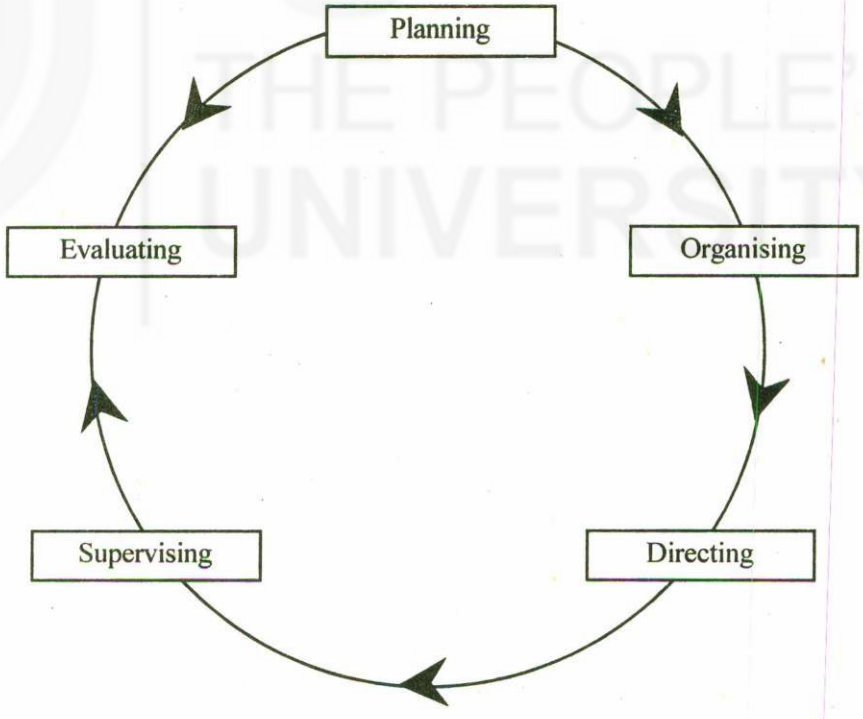


Figure 1 A cycle of management functions

There is always a process of continuous interaction among the first three functions, whereas evaluation is ever present and forces change in one part or even in the total system.

i) Delegating and organizing function

Experts in the field of management point out that the delegating and organizing function of management is exercised through the determination of how the responsibilities of management shall be discharged. In this context, the responsibilities of the different administrative bodies of universities and colleges are more important. These responsibilities range from **identifying the objectives** of the institutions, **making plans, preparing policies** for various programmes of diversified nature, **appointing faculties, providing facilities** and **identifying financial resources** and to **student selection and achievement.** These responsibilities are linked to the interests of the institutions and also the general public. It may not always be possible, on the part of administrative bodies, to keep a regular track of all that has to be done or is happening in an institution. In order to ensure effective functioning of an institution, it is necessary to delegate responsibilities and authority to senior officials and functionaries of the institution and keep a general vigil over various functions are outside consultants, faculty members and students in such a way as to maximize achievement of objectives. A common understanding must be promoted among the faculty and executives and the administrative bodies of the universities, on institutional objectives, philosophy, plans, and programmes. It needs to be recognised that **participative administration** is more effective in achieving institutions goals than the usual mode of a central administrative authority, dictating the functions that should be performed and the manner that these should be performed. Decentralisation is, therefore, necessary.

ii) Directive function

It can be pointed out in this context, that the exercise of the directive function of management is through **policy determination.** The polices include **achievement of institutional objectives,** and **outlining the action plans** to achieve them in term of their **determination, review** and **modification.** All policies are subject to changed in the light of new conditions and new procedure. Such changes are generally effected with the approval of the governing board or the apex administrative body of the university or college. The board has the power to delegate responsibilities in this regard to the Vice-Chancellor of the University, or to the Principal of the College. The delegation of responsibility for supervision, and how this is to be achieved should be an integral part of the act of delegation. The policies that control power are generally listed in the education laws of the State or the Central governments, the institutional charter, bye-laws, and statues. While choice of policy is the primary responsibility of the governing bodies, it ordinarily places heavy reliance on the Chancellor and the Vice-Chancellor, and through them, on their executive offices and the faculty. Hence, there is always a planning procedure which takes care of implementing the policies.

iii) Operative function

The operative role of management is its exercise of **responsibilities** for **performance** of programmes and activities envisaged in approved plans. **The exercise** of the responsibility requires **knowledge** of the work to be done, the **choice of techniques**, the supply of necessary materials, and assigning qualified personnel with a desire to perform it. The administrative bodies of the universities have generally the primary responsibility for this function, but in true sense, it delegates the responsibility to the Vice-Chancellor, and through him/her to different administrative officers who are responsible to him. Although plans of operations are drawn carefully, the operational decisions are ordinarily taken by the Vice-Chancellor or by the authorities to whom he/she has delegated the power. However, these must be consistent with institutional values. It is important that a Vice-Chancellor must follow certain procedures for policy implementation and for this he/she can seek the help of other supporting staff. The primary reliance for appropriate exercise of this function must be on shared knowledge and experience of all participants

concerning institutional purpose, policies, and plans. This implies a major concern for sharing information and for including staff as participants in decision making.

iv) **Evaluative function**

The exercise of the evaluative function of management is a basic responsibility of the administrative wing which delegates the authority to the Vice-Chancellor and through him to his executives and to the faculty. Evaluation is done in respect of all aspects of organizing policies, operations and resources. If one can evaluate performance of a programme of a university, it would be easier to project the future activities in the related fields. While undertaking evaluation of any activities one must involve institutional personnel qualified in the area specified for the purpose. While evaluation can, and should, generally be undertaken internally i.e., by the university personnel, it is useful to associate persons from outside the institution with this work. Meaningful evaluation reports relating to both operations and to resources should be made available to the administrative officer, Vice-Chancellor and to the apex administrative board. This helps in identifying the strengths and weaknesses of the programmes and also of the managerial skills that have important implications for modification of both short-term goals and procedures of planning.

In order to provide a focus to the discussion of management/administrative principles and processes, attention may be given to some aspects of management. Four main dimensions are suggested for this purpose:

i) **collective leadership,**

ii) **participative culture,**

iii) **enabling climate,** and

iv) **integration of individual** and **organisational goals.**

These dimensions should guide management philosophy. The following sections briefly discuss some aspects of management to accomplish the tasks relating to designing of institutions (their structure, systems and processes); developing and managing the faculty; management of resources and support system; and working toward self-renewal *of* institutions.

Self-assessment

1. *List the five major aspects that one would conceive while building an effective higher education institution.*
2. *Define the term 'directive function' of managing an institution.*

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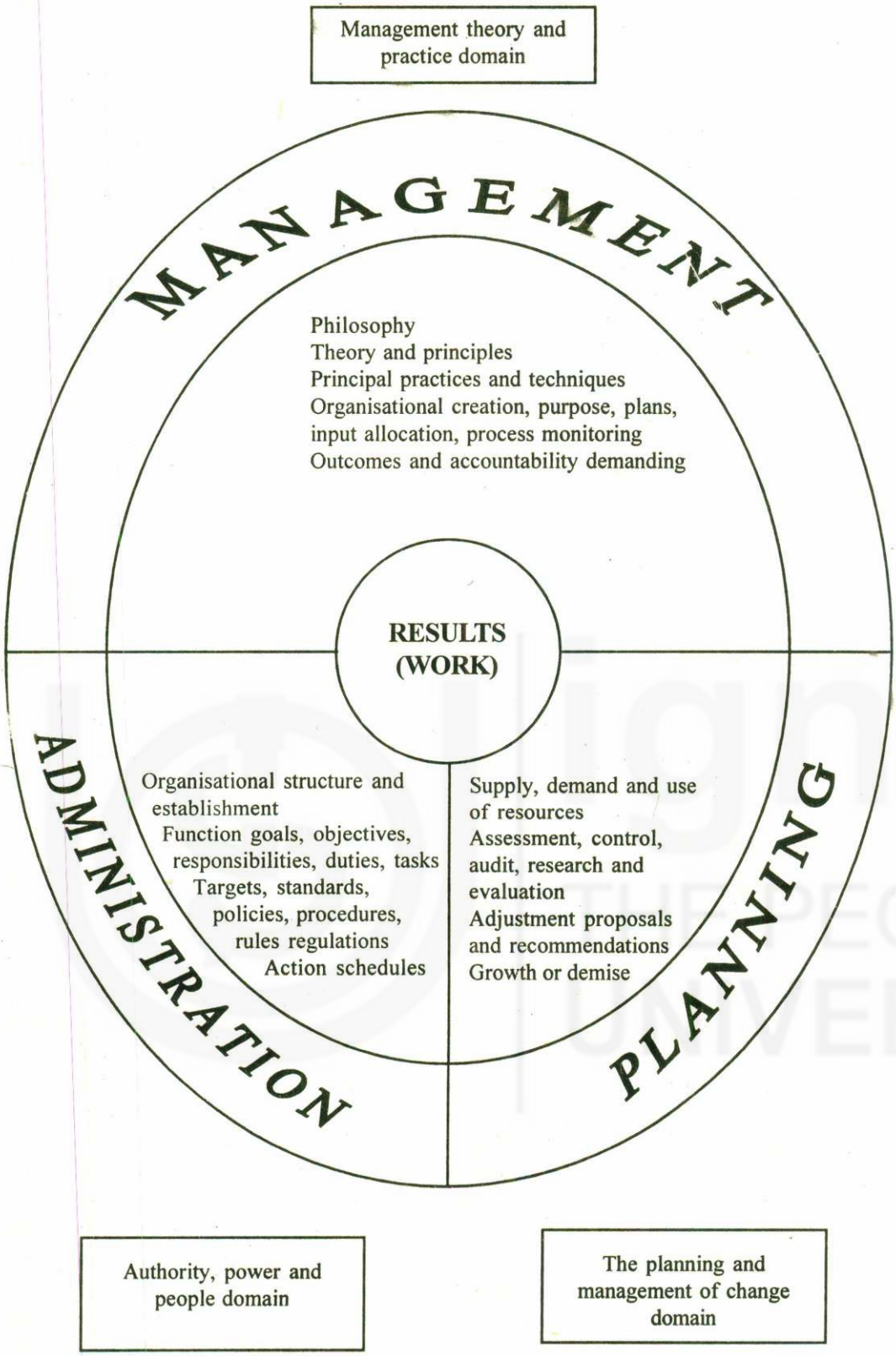


Figure 2 The Egg Model of the Management Cycle

Source: J. Lodiaga, Kenya Education Staff Institute, Nairobi, Kenya (1989).

Structural and process mechanisms for institution building

The process of institution building can be greatly strengthened if enough attention is paid to the structural design. In the context of any higher education institution, we must pay attention to the structural design not in the terms of physical structure, but

decision-making bodies, of the central office, i.e., administrative bodies, departments or the schools of studies, and their efficient management.

The structure of an institution of higher learning can either be restrictive or facilitative. A typical hierarchical structure is restrictive in nature. It lays down static relationships, to which people are expected to conform, such a structure results in dependence and lack of initiative on the part of most people who are expected only to carry out tasks assigned to them. It may be useful for an institution like a university or a college to examine its structure and ensure that it facilitates creative and collaborative work. If a new department or school of studies is to be established, attention needs to be paid to its structure so as to make it flexible and facilitative. In an already established department or school of studies changes can be made to modify, the structure to make it more facilitative. To help understanding, we shall now discuss some of the important principles of designing institutional structure in educational context.

Institutional objectives

(An organisational design should respond to the institutional objectives.)

Each institution has several levels of objectives. For example, while the primary objective of an educational institution is to provide education to students of a certain age-group, it has also other objectives, at different levels, such as to ensure uniform standards of education, community participation, development of teachers, and the relevance of education to the needs of society, etc. It may be useful to think of an organisation's primary and secondary objectives and also immediate and long range objectives. Such clarity about philosophy and values of the organisation, its main objectives, etc., will facilitate the preparation of an appropriate design for the institution. The design should conform to the objectives, and contribute to achieving them.

Background characteristics

(The historical background, people and personalities should be kept in mind while designing the structure of the institution.)

Each institution has its own **background, tradition** and **history.** An educational institution might have been established during the colonial period with people accustomed to following old practices. Or, it may be of recent origin, with younger people. An institution can be tradition-bound or be more innovative in its approach and activities. The knowledge about the history of the institution is significant. Hence, we must pay attention to people in the organisation, to the climate prevailing in the organisation and special personalities which are important in the organisation. It may be easier to introduce open system of performance appraisal in an organisation which has very supportive and understanding top level administrators, and not so if an organisation has a very strong authoritarian and tough person at the top and is likely to continue in that position. Similarly, the general atmosphere prevailing in the organisation should also be considered. The level of sophistication in the organisation for carrying out various functions, the level of various skills among personnel, the tradition and norms of welcoming or resisting entry of outsiders for various functions, the positions of power which people occupy etc., need to be considered while preparing an organisational design.

Levels of management

(An institution should have minimum levels of management.)

One dilemma which organisation-designers generally face, is how **tall** or how **flat** an institution should be made, not in physical terms but in terms of decision making and controlling levels. A tall institution is one which has several levels of management; on the other hand, a flat one has very few levels. However, one must keep in mind

that often the **structure** of an organisation depends on the **type of institution, its size,** the **volume of its work,** the **field of its operation** (local, provincial or national), and its **main functions.** Generally speaking, an institution with many levels of authority is more prone to organisational problems. Look at our affiliated university system where the top level, which is primarily concerned with policy making and setting the tone for the total oganisational structure, is far removed from the actual operating level. Moreover, it develops a more bureaucratic structure, and the decision making is likely to get delayed. The more the levels in an organisation, the longer it takes for communications to flow downward and upward, resulting in delay as well as lack of linkages between policy makers and those who execute the policy. The communications are also likely to be misinterpreted at various levels, leading to confusion in action. A tall institution, however, has the advantage that people have the opportunity of moving up the organisational ladder. But this advantage can be built into the organisational design in some other way. A larger institution has also the possibility of reaping advantage from economy of scale. For instance, in terms of per capita costs on administration and/ or utilization of facilities, a large organisation has an edge over a smaller one. However, it may be stated as a broad generalisation that while designing an institution, preference should be given to having fewer levels rather than too many levels of administration in it.

Uni-function and Uni-role

(Organisational design should promote uni-function and uni-role arrangement.)

Roles should be quite clear in institutional context and overlap should be avoided as much as possible. The responsibility of each functioning unit should be properly defined. Units should not be burdened with too many responsibilities. This would mean in an institutional context that one person looks after one role, and that no one has too many roles to perform. For assigning roles and responsibilities, it is useful to prepare a **matrix** which gives a fair idea of the hierarehical roles of the institution.

For educational institutions, the design of the matrix may be the most suitable structure. In the matrix structure, hierarchical roles represent only one dimension of the matrix; the other dimensions may be provided by responsibilities and functions of various other kinds. There are two basic concepts in the matrix design. In the first place, **all** the **roles** in an institution **need not be hierarchical.** Secondly, **an individual may belong to more than one group,** and in some cases may become a member of a temporary group constituted out of the existing groups to achieve time-bound tasks (admission, examinations, placement of students, hostels management, etc.), collaborate in using the skills available, so that these tasks are achieved at a faster rate. But in the long-term, an individual has to take the responsibility and should be made accountable for the achievement of results. Balance between the two is necessary. Individual accountability does not mean thai the collective effort is to be ignored.

Collective thinking can be assured through better committee work, various other kinds of devices which are used for setting up temporary groups or having semi-permanent groups in which people collaborate in various sections. On the other hand, the individual should clearly understand his responsibility and accountability.

Balance between planning and policy

(Organisational design should balance planning of policy with the execution of policy).

The ultimate goal of any educational institution, specifically at the higher education level, is to achieve results. However, there are several stages through which these goals are attained. The first stage is that of **planning** and **deciding on policies.** In the beginning, a detailed analysis is made of the environment and of the philosophy of the department, its main thrust, rationale on which certain policy decisions are made, etc. Based on such an analysis, planning for future is undertaken. A

continuous scanning of the environment, thinking about the future, discussing the alternate ways of responding to the needs and making use of the opportunities available etc., are necessary and can be performed by the institution's top administrators. At the bottom level, it is the grassroot level administrator who implements the decision taken at the top and medium level administration and also carries out the routine administrative work.

Balance between differentiation and integration

(Organisational design should balance differentiation and integration.)

For any institution especially for a higher education institution, it is necessary that various functions be **decentralized** and there be enough **delegation** of authority. Delegation generates a feeling of importance among the people who are part of the institution. If all the important functions are performed by very senior people, those below them may have a feeling of merely doing routine and unimportant functions. This is likely to demotivate the lower level employees. Similarly, when the organisational functions become more complex they have to be made into special sub-functions. When an organisation grows, and level of sophistication increases, **differentiation** (dividing the function into further specialised areas) becomes necessary. But along with such differentiation and the necessary delegation of authority to various persons at various levels, the need to coordinate through simple but effective control system also becomes necessary.

Strengthening basic units

(It is necessary to strengthen the basic units of the institution.)

The most important task in any higher education institution is to strengthen its units which are concerned with producing the results, viz., the teaching departments and laboratories. If the employees of such units feel that they are only carrying out some functions according to the instructions of their senior people, their level of interest and motivation will be low. It is important to strengthen their **participation** in **decision making.** This can be done by providing the necessary support needed to do their jobs, and by devising control systems which will provide the needed information to take supportive action.

An **enabling** or **facilitating structure** requires **collective leadership.** The age of great leaders as saviours of organisations and societies is over. In future institutions will need more effective collective leadership. Such leadership can be fostered by creating appropriate committees and other temporary systems to ensure that tasks are properly done. If an institution can **increase accountability** of people for different functions within an institution, it may be able to create a **culture of collaboration.** The committees created to undertake specific tasks should have clarity about the tasks to be accomplished; access to resources needed for the completion of such tasks and appropriate authority to take decision needed to accomplish specific tasks.

The structure of our higher education system should also ensure proper distribution of power amongst the various players. The distribution should be more in relation to the role that a person has to perform-the hierarchical position that he/she occupies in the organization.

Self-assessment

3. *What do you mean by minimum level of management?*

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4. *State briefly the principles of designing the structure of an educational institution.*

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Supervision: the basic management system

At the level of a state department and/or a college, the main management process is that of supervision. "Inspection", as it was called in some countries, or supervision as the current usage is in most countries, has been used to manage education. In the past, the role of supervision had been regulatory in nature and mainly to ensure that teachers, principals and other concerned personnel follow the procedures laid down by the department. In the past, the focus of inspection was more on policing to check to what extent the policies and procedures laid down were followed, on assesing the standards of various facilities and educational aids and on evaluating the quality of classroom teaching. The nature of the supervision process has in recent years undergone a drastic change. It is now regarded more as an **enabling mechanism than** as a **policing system.**

Supervision, as an enabling mechanism, needs to perform the following functions:

- Sharing of experiences, innovations, approaches and problems among institutions.
- Feed-back on various dimensions of teaching and, non-teaching activities.
- Generating ideas and suggestions to solve the main problems faced by the institution.
- Providing the help needed by institutions for their effective working.
- Promoting collective responsibility by a number of institutions for the major common tasks.
- Encouraging collaboration amongst institutions for mutual help.
- Developing resource centres for most institutions through collective and collaborative efforts.
- Helping in evolving self-regulatory and self-renewal mechanisms in the institution.
- Promoting community participation in management and development of institutions.
- Encouraging creative work, experimentation and innovations by institutions.

Supervision has to be **creative** and innovative. Supervisors themselves have to use **self-renewal** mechanisms. Experiments in supervisory approaches and methods need to be tried out and widely shared.

Developing participative culture

In the recent past, much emphasis has been given to development of proper systems as a part of the structure of an institution. For the purpose, various functions of the institutions are institutionalised and standardised. This may help in what has been

called **decentralisation of decision-making.** Decentralisation of decision-making is both a sign of maturity of an organisation and a means to achieve such maturity. As mentioned above, proper systems may help in generating relevant information, and in getting the needed resources according to the tasks. The discretion of the chief executives in such matters is then greatly reduced, and he/she is free to focus his/her attention on more critical dimensions.

A particular structure of an institution may not become effective unless attention is simultaneously paid to the **development** of **appropriate culture.** For the structure recommended above, it is necessary to develop participative culture in the institution. The culture of the institution has to be developed in such a way that it promotes the participation and the involvement of its own people in its major tasks. This participative culture can be promoted by an **even distribution of power** across the various levels in the institution. An institution may attempt to balance power of various kinds. If power is concentrated in the hands of a few, the other category of people of the institution will have less interest and less motivation in the effective functioning of the institution. This will affect adversely, the overall interests of the institution. To overcome this problem we must think of a matrix system, where part of the power can be exercised by heads of activities, programmes and projects. Although, in the beginning, people in leadership roles in various groups are likely to be dissatisfied with the limited power they may have, in the long run the organisation matures with the realisation that power lies not in formal controls but in making impact in the organisation. Experience of some institutions, which have experimented in distribution of power amongst various roles, shows that this helps in the process promoting participative culture.

One way to promote participative culture is to make various **roles** in an institution **rotational. Assignment of roles** should **not** be determined by **seniority** or hierarchical position of an individual in the institution, but by her/his **competence** to carry out a particular role. A tradition in the institution can be established, whereby senior people can also be members of committees chaired by some of their juniors. You must have observe that in most of the Indian universities the position of dean or the heads of the departments are being rotated among the faculties of the concerned department of studies. This in fact helps, to a larger extent, in building the participative culture among the faculties of the universities. However, rotation should not be mechanical whereby everyone in a particular group gets an opportunity to occupy a role by turn. Such an arrangement may become mechanical and can degenerate into a meaningless ritual, which is often observed in some universities where rotation of headship of departments, instituted with all good intentions, has failed to achieve the purpose for which it was meant.

In an educational institution, **interchangeability of roles** needs to be stressed, so that people can perform different roles at different times. The institution which emphasises dignity of work may implement this in terms of some interchangeability of the roles. A well-known Indian social worker shared his impression of his visit to an university in Cuba where the delegation, on arrival, met a person who was sweeping the door-steps, and on their disappointment at not having a high ranking official from the university to receive them, they were later pleasantly surprised to discover that the person sweeping the door-steps was none other than the Vice-Chancellor himself who was assigned this role on that particular day. While this may not be feasible in most institutions of higher learning in the Indian context, at least academic roles can be shared and interchanged.

An educational institution needs to develop a culture of **openness,** a **negotiating culture** in which problems can be openly discussed and differences can be resolved by healthy negotiations to build mutuality amongst people.

A difficulty faced by educational institutions is the prevatence of a mix of cultures. While the administration follows the buraucartic culture, the academic staff is

accustomed to a collegial culture Brining about an understanding between the administrative staff and the academic faculty is a challenge which every Vice-Chancellor has to face. One way is to assign important administrative positions (Registrar and Deputy Registrar) to (formers) academics.

Developing and managing the faculty

The main emphasis of management is to build the internal strength of an institution. We have already suggested that PEG **(pride, enjoyment and growth)** orientation needs to be developed in the institution. PEG-orientation can increase through **self-management,** management by **collective action, developing norms of behaviour** and **performance by mutual agreement,** and by **providing opportunities for individuals** to exercise their **creativity and innovativeness.** This is one aspect of institution building. Several propositions have been proposed for institution building. Pareek (1981) has categorised those propositions in the following points.

Goals

- If the goals of an institution are perceived as important for the society, and those are seen as challenging, and further if these are shared among the members of the institution, the process of institution building will be smooth.
- If the goals are accepted widely amongst the members of the institution and these are fairly focused, the institution has good chances of success.

People

- If an institute identifies key, committed people right at the beginning before identifying the specific programmes or fields of action, it has a better chance of development.
- If enough trust is not put in people working in an institution, and they are not given enough autonomy to work, institution building will suffer.

Structure

- If enough attention is paid to the process in the beginning of the institution's life, less attention will be needed later, and enough time will be available to work on the substantive aspect of the institutional work; on the other hand, if very little attention is given to the process in the early life of the institute, more time will be wasted in process matters.
- The matrix form of organisation is most suitable for institution building. In this matrix each of the components and its characteristics explained explicitly, may help to structure the institution in a real sense.
- An institution which establishes the necessary mechanisms to foster and stabilise tradition and culture has more chances of making more impact on other institutions.
- An institution which builds linkages with its major client systems has more chances of healthy growth.

Culture

- Sharing of common experience and developing some homogeneity of thinking by the various members of an institute in its early life would help in the institutional growth.
- Mechanisms of establishing a balance between the autonomy of individual members and their collaborations for common goals help in the institution building process.
- A delicate balance between the autonomy of the institute and its strong linkages with and support from outside may help in the process of institution building.

- The process of self-renewal throughout the life of the institution ensures institution building.

Leadership

- If the leader is able to devote her/his full attention and time for the institute, he/she will be able to contribute the maximum to its development.
- An non-competitive leader helps in the process of institution building.
- The leader who respects the roles of members of the institute, and provides autonomy to them to function, contributes to an effective institution building process.
- Institution building is facilitated if the leader of an institute establishes linkages and attends to the external affairs of the institute.
- A leader who is prepared to change and learn, contributes a great deal to the institution building process.
- The most crucial test of institution building is the extent to which a leader is able to detach himself/herself from the institute which he/she has been able to build.

An institution of higher learning needs to pay attention to the **management of faculty** and **staff.** Certain important objectives of institution building can be attained if emphasis is given on developing mechanisms of **self-regulation** and **self-discipline.** Ravi Matthai (1977) on the basis of the unique experience of building a successful institution, has emphasised **self-regulation** as the main key to institution building self-regulation can be developed through creating norms and concern for high standards of teaching, research, etc., and norms by the head of the institution. Such norms and mechanisms of monitoring various activities should emerge from the faculty itself. In mature institutions if the norms are violated, the power group takes up the matter and discusses the concern, rather than the head of the institution playing this role. In other words, effective management should reduce regulatory mechanisms and increase self-imposed discipline and membership of power groups to ensure that standards and norms are maintained. Faculty groups should develop appropriate systems, norms, rules, regulations and mechanisms of handling deviations and mistakes. These may be reviewed and revised from time to time to make them flexible according to the institution needs.

One important dimension of faculty development is concerned with **faculty evaluation.** Faculty members may be involved in developing criteria and procedures of evaluation, review them from time to time. The administration of the procedures is generally left to the head of the institution and/or small group constituted by him in consultation with the faculty. There is an increasing trend to promote **self-evaluation,** particularly for identifying weaknesses and designing corrective measures. While self and/ or internal evaluation should become a normal feature of an institution, it is important to occasionally get institutional objectives and activities evaluated by an external group. This is helpful in ensuring objectives in assessment.

An institute needs to pay a great deal of attention to the **development of people.**

Self-assessment

5. *Given below are the few statements. Identify which one is true or false in the context of our present discussion.*

   a) *The role of supervision in the recent years is regarded as system rather than enabling mechanism.*

b) *Participative culture in an institution can be promoted by distributing the power across various levels of administration.*

c) *In an educational institution, interchangeability of roles across the different cadres of employees helps in developing participative culture.*

6. *How does self-regulation among the faculty members help in building a successful institution?*

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Managing institutional resources and support systems

Institution building requires closer attention to the management of resources and support for institutional programmes. It may be noted that, in the context of developing countries, the resources for institution building are always confined to available finances or materials of various kinds. The concept of resources takes a restrictive view and regards them as having limited functions mainly to those which are made available formally by the central or the sub-central organisations. The narrower concept of economic development in several countries is reflected in the concern for increasing GNP or similar indices of development. It is argued by some, that a country with limited resources cannot afford to pay attention to the all-round development of its population. Moreover, the equitable utilisation of resources, particularly by the socially deprived groups, is practically nil. It is also argued that the better strategy would be the development of infrastructure and basic resources, and then to implement programmes of broad-based development of various communities using such infrastructure. Experiences in many countries like India, Sri Lanka and Pakistan, have shown that this helps in over-all development. Several other countries like Vietnam, China, South Korea and Taiwan have clearly demonstrated such strategies and observed that resources can be generated by the communities themselves. In the management of resources, therefore, one has to overcome the problems of scarcity and that the potential resources must be jointly searched by the institution in collaboration with the community and the official machinery. This helps in generating the resources in multiple way.

While search for the resources is linked with various support. systems, one has to look into operational aspects of forming the groups. Such groups include **local communities, self-government institutions** at the local level, **industries,** physical and social environment, **government agencies** and **departments, local traditional institutions,** religious organisations, philosophical and other **voluntary organisations, professional** and **trade associations, cultural organisations, financial institutions** like banks, etc. It may be useful to build links with some of

these organisations for effective multiplication of resources and their proper utilisation.. Several experiments have been undertaken in countries like Indonesia, Philippines and South Korea which have shown how community resources can be properly utilised. Several cases of utilisation of community resources for the development of education in these countries and particularly in Sri Lanka and Bangladesh have been described in a monograph published by UNESCO (Pareek, 1981).

Other educational institutions may also be seen and used as the support systems. Through collaboration, several institutions can develop informal arrangements of using each others' resources. Institutions may thus not waste their budget in duplicating facilities and equipment, etc., if the equipment available in one institution can be used by other institutions. Institutional resources which can be shared through collaborative planning, may include libraries, scientific and audio-visual equipment, laboratory equipment, facilities for specialised games, specialised teachers or other technical experts, etc.

Resources available with institutions can also be shared in terms of collaborative arrangement of helping each other in evaluating various activities. Associations of principals, institutions and departments can develop effective programmes of supervision and improvement of institutions. Such associations can take up the responsibility of raising standards of teaching and other activities, developing criteria for evaluating working of institutions, supervising and evaluating the institutions against such criteria, by feed-back to the institutions on their strength and limitation and providing help to them to strengthen themselves further. This may be a sign of maturity. While certain difficulties are likely to arise in implementing such programmes of collaboration, it should be possible to develop innovations of this kind.

Institutional self-renewal

The process of self-renewal involves continuous analysis of problems, searching alternative solutions, trying out various approaches to solve problems, reviewing action and learning from experience. The term **organisation development** (OD) has often been used for this approach. OD is defined as a planned way of developing the process competencies of an organisation. It is a systematic way of solving problems and developing organisational competencies. Following are some of the major features of OD (UNESCO, 1982: 18).

- OD emphasises some basic **values** in an organisation, for example values of openness, confrontation, trust, authenticity, proactivity, autonomy, collaboration and experimentation (OCTAPACE). This OCTAPACE culture helps in promoting self-renewal (Pareek and Rao, 1981).
- OD emphasises working with the total organisation as a **complete system.** The self-contained unit of this complete system of an organisation are – a school of studies, a section, a department, etc.
- OD is a **collaborative** and **participatory** approach, and emphasises participation by members at all levels-including the head.
- OD emphasises use of **process** skills - the skills of analysing the problems of how things are done. Organisational processes include goal setting, communication, decision-making, conflict management, motivation, etc.
- Although OD is concerned with development of various units in the organisation (persons, roles, teams, inter-teams, and the organisation), it emphasizes development of **teams** as the main strategy of promoting the growth of other units.
- OD uses process expertise to **diagnose** the problems of an organisation and to develop methods of solving problems. The latter are called interventions. An

intervention is a package of planned activities to bring about some changes in an organisation. Even diagnosis, in one sense, is an intervention.

A diagnosis of the issues and problems of an organisation can be done in a variety of ways: (a) using a structured instrument to collect data about the perceptions of people, their feelings, motivation, etc., about the institution; (b) interviewing key persons and a sample of employees at various levels; (c) observation by a trained observer of significant aspects of the organisationallife; (d) discussion in group; (e) a historical analysis of the growth and development of the institution, particularly of the problems encountered, for instance, student satisfaction, resources, scarcity, etc.

We have mentioned several OD interventions that have been evolved to resolve certain issues in the institutional context. An intervention is a package of well designed and integrated activities (UNESCO, 1982: 19). This intervention is possible through several procedures like survey feed-back, confrontation meetings, role negotiation, conflict management through negotiation, role efficiency lab, skill shops, process consultation, etc.

Survey **feed-back** is an intervention procedure through which one can generate information on overall competencies on different functional components of the institution. For this one must, in the beginning, identify the dimensions for the survey, and collect and analyse the data to suggest solving the problems through preparing different action plans.

Confrontation meeting refers to a short duration meeting for the purpose of the intervention of the top management in resolving certain issues. This is more effective in a small group discussion where information can be shared and consolidated to take immediate follow up action. **Role negotiation,** as another intervention procedure, is useful in building collaboration between the roles, or of two groups. This role negotiation is possible at two levels i.e., individual and group. In the process of role negotiation, each person is interested in his/her own effectiveness, which depends, to a large extent on the co-operation he/she gets from other Individuals. This principle is also applicable to group intervention.

The other type of intervention procedure is **conflict management** through negotiation. In this process one needs to take a very open approach and discuss various dimensions of the problem related to one's own group without becoming emotional. One must approach with empathy and try to identify the commonality with regard to the expectations from each other. This will help in breaking the deadlock and generating intergroup commitment. When role efficiency is defined as the potential effectiveness of a role, the main purpose of this Intervention is to increase a sense of internal control amongst the members of a group. The duration of this group intervention can be of approximately two to three days. Similarly, **skill shops** emphasise the development of process skills in the faculty groups and the top management. These skills include those of decision-making, communication, collaboration, influencing people by increasing their choice, etc. The last type of intervention is **process consultation**. This refers to the help given to an individual or a group in understanding and developing the methodology of working in general, and understanding and managing the effects of work methodology on involvement, collaboration, conflict, consensus and such other group processes which effect decision-making and member's commitment to the decisions that are already been made (Pareek, 1981).

Hence, we must make an attempt to try out some of the above-mentioned intervention procedures in our institutions for self-renewal purposes. This will definitely help in creating a healthy climate in our institutions and may also focus on positive approach in institution building.

Self-assessment

7. *What are the different procedures of intervention for effective management of the institution?*

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Summary

The current trends in the management of institutions of higher education are indicative of changes in many directions. These changes include implementation of democratic principles for better participatory culture; delegation of power to the lower level executive bodies; faculty members etc., increased emphasis on identifying objectives and planning for both short-term and long-term perspective; and greater concern for the economics of institutional operations.

Keeping these aspects in mind, we have, in this unit, attempted to raise certain issues in the broader context of managing higher education institutions. At the outset, we have- defined the term institutional building which is the process of internal development of an institution as well its impact on the society. In this sense, the functions of any university — teaching, research and extension activities — are more important. To undertake the prime activities of teaching, research and extension we have discussed the different conditions for the focus of management. In this context, we have also debated upon different functions of management such as - the delegating and organising function, the directive function, the operative function, and the evaluative function. However, these functional aspects of an institution can be strengthened only if one gives enough attention to the structural design in terms of its both physical and decision-making process.

The most crucial issue that has been debated in the contemporary scenario is how to develop a participative culture in an institution by involving its personnel and engaging them in a process of self-renewal in the institution. Organisational Development **(OD)** has been defined as the systematic way of solving problems and developing organisational competencies. Hence it has agreater role in explaining the self-renewal process.

Unit-end activities

1. Discuss the philosophies and principles on which the foundation of an institution, that you are familiar with, has been laid. Justify the role of each administrative structure of that institution.

Points for discussion

1. Collect detailed information on the participative culture of the faculty in the decision-making process of an institution that you are familiar with, and discuss the merits and demerits of such a culture.

Suggested readings

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UNIT

6 Aspects of Institutional Management-I

Introduction

In the previous unit, we discussed the general principles and certain other specific characteristics of the management of institutions of higher learning. All the principles contribute significantly to the development of the different aspects of institutions. In the following units, i.e., Units 6,7, and 8, we will focus our attention on these management principles.

The expansion of higher education in India has been primarily in two main directions: (i) increase in the number of institutions, students and teachers; and (ii) expansion in the size of the existing institutions. The latter is reflected in the proliferation of faculties/departments, growth in student number, and in teaching and non-teaching staff within an institution.

The large size of a university has posed management challenges to educational planners and administrators. Consequently, systematic planning has replaced ad-hoc decision-making and the decisions are now based more on systematically collected information, than on the individual perceptions of the head of an institute. At present, institutional planning has become an essential feature in institutions of higher education.

Institutional planning, for better management, embraces all aspects in. the running of an institution. In this unit, the emphasis, however, a few aspects of institutional management, like planning for infrastructure and\manpower, and management of finances. In the next two units we will discuss the management components of human resources and material facilities.

Learning outcomes

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

- familiarise yourself with planning for infra structure;
- identify the process of planning for personnel development in a university; and
- get yourself acquainted with budgets and budget preparation as a tool of financial management in the context of an institution.

Planning for infastructure

Infrastructural facilities, in the context of education, generally mean the physical facilities essential to ensure teaching-learning process. These include classroom library, laboratory equipment, furniture, etc. These facilities are necessary for effective teaching-learning to take place, and hence, advance planning for them becomes essential.

Planning for infrastructure varies depending on the stages of development of a university or college. If the institution is yet to start, the immediate concern would be that of acquiring land. If the land has already been acquired, then the next

immediate concern would be the construction of buildings. Once the construction activities are over, the question of furnishing and equipping the institution assumes importance. These are considerations in the case of a university or a college which is yet to be set up.

In case of institutions which are already in operation, the planning for infrastructure facilities would mean better utilization of the existing facilities or the expansion of some of the units or departments which might become necessary due to various developments such as increased enrolment, diversification of functions, assumption of new functions, etc: In other words, the major concern of planning for infrastructure in case of a new institution, will be that of creation of these facilities, while the major planning concern in case of existing institutions will be that of better utilization and expansion of the available facilities. We will look into these two aspects - planning for creation of infrastructure and planning for better utilisation of existing facilities, in the following sub-sections.

Planning for creation of facilities

The size of a university, or college generally depends on:

i) the expected student intake,

ii) the expected number of departments

iii) the expected number of teachers, and

iv) the expected distribution of students and teachers by faculties and departments.

It needs to be mentioned here, that since infrastructure planning, especially for building, etc., is a long range planning task, the numbers do not pertain to the initial stages but the maximum number to be accommodated in the university or college. Therefore, planning will be for the maximum expected capacity. This may result in under utilisation of facilities in the initial stages. If this is only for a short period, it need not be a reflection of bad planning.

Planning for space becomes the most important consideration in the initial phase-space for various activities like instruction, administration; laboratory; library; staff-rooms; sports and games; student activity rooms - like student union offices, student welfare activities, etc.; staff quarters; student hostels; space for cultural activities; etc. Each of these items can be further elaborated on. For example, take the case of instructional space. There can be various considerations. What should be the size of the lecture halls? Should all instruction a space be of equal size or of different sizes? If they should be of different sizes, then how many small lecture rooms and how many large lecture rooms are required? What type of facilities can be created for tutorials for smaller groups and for individual consultations? Does the institution require Seminar / Conference rooms other than lecture halls? There could be many other needs such as instructional space for specialised subject, science and technology lecture halls, for example should be different from the institutional space for general subjects. Classroom facilities to be provided should be different in each of these cases.

One of the decisions to be taken at this stage is with regard to the clustering of activities. For example, provision for activities like music, cultural programmes, etc., should be separated from activities like teaching, laboratory and library work. Similarly, departments under the science faculty may be clustered together because they share laboratory facilities. Some of these decisions are irreversible once the construction is finished. Moreover, the furnishing of different rooms will be based on the purpose for which they are constructed. For example, furnishing required for the Science rooms is always different from those for the Social Science subjects. Therefore, the blueprint for building construction should be based on the above considerations. In other words, these decisions are to be taken before a building plan is finalised.

Planning for the better utilisation of the existing facilities

In case of institutional plan for universities or colleges which are already functioning, the major concern will be the better utilisation of the existing facilities, and the identification of the inadequacies and planning of the provision of given facilities, so as to facilitate a more effective teaching-learning process. The possibility of the university or college taking up new functions, for instance, in the form of new specialties, extension services in the neighbourhood, would also need to be kept in view while planning for the facilities in the already established institutions. While more effective utilisation of existing facilities assume importance, the institution will have to plan for additional enrolments and faculty positions. Infrastructure for this purpose would need to be augmented.

A university or a college may be imparting instruction in different subjects. If it is an undergraduate college one may find that, even when the students differ in terms of their subject specialisations, many of them may have common subsidiary or language options. For example, while students of Economics may opt for Political Science as a subsidiary subject, there may also be students from, disciplines like History, Sociology, etc., may also opt for Political Science as a ; subsidiary. Hence, the head of the institution must take such decisions as:

i) whether the subsidiary options are restricted and whether students with one particular type of specialisation can opt for only one particular subsidiary subject, and/or

ii) whether a policy of accommodating innumerable options can be adopted while grouping students together. The latter will not require more classrooms, or more teachers and at the same time, will give students a better chance to choose their subjects according to their interests rather than on the basis of the restricted choice offered by the institution rigidities.

How can this grouping be facilitated? This can be facilitated through proper planning for instructional timings, i.e., by evolving a time-table with mutual consultations amongst the different departments, so that the instructional time provided for subsidiaries in different departments, coincides. Similarly, adjustments can be made in the time-table of the teachers and also room allotment. The use of computer for training time-table will allow the consideration of many options.

Perhaps, in the case of Science subjects, where students from different departments will have to share the laboratory facilities, this kind of approach will be absolutely essential and cost-effective.

All these show that a proper institutional plan for infrastructure utilization will help remove some of the difficulties and discrepancies that might otherwise arise. If there is a planning process, only then we will be able to identify the inadequacies and take the remedial measures.

This aspect becomes complicated when one considers the move to make available to students a cafeteria of courses!

Self-assessment

1. *What are the key factors that determine the planning of creating infrastructural facilities?*

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Planning for personnel

Personnel in the context of universities in India can be broadly classified into three categories:

(i) the statutory officers;

(ii) the teaching staff; and

(iii) the non-teaching staff.

The considerations which can be adopted for deciding the precis~ number of persons in each category are different. We give here under some details of each of these categories and the mechanism for their planning in a university context.

Statutory officers

The statutory officers of a university are the Vice-Chancellor, the Pro- Vice-Chancellor, the Registrar, the Finance Officer, etc. The number of persons of these categories depend mostly on the size of the university. However, at the top level of administration, the responsibility is vested with a single person who is totally accountable for the overall functioning of the institution and the community at large.

For example, in each of the universities of India there is only one Vice-Chancellor, irrespective of the size of the university. The question of the number of Pro-Vice-Chancellor(s), Registrars and other supporting statutory staff, depends on the type of activities undertaken by a university. Therefore, one can say that generally there is no need to forecast the number of persons required in this category. Planning will essentially be required for replacement of the staff and the efforts will be to identify the right persons for these jobs. We have already discussed the functions of these statutory officers in detail in Unit 4 of the first block of this course.

The administration offices have to be in a separate building so as not to disturb the academic work undertaken by the departments.

Teaching staff

In a university set-up, planning effort is maximum in respect of the teaching staff. The number of teaching staff depends, amongst other things, on

i) the total enrolment of students;

ii) the distribution of students in the different faculties and departments; and

iii) the norms regarding teacher-student ratio or the size of the class.

Norms related to teacher-student ratio may vary among the departments of the same university. For example, subjects like Science, Professional and Technical courses may have fewer students per class when compared to subject areas in the Social Sciences. One has, however, to consider the workload due to the practical work that some courses require for the students. Hence, manpower requirement in terms of teaching staff varies in relation to various subjects. This has to be looked into very minutely at the planning stage. Again, the requirement of the teaching staff will vary according to the level. The post-graduate level teaching may enrol less number of students per teacher than that at the undergraduate level. At the research level (M.Phil/Ph.D) the number of students per teacher is always restricted. In other words, the norms regarding teacher-student ratios at different levels and types of education vary and hence, the teacher requirement will also vary.

A distinction needs to be drawn between the process of estimating teacher requirements at the level of school education and that to be adopted at the level of higher education. At the primary education level, for example, the teacher

requirements are almost entirely based on the enrolment figures. Perhaps, it may not be incorrect to state that the size of student enrolment determines the number of teachers required in each school. Although the evidence of how many students a teacher can deal with, efficiently and effectively, is equivocal, usually the norm of a specified number of students is adopted to calculate the number of teachers required. At the secondary stage, the calculation takes into account both the number of students and the requirement of the various subjects.

In higher education, many a time, the enrolment of students is constrained by the number of teachers and other teaching facilities. In other words, the demand for teachers may not change so frequently since the student admissions into various programmes are often fixed. This stems from the fact that admissions to higher education are somewhat restricted whereas they are mostly open at the lower levels of education.

In general, it may be noted that additional teacher requirement in higher education perhaps arises from the following factors:

- replacement arising from retirement or from teachers leaving the institution;
- increased enrolment arising from a change in the admission policy;
- redistribution of students, based on the availability of optional subjects;
- expansion of the existing departments; and
- opening of a new department or subject area specialisation.

Normally, the teaching staff requirement is decided for every five years associating them with the plan of the University Grants Commission. The teaching staff requirement is estimated for each department separately and is reflected in the institutional plan of the university which it submits to, the Government and the UGC for financial support. The teacher requirement is governed more by specializations within a subject than by student.

In universities and colleges specific norms regarding work load exist and they are normally arrived at by taking several factors into consideration by a work load committee. The teachers work load in each department in a university/college is assessed and based on this assessment, recommendations are made for the appointment of additional faculty members. The work load committee takes generally into account the number of contact hours than the number of students in each class which a teacher has to be engaged. If according to the norm, the number of teachers is less, the department requests for the appointment of new teachers. And the additional requirement from each department is collected and incorporated into the university plan which is later submitted to the UGC and the State/Central Government. On the basis of these proposals and on the basis of the recommendations of the UGC visiting committee, the UGC generally sanctions the additional posts. While this represents an ideal position, the support that a university can get for the creation of new faculty positions determined on the basis of workload study, depends on the overall financial position of the Central/State Government and the UGC.

Once the UGC sanctions the additional positions, the process of recruiting fresh teachers starts. Teacher recruitment in a university set-up involves various stages such as:

- specification of the specialisation required for the post;
- advertising for the post in newspapers;
- holding interviews (or recruitment tests, as the case may be) by a duly constituted selection committee;

- approval of the selection list by the executive council of the university; and
- appointment of the selected candidate.

Selection process has, to be different at different grades. It is more open at the level, of the lecturer. In the case of other positions (Readers, Professors, etc.) one has to look into the promotion policies of the university. Based on the promotion policy, it will be decided whether a post will be filled through internal promotions or through open recruitment. In many colleges, especially those under State Governments, internal promotion policies are common, whereas in the university departments new positions are filled by direct recruitment. In some states written tests have been introduced to select lecturers. The UGC requires lecturers have to be selected from amongst those who have passed the competitive examination (NET) conducted by the UGC.

To sum up, additional teacher requirement in a university is arrived at by an aggregate of teacher requirements by different faculties and departments of a university. At the department level, the estimate regarding additional positions are made based on the work load norms, replacement demands and the distribution of students among different specialisations.

Non-teaching staff

Normally, planning for non-teaching staff is based on the advice of the statutory authorities of a university. It is expected that this estimate will be based on the total volume of work and on the level of utilization of the existing staff. However, there are no clear cut evidences of any systematic analysis of the work load at this level before the additional requirements are projected. Consequently, one may find a disproportionate growth of non-teaching staff in many of the universities. The selection process involves advertisement of the post, a written test and interviews by a duly constituted selection committee.The non-teaching staff is distributed between the main administration office and the academic departments.

Self-assessment

2. *State the three different factors which determine the requirements of additional teachers in a college or university.*

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Financial management

Finance forms an important aspect of the efficient functioning of a university system. All the universities will have some form of financial management to (i) assess the adequacy of funds or to project financial requirements, (ii) ensure optimum utilisation of funds, (iii) specify the rules and procedures for utilising funds and, (iv) account for the expenditure incurred on all items.

The most common, if not the only, form of financial planning that exists in our universities, is budgeting. A budget is a **statement of receipts** and **expenditures** for a specified year. The budget also effect the annual financial estimates for implementing the proposed plans and programmes of the university. In other words, the budget expresses the financial implications of the educational programmes of universities. A budget is prepared before the commencement of a financial year

and is regarded as an instrument of financial control, in the sense that various departments have to spend in relation to the amounts specified for them. In the Indian context, the major portion of the budget is accounted for salaries of the personnel of various categories.

Types of budgets

We normally do not follow one specific type of budgeting procedure in our university system. The types of budget which are prepared are given here under:

i) **Line item budgets**

The primary purpose of line budget is to ensure that the funds are utilized for the purposes for **which they are intended. It is budgeting system where the expenditure is estimated by objectives and also for various items.** The budget is divided into sections according to organisational units, departments and various types of expenditure are listed category-wise. This will ensure that no fund is diverted from one head of expenditure to another.

ii) **Performance budgets**

Performance budgets, as the name suggets, emphasises on the performance of the system. It is an attempt to relate **the outputs with the inputs.** The past activities are evaluated and the allocation principle ensures that the maximum output is derived from the financial allocations. In this budget, an attempt is made to indicate what each rupee provided for will achieve in the form of specific outputs.

iii) **Zero-base budgets**

In zero-base budgets, the base is zero, which means that all items are considered afresh every year. This means that all the ongoing activities are evaluated and justified before funds are allotted further for the next year. This budgeting process ensures a **built-in performance appraisal.**

Zero-base budgets have not yet become common in India. Performance budgets are being introduced in many states and universities. The line-item budgets are perhaps more common in the universities.

Elements of a budget

A budget document usually consists of (i) a review of the fiscal administration of the previous financial year; (ii) a revised statement on the financial position of the current year; and (iii) financial estimates for the coming year. For example, let us consider the budget for the financial year 2003-04. This budget will give **actual figures** on income and expenditure for the year 2002-03, revised estimates for the year 2002-03 and **projected** or **budgeted estimates** for the year 2003-04. Since the budget for the next year is prepared and presented before the end of the current financial year, it cannot provide information on the actual expenditure of the current financial year. Hence it gives the actual figures for the previous year (which is complete) and revised estimates for the current year (which is continuing) and, the budget estimates for the next year (which has not yet begun). The revised estimates are prepared generally on the basis of the actual expenditure incurred during the past six or nine months and the projected requirement for the remaning part of the year.

A typical budget is divided into four parts:

Part I deals with **non-plan expenditure.** This part of the budget deals with receipts and expenditures on account of the normal functioning of the university, including general and auxiliary services. In other words, it deals with the income and expenditure required for the maintenance functions of the university.

Part II deals with **plan expenditure**. This part deals with the receipts and expenditure on development activities in the university, which will be financed out of the plan provision.

These divisions are typical to India where we categorise educational expenditure into plan and non-plan. A plan expenditure is developmental in nature, i.e., opening of a new department or colleges, etc. non-plan expenditure is maintenance in its orientation. For example, expenditure incurred on all ongoing activities will be treated as non-plan expenditure. The same pattern is followed in the budgeting also.

The distinction is artificial and has been adopted with a view to assessing the developmental activities which an institution is likely to undertake. Since any new service created serves the existing enrolments as well as new enrolment, it is difficult to state categorically whether the expenditure incurred represents developmental or maintenance of existing system.

Part III deals with receipts and expenditure against funds earmarked for specific purposes. Sometimes this is referred to as **special funds or earmarked fund**. The amount so earmarked are expected to be utilized for the specified activities only.

Part IV deals with departmental deposits, advances, etc. The budgets prepared by a university are sent to the authorities which provide financial support by the end of September of that year or in the month of October every year. In India, the financial year for the budget is from April 1st to March 31st.

All budgets indicate the expenditure to be incurred on a **capital** and **revenue** accounts. Capital account shows the income and expenditure on account of asset creating in the university. As a general principle income and expenditure on account of land, building, vehicles, machinery, equipment, tools and appliances, books, journals, furniture, etc., are treated as capital account. These items may be purchased from plan or non-plan account but they do appear in the capital account. Similarly, expenditure incurred on custom duties, clearing charges, transport installation charges, etc., are charged to the books/appliances as the case maybe and are also treated as part of the capital account. All other expenditures (which do not involve any asset creation for the university) are shown in the revenue account.

The receipts shown in the budget are from various sources. The. receipts on non-plan side comprise grants received from State Government, the UGC, etc. The maintenance grant takes into account, grants fixed for the previous year, normal increase due to increments in the pay of the staff and rise in the cost of maintenance of other services of the university.

The receipts shown in the plan part of the budget include the development grants made available by the State Government or the UGC as per the schemes approved by the respective agencies.

The estimates of receipts on account of student fee contribution are based on the anticipated student intake as furnished by the Registrar with the approval of the Vice-Chancellor. Normally, the establishment branch furnishes the receipts from land, buildings, etc.

Estimation of expenditure is based on the cost of the on-going programmes and the new programmes which are envisaged in the development plan of the university. In fact, this is link between the budgets and the institutional plan of the university. Each item of an institutional plan, if it has any financial implication, will be reflected in the budget. How this happens becomes clear if one studies the budget preparation process in a university.

The process of budget preparation

Budget preparation is a prolonged process, undertaken by all institutions every year. Normally, the Finance Officer of the institution is responsible for preparing the draft budget. His estimates are based on the proposals submitted and the information furnished by different units/departments. The process of budget preparation involves the following stages:

- The issuing of a circular to heads of all departments to forward their budget proposals; Heads have to indicate the new schemes which they plan to initiate in the following financial year.
- Once the Finance Officer receives the budget proposals from the Heads, he/she then discusses them with the Vice-Chancellor, keeping in view the overall fund position and the constraints.
- The Vice-Chancellor discusses then with the Deans, the general principles of fund allocation.
- The Deans hold meetings with the Heads of Departments regarding the proposals and their financial feasibility. Before resuming the discussion with the Deans, the Heads of the Departments normally elicit the views of the concerned faculty members.
- Then begins the formulation of the budget estimate by the Finance Officer under the guidance of theVice-Chancellor.
- This is followed by the submission of the budget proposal to the Vice-Chancellor.
- The budget proposals, are then re-submitted to the Finance Committee. A committee scrutinises the proposals and makes suitable recommendations.
- The budget proposals, as recommended by the Finance Committee, are then placed? before the Executive Council/Court/Board of Management of the university for final approval. The Council scrutinises the estimates, the explanatory memorandum and the recommendations of the Finance Committee, and approves the budget proposals within the limits fixed by the Finance Committee.

The consolidated budget proposal prepared by the Finance Officer and submitted to the Vice-Chancellor contains two parts. Part I relates to receipts and ordinary expenditure. Part II relates to the new expenditure and the explanatory memorandum. This consolidated budget estimate, together with the explanatory memorandum, is submitted to the Vice-Chancellor for submission to Finance Committee and Executive Committees

Once the budget is approved, it is within the domain of the university authorities to operate it. The university administration has to ensure that the expenditure is incurred in accordance with the budgetary provisions. Normally, all universities have audit committees to evaluate the expenditures incurred by the institution and its correspondence with the budget proposals. It is a normal practice in universities to exercise adequate caution in order to avoid any audit objections. This indirectly helps in the better financial management of institutions of higher education.

It can be seen from the process of budget preparation that all departments/units of the university system are involved in the process. The financial implications of their proposals are reflected in the budget proposal.

Self-assessment

3. *Define the budget in the context of financial management of the university.*

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4. *Distinguish between non-plan and plan expenditure in the context of university finance.*

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Summary

In this unit, we discussed three major components of institutional planning, i.e. infrastructure, personnel and finance. In the context of infrastructure planning, we concentrated our discussion on those physical facilities which are essential for the teaching-learning process in any institutional situation, with special reference to higher education. These are the facilities like classrooms, library, laboratory equipment, furniture, etc. While discussing the planning for infrastructural facilities, we confined our discussion to two major areas, i.e. (i) how to create infrastructural facilities and, (ii) how to make sure of the better utilisation of the existing facilities.

In the context of planning for personnel, in a university situation, we identified the different functionaries like-the statutory officers, the teaching staff and the non-teaching staff. One would argue that it is always difficult to forecast the manpower required for the appointment of statutory category personnel, the reason being, the activities undertaken in a university vary from time-to-time. But, it is always essential to concentrate on the planning of teaching staff before undertaking any such activities. The number of teaching staff required for a university is linked with three major factors-(i) total student enrolment, (ii) distribution of students by different faculties and departments and, (iii) norms regarding teacher-student ratio, whereas, planning for non-teaching staff is done more or less arbitrarily, by giving the justification of the volume of work and the work load.

Our discussion on financial management has been confined to the budgetary process. A budget has been defined as a statement of receipts and expenditures for a specific year. It expresses the financial implications of the educational programmes of a university. In this context, we discussed the types of budgets which are being used in a university situation, the different elements of budgets, and the processes which are being adopted for budget preparation.

Unit-end activities

1. Prepare a budget proposal for the current financial year of a higher education institution that you are familiar with. You may consider the stages of the budget preparation that we discussed in this unit, for developing your proposal.

Suggested readings

Castaldi, Basil (1977), *Educational Facilities: Planning, Remodelling and Management,* London: Allyn and Bacon, Inc.

Dhar, T.N. (1974), *The Politics of Manpower Planning, Graduate Unemployment and the Planning of Higher Education in India,* New Delhi: Minerva Associates Publications.

Kiranmayi, Y.S. (1989), *Management of Higher Education in India,* New Delhi: Crown.

Nanjundappa, D.M. (1976), *Working of University Finances,* New Delhi: Sterling.

Sobti, M.L. (1987), *A Financial Code for University System,* New Delhi: Vikas.

UNIT 7

Aspects of Institutional Management-II

Introduction

In the previous unit of the present block, we discussed the mechanism that one could adopt for institutional planning, with reference to its three important components i.e. **infrastructure, personnel** and **finance.** Each of these components has its unique characteristics and functions in institution building. Out of these three, the most important and complex components is the management of personnel, which is otherwise known as human resource in an institution. In this unit, we will discuss certain key components of human resource, and its management strategies.

Unlike others, human resources are a very delicate subject to deal with. People associated with an institution have different needs, dispositions and capabilities. Hence, utilisation of human resources requires an understanding and insight into the dynamics of human motivation and behaviour. In this unit, an attempt has been made to highlight some of these dynamics which will help us to think critically for the adoption of more effective ways of managing human resources. Although there are general principles which can provide some guidance, there are no readymade formulae for better and more efficient ways of managing human resources. We must work out our own strategies and management styles after assessing the institutional culture, and after understanding the people working in it. In the first section of this unit, we shall attempt to identify and analyse some of the more important dynamics for the effective management of human resources.

The second important component we have undertaken for discussion is the preparation and management of the timetable which are inseparable in the teaching-learning process. In this context, we have discussed, in the second section of the present unit, certain principles which need to be kept in mind while preparing timetable for the institution.

It is often complained by the heads or the deans of the departments in universities and colleges that they are overburdened with the administrative duties. This problem can be solved only if academic related administrative responsibilities are shared with other faculty members. The problems on allocation of duties are also discussed to an extent in the last section of the present unit.

Learning outcomes

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

- identify the different components of human resources management and their importance in the building of an institution;
- explain the mechanism involved in developing human resources in the context of higher education institutions;
- analyse the importance of timetable in a higher education institution and identify certain principles for developing a good timetable; and
- assess your position in handling certain administrative duties assigned to you from time to time along with your academic commitments.

Management of human resources

The process of management comprise a large number of elements, material or human, which are important in their themselves well as collectively others. Every element is a small part, maybe even a tiny one, but it, alongwith others, helps to make the process a whole. Like links in a chain, every element contributes to the total strength of the chain. If any one of the links become weak, the entire chain breaks. Analogically, the management process involves many elements, which are not merely theoretical but very much practical, and they are not exclusive or independent of each other, rather, they are closely interrelated and interdependent. They are all different aspects of the same process. Of course, the total management system is complex and complicated. The growth and success of the system depends on the strength and development of individual elements and aspects. That is why, efficiency of an administrator depends on how he/she makes use of all the elements involved and how he/she encourages as well as facilitates the growth and participation of all the concerned. It is a truism that the efficiency of a system is the efficiency of its least-efficient sub-system on elements.

The management of educational system is concerned with the management of institutions, where human beings, as well as materials, are brought together for achieving educational objectives. It is more concerned with human beings, their interactions and interrelations than with physical elements. Inter-human relationship is the keynote of educational administration, which is mainly a social enterprise. Since human behaviour cannot be predicted with accuracy, and social conditions are not static, the principles and structures of managing educational institutions, specifically at the higher education level, are always flexible and evolutionary. We cannot and should not apply mechanical and mathematical relationships of the physical world to the field of educational management. The management of education is primarily concerned with the age old human experiences of organisation and association.

Educational management in brief, is a **human enterprise** controlled and affected by a large number of historical, philosophical, sociological, political and psychological factors. Moreover, education being a lifelong process, its management system deals with the entire human life, ranging from childhood to adulthood. Thus, it is co-existent with human life and complex with multifarious elements. We present to you here, the status of this management process in the field of education in relation to Indian conditions.

Human resources constitute the most important part of an institution. In the educational arena especially, human resources assume a predominant role. In the management of an institution, it is essential to match the individual's skills with specific jobs to fulfill specific needs. The matching process was less difficult a hundred years ago, because most skills relevant to the workplace tended to evolve from brain and muscle. With work becoming more knowledge and skill-based, management process is more active in matching human resources with workplaces.

The process of human resource management is linked with the policy of recruitment, promotion, etc. Therefore the process of matching job and individuals, as mentioned above, raises the following questions as: What kind of person is needed for a specific job? What are the abilities of the people in the organisation now? How can individuals and jobs be best matched in the long run? Should the individual who is already recruited be retrained or replaced, or should the job be adjusted to match the capabilities of the person holding it? How can people be recruited to meet long-term needs of the organization?

Answers to these and other similar questions, revolve around the concept of better human resource management. In the following sub-sections we have made an attempt to discuss these issues.

Developing human resources

The effectiveness of the higher education system depends upon the competence and capabilities of people who man the various educational services. The most important amongst these resources are the "teachers" It is the teachers who, at the operational level, are involved in developing knowledge, attitudes, values and skills among students. Unless teachers are competent and motivated, the education system cannot function. Even in self-learning, teachers play an important role. Apart from providing guidance, they help in strengthening the learner's motivation to learn.

Besides teachers, there are several other functionaries involved in the higher education system, who are also equaily important, to mention a few: educational supervisors, the local and regional educational administrators, heads of institutions like vice-chancellors of universities and directors of the institutions, principles of colleges heads of research units, heads of training institutions and educational planners and administrators at the national and state levels. Each of these functionaries require different kinds of skills, knowledge and conceptual understanding to perform their functions. An effectively managed education system should have an effectively managed human resources function. This implies the following:

- The knowledge, attitudes, values and skills required to perform each of the jobs in the system are analysed and listed.
- Manpower requirements at various levels are estimated well in advance and the needed manpower is made available in time.
- Development needs are assessed periodically and human resources are multiplied through development programmes.
- People are motivated to maintain high levels of performance through appropriate reward system, through continuous guidance and efforts to improve the quality of work life.

The problem of managing education is not so much that of human resources planning, as that of human resources development. Efforts to develop the capabilities of people working in organisations to perform their roles effectively and learn to handle new responsibilities can do a lot of good to the education systems. The need for human resources development is quite high in a system like education because the rate of development of knowledge is very fast. There is a need to develop teachers at operational efficiency level through continuing education. There is also a need to develop supervisory and managerial capabilities of educational personnel at various levels. At present apart from refresher training programmes and summer or winter institutes of short-durations, not much is being done in India to develop human resources at higher education level. The orientation given by Academic Staff Colleges to the university teachers is an attempt in this regard. However, to make the process of human resource development more systematic one must look into the following aspects:

i) **Recruitment and placement:** Once we have finalised the requirements of human resources for our institutions, the next step is to recruit personnel. In the past, very few people used to be interested in teaching profession. There used to be very limited choice available for the education managers to select capable teachers particularly at the higher education level. However, this problem is no present in India due to growing unemployment in the country and the improvements effected in the remuneration of university teachers. .

   The purpose of evolving a good recruitment system, is to ensure the identification of right kind of people to man different positions. If a Physics teacher is recruited to teach Mathematics or if a History teacher has to teach History of language, it is a wastage of human resources. Of course, this type of problem is very

limited at the higher education level. A wrongly placed or frustrated teacher can spoil the learning opportunities of students and may also adversely affect the atmosphere of the institution. Thus, at every level there is a need to ensure the placement of right people through a good system of selection. Firstly, a good system of selection has to be based on accurate identification of capabilities (knowledge, understanding, skills), required to perform functions associated with a position. Secondly, the mechanism has to identify the indicators of these skills. These include degrees and diplomas earned by the candidates, additional training programme attended, performance appraisal records of the candidates etc. Lastly, it is necessary to identify mechanisms of testing-whether an individual possesses the required knowledge, skills, attitude and values, wherever the indicators are not available.

ii) **Performance and potential appraisal:** Once a person is recruited and allocated certain responsibilities, it is always necessary to monitor his/her performance. It helps in identifying further developmental needs and providing additional training or coaching to him/her. Periodic appraisals also make a person feel that he/ she is important, and his/her contributions are valued and there is someone who is concerned and is interested to know how well or how efficiently, he/she is doing the job.

While performance appraisal deals with performance of a person on the job assigned to him/her, potential appraisal helps in assessing the capabilities of a person to perform new roles and handle higher responsibilities. For example, all heads of the departments of a university, or for that matter, principals of the colleges, may not necessarily have the right ability to become successful supervisors of a higher education institution. Hence, there is a need to assess the efficiency of employee for the jobs. Such an assessment helps in placing the right kind of people in the right positions.

Activity

1. Think of a situation in your college/university where you have encountered a teacher whose academic results were poor, who was unable to create a positive classroom atmosphere who had problems with class discipline and had very little interest in extra curricular activities of the college.

   a) How do you think this, teacher's performance can be improved ?

   b) What methods can be used to make the teacher more motivated ?

It is essential that in every educational institutions the teachers be asked to submit annually a self-assessment Report on a prescribed proforma and these reports be evaluated by the heads of department, and finally submitted to the principal/ Vice-Chancellor for his perusal and necessary follow-up.

iii) **Reward management:** Rewards are effective instruments for ensuring a high level of motivation of staff and fostering desirable values and norms in any system. When we put extra efforts to develop a curriculum relevant to the community in which we are teaching, we must be rewarded for our innovative ideas. Thus, every person who does something unusual, or extraordinary, or whose work contributes something to new, must be encouraged with appropriate fostering desirable values rewards. There are several forms of rewarding people, such as- granting a few increments in the salary, cash awards in appreciation, weightage or promotion, assigning higher responsibilities, making announcements in the house-journal and newspapers, sponsoring him/her for study tours, praising him/her before others, etc. This helps in keeping his/her motivation alive for the betterment of the system.

iv) **Punishment management:** While rewards reinforce desirable behaviour and motivate persons for more effective and efficient functioning, an institution needs to develop a system which punishes undesirable behaviour and shoddy work. The spoilers of the institution's ethos and effectiveness should be identified and dealt with adequately. However, this punishment process should not be used for handling the personal differences. And-rather adequate caution must be taken in a manner that it helps the staff in positive thinking.

v) **Continuing education:** Continuous training becomes inevitable for teachers of the educational system in the light of the fast rate of the growth of knowledge. Teachers and various other functionaries in education need to keep themselves acquainted with new developments in their respective fields The Refresher Courses offered by the academic self colleges are proving to be very useful. There are various forms of providing continuous education for human resource development, such as:

- in-service training to help the teachers in acquiring advanced knowledge, skills, etc., to perform their job effectively;
- making the teacher get acquainted with the developments through newsletters and journals which give the latest information on the various fields they are teaching;
- by organising internal seminars, discussions and workshops in the institution;
- encouraging teachers to attend professional conferences and workshops organised periodically by professional bodies or associations and such other agencies; and
- making available distance education courses, etc.

vi) **Storage of information:** Effective management of human resources require good quality decision-making on various issues like placements, transfers, sponsorship for training programmes, reward and punishment, administration, job orientation, etc. The quality of decision-making can be improved only by objective information about the employees on their qualifications, qualities, annual performance, place of work, accomplishments, training programmes attended, awards received, potential appraisal reports, etc. Maintaining a good human resources data bank helps the institutional heads to improve the quality of his/her decision. In this context, the computer can be useful for storage of information for quick accessibility. Every university needs to develop an efficient **Management Information System (MIS).**

Self-assessment

1. *Distinguish concepts performance appraisal and potential appraisal.*

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Performance appraisal: a tool for human resource management

Performance appraisal can be a potential tool for development of human resources as well as for self-renewal of an educational organisation. It is essentially a tool for helping people grow and develop in their own roles and or assume new roles. It is being used as a mechanism of continuing education and learning from one another. Through a well-organised appraisal system, every employee is able to create learning spaces for himself/herself in the system in which he/she is working. Recent researches and experiences have shown that **development-oriented** performance appraisal and **review system** when effectively practised can substantially contribute to the health of the institutions and facilitate multiplication of **human capabilities**. The following are some of the important objectives of a good performance appraisal system:

- To help an employee in finding out his/her own strengths and weaknesses, by which he/she becomes conscious of his/her weakness and also makes further improvements on his/her strengths.
- To generate adequate feed-back and guidance from the supervising officers to the appraisee.
- To contribute significantly to the growth and development of the appraisee by helping him/her in realistic goal setting ways.
- To provide inputs in terms of rewards for better performance.
- To help in creating desirable culture and traditions in the organisation.
- To help in identifying people for the purpose of motivating, training and developing them for new roles or existing roles.
- To assess significant, relevant, free and valid informations about employees and their abilities.

Thus, a good appraisal system not only serves as an employee's development indicator, but also provides a significant input for reward management. In order to meet the objectives spelt out earlier, one must keep in mind the following components while developing the performance appraisal system in educational institutions:

i) It is always necessary to clarify the roles and responsibilities of an employee just after his/her recruitment and also necessary to identify the **key performance areas (KPAs).** After identifying such key performance areas, it is necessary that both the appraisee and appraiser to have an understanding of the level, nature and quality of performance expected and also the time in which the tasks are expected to be completed, This is only possible through an intensive dialogue between the appraisee and his/her supervising officers.

ii) A good performance appraisal system should have a set **of dimensions** that are **critical and effective** in a given set of-roles. For example, a teacher should have required knowledge in the subject area, and be able to teach effectively, innovate ideas in the classroom and have positive attitude to students. He/she should have the ability to plan sessions, make an effort to acquaint himself/herself with new developments, etc. These dimensions should be coordinated and interrelated in such a manner that they will help him/her, to perform his/her role effectively, and this role can be universally applicable to the organisation.

iii) **Periodic review,** preferably annually, should be made of the performance of the employees, particularly in the key performance areas on a rating scale. The rating forms the basis for discussion and exchanges of experiences. The review should necessary be based on the Salf-Assessment Report mentioned earlier.

iv) A good performance appraisal system should focus on identifying the factors that help or hinder good performance. These may be called as **facilitating and inhibiting factors.** These factors may be within or outside the control of the appraisee. The performance appraisal system must give ample scope for the appraisee to identify all these factors.

There must be ample scope of a **formal discussion** and review of the performance between the employees and the supervising officer at a convenient and facilitative period.

There must be enough scope.for the use of the performance appraisal data. These are useful in identifying the training needs of employees.

Research and general experience have shown that effective use of performance appraisal system requires **skills of goal setting, inter-personal communication and counselling.** Hence, this has been an important component of human resources management system.

It must be realised that the basic purpose of performance appraisal is to assist the appraisee in contributing more meaningfully towards the realization of the institutional objectives. Instead of being negative in approach, such as pointing out the deficiencies and defects, performance appraisal should point out the potentialities for improvement and the measures that can be adopted to promote an individual's growth and development. In the Indian context unfortunately, the emphasis has been on fault-finding rather than on assisting the employee work positively.

Managing personal efficacy

Efficacy is the potential and predisposing quality of an individual which helps him/her to be effective in his/her job. One of the important factors that contributes to human effectiveness is personal efficacy of an individual. Personal efficacy is defined as the general sense of adequacy in an individual. It refers to the potential effectiveness present at the covert (inner) level. It influences the individual's general orientation and lifestyle, and as a result, his/her effectiveness in working for a goal is also likely to increase.

The roots of efficacy, otherwise known as potential effectiveness, of an individual are in his perceptions and beliefs about himself/herself. These beliefs maybe the result of an individual's **self-concept,** and **perception** of his/her strengths. It is possible to quantity efficacy in terms of (a) its strength or the extent to which it is dominant, and (b) its multifacedness, such as, the number of dimensions on which an individual carries efficacious feelings. People who have high personal efficacy are more likely to be effective in life than those whose personal efficacy is low. Hence, every employee of an organisation must develop high personal efficacy.

Fostering a high sense of personal efficacy among employees is always desirable in the context of any organisation. By fostering this quality, universities and colleges help people to increase their effectiveness as people. The following are some mechanisms which intend to improve a high sense of personal efficacy:

i) The universities and colleges must provide a certain amount of freedom and opportunity to define the employees' roles.

ii) The employee must be encouraged to set his/her own goals for the assignments in which he/she is involved.

iii) A higher education institution must 'ascertain individuals performance' periodically. This encourages the feeling of importance in each employee and centrality to the campus.

iv) It is always necessary on the part of the supervising officers to assist their subordinates through continuous interaction, feed-back, guidance and review of performance.

v) An institution must create an open and non-threatening climate which helps the employees in expressing their views freely and enabling them to realise their capabilities. This is always important for increasing efficacy.

vi) Positive accomplishments and strengths of people must be continuously rewarded. Wherever there are certain weakpoints, the supervising officers should help the employees to overcome such problems, rather than abandoning or giving the impression of abandoning such employee(s).

Hence, we must try our best to exercise above-mentioned mechanism for the greater interest of our own institutions.

Decision-making process and supervisory style

Effective decision-making involves the correct identification of a problem, designing alternative methods to solve the problems or even collection of information, evaluating the alternative methods and also collected information, providing choice of alternative decision and following-up the decision to generate feed-back. Several factors influence the process of decision-making, such as the nature of the decision itself or even the decision area, the availability of information, availability of resources, time-limitations, nature of the task, risk involved in the task, the personality of the decision-maker, the culture of the organisation, etc.

In education, effectiveness of a decision depends not only on how good a decision is, but also on how it is taken. Many good decisions sometimes do not yield the results that are expected because the decisions have been taken without involvement of people who are to implement them. Research conducted in this field suggests that at every level of decision-making, there has to be certain scope for involving different levels of employees in the process. Such involvement helps in improving the quality of decision-making process and increases commitment of the employees for implementing decisions in which they have contributed.

A decision regarding a particular purpose is normally done in four different styles, such as command, consensus, consultation and convenience. We discuss briefly each of these styles.

i) **Command style:** In the command style of decision-making, the authority decides on a certain matter on the basis of the information that he/she has, and asks the employees to implement them. In the context of higher education institutions such authority maybe a Principal of a college or the Vice-Chancellor of the university.

ii) **Consensus style:** In the consensus style of decision-making, the authority invites all the people who are supposed to be involved in the decision-making process, presents the problems before them and gets them to decide through consensus. For example, changing the curriculum structure for a particular level in higher education, changing the system of student assessment, participating in community activities etc; can be decided through a process of consensus. Hence, the acceptance of the decisions becomes more important than the quality of decision itself.

iii) **Consultation style:** In consultation style of decision-making process, the authority **consults** a few faculty members or even the-subordinate administrators in an educational institution and takes a decision. This style is generally used in an institutional context, when the authority feels the quality and the acceptance of the decision are both important.

iv) **Convenience style:** In convenience style of decision-making, the authority takes certain decisions **using his/her own insights** for the betterment of the institution. In this style, both quality and acceptance of decisions, are normally not important. Hence, decision is taken through the easiest method at hand.

The style of decision-making of the education manager is determined, to a large extent, by his personality and beliefs about his/her subordinates and attitudes towards them. Decision-making styles influence the development of the subordinate to a great extent For example, an authoritarian officer may arouse strong negative reactions- if he/she attempts to constantly dictate to his subordinates. The same authoritarian officer may do well with subordinates who are dependent and or just beginning to learn the roles assigned to them. Similarly, a democratic officer may/be liked by both capable and incompetent subordinates. It is always necessary to have certain dynamic characteristics in the behaviour of the officers as well his/her subordinates to interact differently with different people and use different styles.

In this context, the supervisory function of the authority of the institution is much more important. The objective of supervision has to ensure that the employee does what he/she is supposed to do through:

- understanding the needs and styles of operation of the employee;
- constantly evaluating his/her activities against the consequences to the goals for which he/ she is working;
- guiding him/her in planning his/her activities;
- evaluating the outcomes;
- helping him/her in planning future activities on the basis of past experiences; and
- rewarding the employee for his/her work.

Managing motivation

Education managers are generally involved in planning, organising, co-ordinating and executing various educational activities of the institution to achieve the organisational goals. They are normally involved in managing men, materials and other processes of the institution. While managing the materials is a function of knowledge of several techniques like planning, budgeting, resource allocation etc., management of human resources requires a knowledge of the nature of human beings. Any manager interested in managing human resources, needs to have an understanding of human nature. They have the opportunity of constant interaction with people. As technicians, they look after the technical aspects; and as administrators they interact with subordinate staff in the office and in the field, allocate work, supervise the work, help the people in planning the work, provide guidance and counselling and take appraisal of the work. As an administrator, he/she is also a subordinate to his/her higher authority. Thus, all such interactions with different groups of people influence his/her administrative behaviour in the organisation. In order to be more effective, the manager should understand the dynamics of human behaviour.

In order to manage human resources more efficiently, it is necessary to examine our human own insight. We, as education managers, come across highly devoted, involved and hardworking staff, as well as lazy, evasive and superficial employees. Hence at times, we wonder what to do with generally the less motivated people, or even what sort of steps we must take to reward the well motivated and efficient staff, otherwise there is a fear of losing them. This requires an in-depth study of human behaviour to study their level of motivation.

Work motivation and job satisfaction are two important dimensions that influence the productivity or work effectiveness of any employee. While certain factors in the organisational environment contribute to job-satisfaction, others contribute to work-motivation. Research conducted in this field has shown that adequate salary, good working conditions, job-security, physical facilities, conducive policies, positive supervision, etc. contribute, to certain extent, to job-satisfaction of employees. However, presence of these conditions does not necessarily ensure a motivation to work. It is observed that recognition of work done, status, opportunity for growth, nature of work-responsibility, etc., are found to play an important role in creating a motivation to work. The first set of factors that prevent job dissatisfaction have been named as hygienes, following the medical terminology. Whereas the second set of factors are called motivators. Both these sets of factors need to be taken care of in an institutional set-up for the benefit of employees, so that it helps in increasing the productivity.

Managing collaboration and conflict

It is always necessary on the part of education managers, in every institution, to work together to accomplish institutional tasks. While doing so, it is possible and natural, to come across many conflicting situations. In order to manage such conflicts and ensure team work and also effective utilization of human resources, it is desirable to understand the dynamics of collaboration and such conflicts.

Ten hints on conflict resolution

1. Nurture a positive atmosphere.
2. Clarify perceptions of yourself and your position.
3. Clarify perceptions of the other parties.
4. Clarify perceptions of the causes of the conflict.
5. Clarify the underlying factors of the cause.
6. Be in charge of your responses.
7. Encourage parties to express feelings.
8. Focus on shared needs and goals.
9. Generate options.
10. Develop and implement 'do-able' parts.

Collaboration may be defined as the process by which two or more people or groups of people, work together for the attainment of a goal which is seen as sharable. Each employee can facilitate the role performance of the others by- a process of collaboration. If such a collaboration has to take place, a collaborative climate has to be generated in the organisation. Such a collaborative climate is characterised by a culture of openness, mutuality, trust, empathy and interpersonal sensitivity in the organisation.

A culture of **openness** implies that people share information with each other, give feed-back to each other, are willing to share problems and difficulties, participate without inhibitions in problem solving, in goal setting or in decision-making. A climate of **mutuality** implies that employees have respect for each other, are willing to accept each other irrespective of the strength and weaknesses, maintain dignity and are not unduly status conscious in their relationships. A climate of **trust** implies that people take each other at their face value without searching for motives and they can be relied upon once commitments have been made. **Empathy** involves an ability

to understand the other person from his point of view, and understand the feelings and emotions behind statements made by others. **Interpersonal sensitivity** requires being sensitive to the situation and have control on one's own behaviour so that he/she is able to give feed-back to others at the right time without hurting egoes, and interpret behaviour of others more accurately.

A few mechanisms have been identified to develop collaborative culture in an institution. These are:

i) **Extension motivation:** Extension motivation is the desire on the part of any individual to help others or to be of service to others. A person with high extension motivation looks opportunities where he/she can work for a social cause, for the organisation, for the nation, for a group and society, etc. It can be developed through training and obtaining the services in top levels of those who can sacrifice their personal goals for the larger interest of .the institution.

ii) **Group norms:** It is easy for certain activities to progress satisfactorily for in a group situation. If the assigned work groups conform to their own norms and development of standards of behaviour it can contribute to development of collaborative culture collaborative culture. These norms may not be available in written form, but certain understanding has to be evolved in this regard by the group.

iii) **Rewarding collaboration:** Collaborative climate can be generated by rewardmg team work and collaboration in organisations. This helps in creating collaborative spirit among the different functionaries of the institution.

iv) **Sharing information:** The sharing of information by top-level managers with the subordinates helps in generating a participative decision-making process and also to a large extent contributes to the collaborative culture. It is always possible to create openness and trust among employees, if information is provided freely and accurately by the concerned people.

v) **Joint problem solving:** Whenever a problem arises in respect of a certain activity, the persons concerned must be brought together and involved for finding an effective solution to the problem. Such participative problem solving mutuality helps in generating a climate of mutuality as anyone contributes to solve the problem irrespective of the role and the status that one has in the organisation.

vi) **Organisation Development (OD) intervention:** It has been observed that OD interventions are increasingly being used to develop collaborative culture in organisations. In OD interventions, an external consultant or an internal change agent helps the organisation to develop the capabilities of its employees by working as a member of the team. He/she may use several mechanisms like instltution in-company training, problem solving workshops, process feed-back to different groups, survey, feed-back, etc.

Effective management is exemplified by management of conflict. Conflicts occur in organizational life when in achievement of the goals any individual or a group of individuals is threatened by another individual, team, or the style of functioning in the organisation itself. Generally three main strategies are being adopted for conflict management, avoidance, diffusion and confrontation. In the avoidance of conflict management, an individual does not have to face the conflict. This can be done by ignoring the conflict situation, or running away (both physically and mentally) from it or taking it easy by agreeing to the demands of one of the parties. The diffusion management process, involves postponement or delaying decisions to cool down the aroused tempers. In the confrontation process, the conflict is faced boldly. The problem can be solved if the parties concerned sit together, analyse the problem, bring out all issues to surface and move towards a solution through a process of negotiation. Hence, it is desirable for an organisation, to develop its own capabilities at all levels to resolve its own problems without intervention of outside agencies.

Conflicts can be functional and can serve some purposes of self-renewal if top level managers perform their jobs as institution-builders, not as mere managers in institutional context.

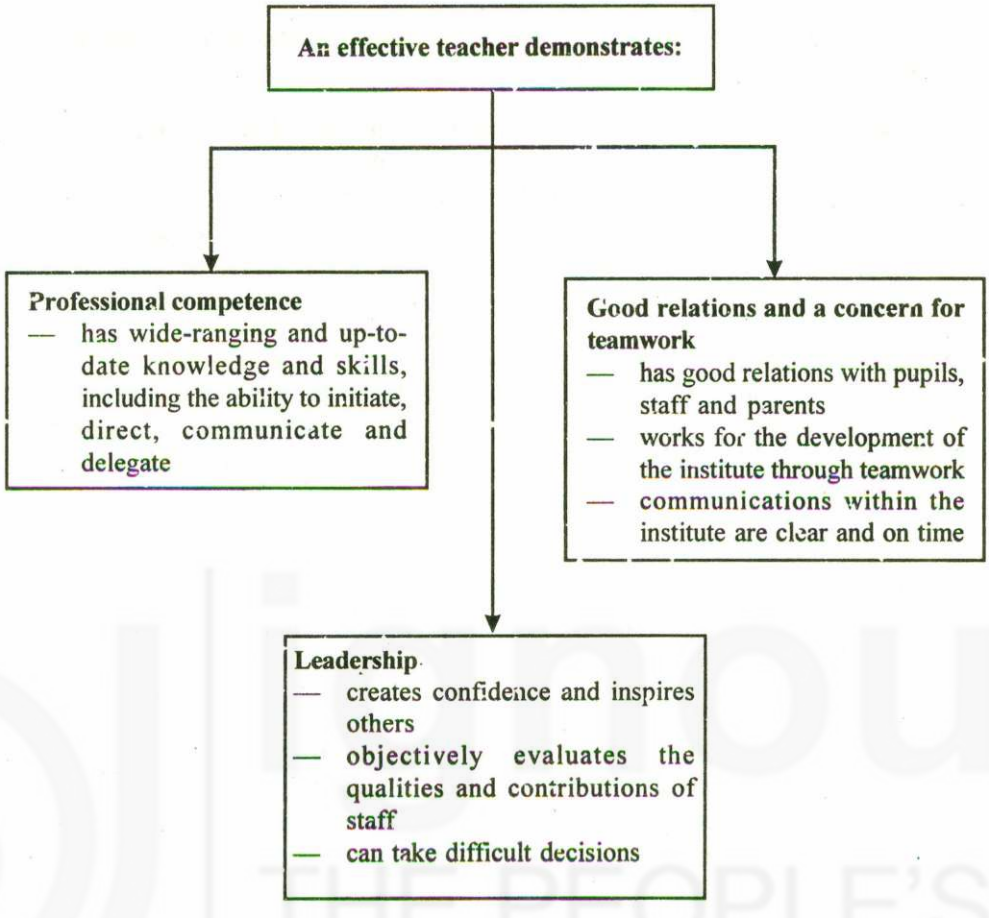


Figure 1 Indicators of an effective teacher

So far, we have discussed the general principles of human resources management in an educational institution. These principles range from the development of human resources to processes of performance appraisal, management of personal efficiency, decision-making process, management of motivation, and conflict management. Some other problems, which are related to certain specific aspects need some detailed discussion. In the following sub-section we have made an attempt to present, some of those specific aspects.

Self-assessment

2. *List out at least three objectives of performance appraisal.*

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3. *What are the factors that help in developing the collaborative culture in managing an institution?*

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Managing a timetable

Timetable is a pre-arranged and systematic allocation of time for instructional and other activities of an institution. It is a plan showing the daily allotment of time for various subjects or topics to be carried out by a teacher in a classroom. It shows the distribution of time for each teacher, his teaching load, the length of each period, time-interval, and the total duration of work, along with the time allotted to different, items of workload. A timetable is, in fact, the second clock of the institution on the face of which are shown the hours of work, intervals in between, and the kind of activity in progress in each class. It also shows the time to be devoted to various co-curricular activities such as art and craft, community work, social service, games and sports. Timetable is thus a mirror that reflects all kinds of programmes being organised under the control of an institution.

Importance of the timetable

The Timetable is an essential tool for the efficient functioning of an institution. It is the instrument that makes a college work as per schedule

The following are the important functions of a timetable:

- it ensures an orderly and smooth functioning of an institution;
- it facilitates equitable distribution of the workload amongst teachers; it prevents wastage of time and energy;
- it ensures rational distribution of time for different subjects and activities to be undertaken in the classroom situation;
- it facilitates co-ordination amongst different functionaries;
- it promotes development of many good qualities and values like punctuality orderliness, etc., among, the personnel of the institution; and
- it helps in adjusting classroom assignments with students' needs.

On the whole, the timetable, as a detailed chart of programmes, indicates all the , activities that are undertaken in a college or in a university department. A good timetable facilitates regular work of an institution and ensures efficiency on its functioning and economy of time and resources that are at the disposal of an organisation. The timetable is therefore, an essential instrument and a useful tool for effective implementation of various programmes in an institution.

Principles of timetable construction

The preparation of timetable for various purposes, as mentioned above, is a difficult task and a large number of factors are to be considered for preparing a good timetable. The following important principles are kept in view while formulating a suitable timetable.

i) Nature of the institution

The nature of the institution is of primary concern in preparing a good timetable. An institution, may be a college exclusively for girls or boys, or it might be co-educational, rural or urban, day or evening, public or private funded and having different levels like undergraduate, postgraduate, etc., these variables of the institutions definitely influence the nature of the timetable, these primary concerns must be kept in mind.

ii) Availability of time

The amount of time available in the institution for the purpose of instruction is of basic consideration for constructing the timetable. The duration of periods, amount, of time to be given to different subject components, the time allotted for recreation and recess etc., are, to be determined according to the total time available in the institution. For example, the periods in postgraduate classes are longer than that in undergraduate classes, and also the comparatively longer duration of working hours in the institution is divided into a few additional periods.

iii) Relative importance and difficulty of subjects

A subject is always allotted a certain number of periods according to its importance in the syllabus. Hence, all subjects are given time according to their respective weightage which is determined by social, economic and cultural considerations, as well as the future needs of students. Similarly the relative difficulty level of the subject has to be kept in the mind. For instance, if English is given more importance, it takes comparatively more time. Similarly, certain chapters in Mathematics are found to be difficult to understand by the students, this deserves more time as well as more number of periods for due completion of the course. In the case of some subjects like Science, consideration has to be given to the practical work that students undertake in the laboratory or the field.

iv) Psychological needs and nature of subjects

The teaching of certain subjects calls for more concentration and demonstration on the part of the learners. Certain chapters/units in a particular subject create much motivation for learning whereas others do not. It needs to be recognised that prolonged teaching of a subject or topic can lead to monotony and fatigue. Generally two kinds of fatigue result from prolonged activity: (i) physical or muscular and (ii) mental or nervous. Such fatigues weaken attention and perception and reduces power of insight and interest. Consequently, learning takes place at a lesser rate at various intervals. It is found, for example, through psychological study that the first period is not quite suitable for concentrated study and attentive learning, the second and third periods are the best for the teaching-learning process. The second and third days of the week are the most effective period for learning the more important subjects. Hence, duration of the periods should change according to age of students, physical condition and seasons.

v) Variety

Frequent changes in subjects of a particular class and teachers promote variety and novelty, which adds to the effectiveness in teaching. To teach a subject continuously by different teachers or to teach various subjects by a single teacher creates

monotony and less interest. Therefore, it has to be seen to that no teacher teaches a particular class particular class continuously, or even not more than one period. Even to sit in a particular class in the same posture throughout the day leads to fatigue. Attempts should, therefore, be made to change the teaching of subjects by the same teacher, even at a particular period. Hence, it has to be emphasized that wherever possible, novelty should be introduced in the timetable.

vi) **Elasticity**

In order to be an effective instrument of day-to-day functioning in the institution and transacting curriculum, timetable should be, as far as possible, flexible and elastic. There should be ample scope for necessary adjustments and changes for meeting the specific needs of certain classes of students and teachers. A rigid formulation of time- table, with no scope for adjustment can lead to conflict and, therefore, adversely affect the achievement of instructional objectives.

vii) **Staff, equipment and building**

A good timetable should take into account the nature of human resources available in the institution such as the competencies of teachers and other supporting staff. It should also take into account the extent of physical facilities available in the institution, like the number of rooms for the purpose of classroom instruction, rooms for other purposes, the availability of the equipment used from time to time and the facilities for organising co-curricular activities. These facilities make the implementation of both curricular as well as co-curricular programmes effective and more meaningful and hence, timetable must be prepared accordingly for each of the classes and sections. As regards the use of physical facilities, the timetable should be framed in such a way that the infrastructure is utilised to the maximum extent, while safeguarding the academic and others interest of students.

One must keep the above principles in view while preparing a timetable for the purpose of instruction in the institution. We are sure, that as an experienced classroom practitioner, you must have involved yourself in the process of timetable preparation for your institution. We suggest that you consider these on the basis of your own experience, and modify the timetable of your institution in a more positive and constructive way.

Allocation of administrative duties

The principals of colleges or the administrative head of the universities are required to discharge a large number of responsibilities for effective and efficient management of the activities which they have to undertake in their respective educational institutions. It is always not possible on their part, to attend to all the administrative duties and also supervise them directly. Hence, there is a need for decentralising the administration. They must distribute responsibilities amongst the staff-members according to the latter's experience and interest. One can categorise all such administrative duties as follows:

i) Admissions

ii) Conduct of Examinations

iii) Evaluation of Student Performance

iv) Organisation of Curricular and Co-curricular Activities

v) Organisation of Extension Services

The principal of a college or the vice-chancellor of a university, although in overall charge of these duties, has to playa leadership role and get the administrative duties done through different staff-members. He/She needs to develop a number of suitable

sub-system in the institution, through which he/ she can discuss the relevant issues and delegate powers among competent persons, so as to enable them to organise the various programmes as listed above, effectively. Administration should be regarded as a cooperative venture and the Principal/VC must regard himself/herself as the leader of the faculty and supporting staff. He/She is supposed to guide educational programmes, while relying on shared decisions. There should be a common understanding to achieve common ends and needs, and this should be done through mutual discussions and deliberations. This prompts the understanding that educational management and administration are a democratic enterprise and that they must be more realistic and practical.

The Principal/VC, as leaders, should have confidence in self and also in the ability of others for working co-operatively and in taking the right decision in a co-operative approach. They must have competencies for recognising the strengths and weaknesses of others in their team and capitalise on them with sympathy, building self-confidence understanding, fellow-feeling, co-operative spirit and open mindedness.

As the head of an institution, the Principal or the VC occupies the key position and his/her efficiency or success largely depends on the extent to which he/ she maintains good relations with staff, students and with the community members. However, our concern is not with the quality of leadership in an institution, but with the decentralisation process of allocating the administrative duties as mentioned above.

In the following sub-section, we would like to discuss these various issues involved in the various processes.

Admission process

The important task that is generally, undertaken by all of us in our own institutions is the management of admission of the students at the beginning of each session. The activities that are undertaken in this process are the preparation of rational admission criteria, announcement of the dates for admissions, bringing out the notifications and giving it wide publicity checking and screening of applications, sending intimation to selected students and admitting them into the college or the university departments, etc. In this context, in carrying out all these activities, we' normally depend on the administration system. But it is a joint responsibility. To carry out these responsibilities, efficiently and smoothly, the head of the institution normally distributes this responsibility at the various levels. This makes the whole process more systematic. This type of work participation definitely helps in enhancing the human relationship and has a positive approach for institution building.

Conducting examinations

Most of us normally are involved in conducting both continuous and terminal examinations in our universities or college. The purposes of conducting examinations generally involves: assessment of information gathered by a student during his/her studies, identification of the ability of a student in transferring or applying the knowledge in real life situations, and discovering the strengths and weaknesses of the students.

The work that has to be done in regard to the conduct of examinations may be classified according to the tasks to be undertaken. These include:

i) registration of students for the programme;

ii) checking eligibility forms, etc;

iii) registration of private/external candidates, and scrutiny of their application forms for admission to the examinations;

iv) preparing lists of the qualified candidates;

v) setting up the question paper and its modulation;

vi) arrangements for the conducting of examinations.

vii) despatch of answer sheets for evaluation and maintaining the confidentiality of it;

viii) evaluation of the answer sheets both manually and by use of a computer, if necessary;

ix) follow-up action in respect of unfair means, etc.; and

x) declaration of the results.

The entire examination process is the collective responsibility of both the academics and the administration. In the case of universities, most of these activities are streamlined. There is an examination branch which takes the responsibility of conducting examinations. The first four activities mentioned above are generally taken care of by this branch. However, in the case of the operative part, most of us take equal responsibility. Normally, we are involved in three important stages of examinations i.e., setting the question paper, supervising the examination and taking part in the evaluation procedure. However, it may be noted that in this a college teacher has much more responsibility than a university teacher. In majority of the cases, it has been observed that, in the context of Indian colleges, the teachers have to undertake all these activities at a time. This responsibility is normally distributed by the head of the institution. Hence, we owe a greater responsibility to our students.

Evaluating student performance

Soon after the examinations are over, students as well as their parents look forward to knowing the results. As the question of career building is always linked with the results of the examination, their **timely declaration** is not only desirable but also essential. Evaluation is a broader concept and it includes assessment of both scholastic and non-scholastic characteristics of students. It is not only concerned with evaluating intellectual pursuits but also with the emotional, social; physical and personality characteristics of the students.

Normally two types of assessment procedures are followed in the Indian universities and colleges, i.e., (i) the continuous assessment procedure (internal assessment), and (ii) the end of term assessment procedure. The continuous assessment procedure is generally undertaken while instruction is going on, to identify the strengths and procedure weakness of students related to study matter. It helps to identify the potential characteristics of students and provides opportunities to identify their needs and realise the goals. It therefore, creates motivation among students and promotes regular study habits among them.

The techniques generally followed for continuous evaluation are:

- oral activities-debates, discussions, quizzes, dramatizations, etc.
- written activities-writing assignments, preparing charts, models, bulletins, etc.; and
- periodical tests on the subject matter taught to the students, in both the oral and written form, for a short duration.

In the case of end of term evaluation, the major objective is to judge the performance of the students for the entire period of study. The task undertaken in this stage is to identify the capabilities of the students, to take up the next role in the real life situation. Hence, our responsibility as an evaluator is more crucial and important. There are merits and demerits of this systems. However, different

procedures have been worked out for assessment, like central evaluation system, the answer sheet despatch system, etc. It is very difficult to say which one is more suited or less suited to the entire evaluation procedure.

A number of advantages and disadvantages have been identified for continuous assessment procedure over end of term assessment procedure and vice versa. It may be noted that both the procedures are not mutually exclusive, they are rather complementary. Our responsibility as evaluators has greater importance in the overall system. It is always the responsibility of the head of the institution to evolve a policy through discussions with the faculty in selecting the suitable assessment procedure and assigning the duties to each of them in this regard.

Organising curricular and co-curricular activities

The most important objective for a higher education institute is to disseminate knowledge. As a teacher, we have the responsibility to fulfil this objective. Not only is the dissemination of knowledge important inside the four walls of the classroom, but we must also teach our students how to apply this knowledge in a real life situation. Perhaps this aspect has been missing in our higher education system.

Unfortunately, many teachers in our universities and colleges have not developed the intellectual capacity to look beyond what seems to be, the obvious. They show less concern for instructional procedure and hence, fail to direct their lives to make them a complete human being.

This brings us to question of what constitutes effective teaching and what should be the distinguishing characteristics of competent teachers. This has been debated for long and has remained still an unresolved question. There is no doubt that intellectual preparation of the subject matter has to be updated, keeping pace with the scientific and technological innovations in the field of instruction. The most important factor is how to organise our instructional system in the changing circumstances. For this, a teacher must have excess supply of information and ability to understand it. At the same time, he/she must be much more receptive in his/her approach than the conditions laid down in the text books and in the teaching lessons. For this, he/she must have enough genuine enthusiasm to communicate with his/her students.

In this context, the head of the institution has a greater responsibility. Before assigning any task to any teacher, he/she must try to assess the abilities and interests of the concerned teachers. He/She may have very little to do with classroom instruction, but he/ she must take necessary steps to provide proper orientations for the broader interest of the institution. And this is only possible, if the head of an institution is conscious of the humane element approach in which the personal interest is an important factor. This makes the teaching strategies effective and encourages the establishment of a personal rapport. The head of an institution must always think beyond the personal relation in distributing the responsibility, both curricular and co-curricular activities without any bias. This generates empathy and personal concern amongst the employees.

Organising extension activities

In the recent past, a new responsibility has been assigned to every university, for organising extension services to bring the university system down from their "ivory towers". It has now been realised that universities in India have a great responsibility and commitment to society as a whole. This recognition has grown in view of the realization that the community supports the institutions which provide education, at a considerable cost to itself. Colleges and universities are also a major resource in the community which can be utilized for the latter's betterment. All universities and colleges must develop close relationship with the community for mutual service. All students and teachers must be involved in community development programmes as

an integral part of their education. The fundamental purpose of these programmes is to implant among students a spirit of co-operation and social commitment. These extension activities are usually built around the unattended areas, villages or the rural environment, with the emphasis on securing improved farm, home and other local practices. The success of these programmes, more or less lie with the efficiency and interest of a competent field staff, competent specialists, and a meaningful way of relating students to the programmes. Hence, we as teachers, have moral and social, commitments to give lectures, to interpret the recent trends of the community development programme, to create scientific awareness, to participate in adult education and worker's education programmes, etc. We also have the responsibility of preparing developmental projects for the community for its greater interests. Hence, the university has taken up the role for an outstanding training centre for extension workers.

For effective implementation of such tasks, there is a need for good communications and sound administration in the university and college campuses. For this, the leadership role is much more important than the other characteristics. The leader of the institution, be it a Principal or a Vice-Chancellor, must have a positive and constructive approach in this regard. He/She must know the limitations of his/her colleagues and have the ability to prioritise the activities and the tasks ahead, with regard to community services programme, keeping in the view, the institutional limitations.

Self-assessment

4. *Briefly highlight the purposes of a timetable in the context of a higher education institution.*

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5. *What are the responsibilities of the examination branch in conducting examinations?*

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Summary

In this unit, we discussed three important aspects of institutional management with reference to higher education. These aspects are: human resources management, timetable management and management of administrative and allied activities. The management of human resource is a complex process. This is largely associated with the development of human resources, which aims at developing competencies and capabilities of the personnel working in the institution. Hence, the planning of

human resources is much more important than any of its other components. While discussing the managerial components for human resource development, we focused on the recruitment and placement policy, performance and potential level of the employees, preparation of performance appraisal, identification and management of the personal efficacy of the individual, dynamism in the decision-making process, supervisory characteristics, and certain other specific managerial skills like motivation, collaboration and conflict. All these aspects contribute to the effective management of human resources, and hence, were discussed keeping the higher education institutions in the limelight.

Timetable being an essential component for the efficient functioning of an institution, its efficient management is a necessary condition for the overall development of an educational institution. This ensures an orderly and smooth functioning of the institution. Therefore, while formulating the timetable, one must keep in mind certain core principles like the nature of the institution, the timing, academic components and its psychological basis, variety of the subject matter to be covered, flexibility and elasticity, etc.

While discussing the third aspect of institutional management related to the management of administrative duties, we emphasised the managerial responsibilities that have been undertaken by our Principals in the colleges and Vice-Chancellors of the universities in the handling of the administrative activities. The activities which we have broadly listed are: the admission process, the conducting of examinations, evaluating student performances, organising curricular and co-curricular activities, and organising extension activities. In managing each of these activities, a greater decentralisation process is necessary.

Unit-end activities

1. What are the steps you would like to take, to monitor the performance of the I faculty members of the higher education institution you are familiar with? Prepare a model format of the performance appraisal tool for the faculty member of such an institution. (You can refer to Block - 4 of MES - 101 for this task).

Points for discussion

1. Discuss the format that you have developed for the performance appraisal of the faculty member, with your colleague and modify the format, keeping in view their suggestions also.

Suggested readings

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Naik, J.P. (1968), *Educational Planning in India,* Bombay: Allied Publishers.

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UNIT

Aspects of Institutional Management-III

8

Introduction

In the previous unit of this block, we discussed the issues related to management of human resources in the context of institutions of higher learning. In this unit, we shall focus our attention on the process of **material resource management** in an institution. The provision of both material and manpower facilities have not always been optimized for effective and efficient discharge of educational activities. This is due to several reasons. Firstly, the facilities provided to the institution are not always what the educational programmes of the institution require. Secondly, educational facilities in an institution are at times not adequate in terms of the physical infrastructure. Thirdly, the facilities provided are sometimes not efficiently used. Fourthly, the facilities provided to the institutions/are not according to the proper specifications of the programmes, enrolment (present and future), and geographical surroundings and climatic considerations. Fifthly, the facilities lack at times, and the users do not find the place intellectually exciting, aesthetically attractive and materially well provided.

These aspects need to be given due attention by teachers, students and administrators so that proper care can be taken of the needs, requirements; its utilisation in terms of its required material facilities and its impact on the goals and objectives of the teaching-learning process. The planners and managers of educational facilities, therefore, should try to synthesise the physical aspects of the management-ambience of the institution, both within and without, and the mental capacity of the teachers and students to teach and learn. In fact, the process of physical facility management must be undertaken in such a way that teaching and learning activities become **imaginative, innovative** and **relevant** to both learners and the society. This would also help in utilisation of material facilities in an effective manner and disseminate the knowledge and information in a proper. direction. To understand the above an attempt has been made in this unit, to look into the dynamics of such material resources management.

Learning outcomes

After going through this unit, you will be able to

- identify the basic elements of material resources being used in your own institution;
- explain the basic considerations to be followed in managing the material resources in your institution;
- assess the utilisation level of the material resources available in your institution;
- identify the basic skills required for effective management of laboratories;
- recall certain issues and problems of laboratory management in your institution;
- analyse each of the components of library management; and
- list out the elements of community resources and analyse their importance for overall development of the institution.

Management of material facilities

Lately, the management of material facilities has been given considerable attention in the overall planning and management of institutions of higher learning. Material facilities, as a whole, play an important role in undertaking of both curricular and extra-curricular activities in an educational institution. These material resources are in the form of **teaching aids, laboratory equipment, library equipment, cultural aids, sports and games equipment,** and also **other office equipment.** There are other types of material facilities which are identified as consumable articles used in laboratories such as furniture, etc. The overall management of these facilities is based on following considerations:

i) determination of material facilities required:

ii) specification of the facilities according to requirements;

iii) quality determination;

iv) quantification of needs as per requirement;

v) development of per capita requirement indicator;

vi) staggering utilisation process;

vii) optimum utilisation;

viii) saving material facilities by avoiding wastages and underutilisltion;

ix) maintenance or inventory control of material resources; and

x) maintenance of materials, consumable and other related physical facilities.

We will now discuss each of these in detail.

Determination of material facilities

From the very beginning, we must be clear about the types of material resources needed for undertaking the different activities in a college or in a university department. The single most important activity undertaken in an institution of higher learning is invariably, imparting instruction to students. In fact, this refers to the processes of teaching. The instructional methods employed in teaching-learning process have remained traditional since long. From the Hellenistic period till today the procedures largely been followed have been (i) the lecture method, (ii) the seminar method, (iii) the conference or tutorial method, and (iv) the laboratory method. Innovations of outstanding nature have been very few and far between. This traditionality of teaching procedure has, therefore, also traditionalised the type of material resources which are generally required for academic and curricular related activities. The change that has taken place in recent years is the use of modern communication technology especially computers and the Internal the management of material facilities, and therefore, requires that should first bean appraise the existing teaching-learning process, and also a visualization the future needs in the context of efficient and effective teaching-learing process.

In a similar manner, the management of material resources required for other purposes should also be carried out. This, utlimately, helps the institution to see itself within and outside the system, so also identifies its strengths, weaknesses and opportunity in the comparative context. It will find its place and justify its existence and relevance by both self appraisal as well as by the expectations and appraisal of those who have a stake in it. By complementarity, it will establish its relation with other institutions horizontally by extending and receiving mutual cooperation.

Specification of facilities required

The management of material facilities also requires specification of materials being used in the institution. This specification refers to the description of materials in the context of their utility, use and procedure. If the materials procured are not specified by their use and utility, there is a possibility of their being under-utilised, or their utilization may be faulty. It may also happen that the facilities are not used where there are most needed. The specification procedure helps to ensure that facilities are being used in the context of the immediate needs of the institution.

Quality determination

Over the years a vast array of materials are available in education. Some materials are qualitatively high while some are sub-standard in nature. It is, therefore, important to determine the standard of the materials, so as to derive maximum benefit by their use. Institutions of higher learning all over the world and particularly in the third world countries face a resource crunch. Given this scenario, the quality of products that need to be procured should be ensured so that they can be used over a prolonged period. Materials of sub-standard quality require frequent replacement thus leading to a wastage of scarce resources.

Quantification of needs on per capita basis

The fourth consideration involved in the management of the material resources and facilities is the quantification on the basis of per capita requirement. Looking into the vast expansion of higher education that has taken place in a country like India, it may not be possible to provide material facilities to all at one point of time. Hence, with the given material resources the management is required to improvise the use of these resources in such a manner that not only is the institution benefitted but also each of its units get it shared. This can be done by proper planning of facilities, by preparing a proper timetable and by proper space utilisation. Time management and space utilisation in terms per capita hour need to be calculated if per capita facility requirements is to be quantified.

Development of per capita requirement indicator

For an efficient management of material resources, along with the quantification of per capita need, it is necessary to develop per capita material requirement indicators. This is defined as the amount of material facility required to produce a given amount of output. It is possible to put together combinations of various material facilities in an input matrix and over a period of time this has to be measured, in order to find the extent to which the various input combinations have influenced the outcomes. It is, of course, a time-consuming process. But it cannot be ignored, especially, during a period when facility provisions are shrinking and demands are increasing. The following figure provides an idea of preparing a material utilisation chart.

Type of Activity	Material given	Norm require-ment	Required	Gap between given & Norm	Gap between given and requirement	Under utilised	Effectively utilised	Remarks
Academic								
1) Teaching-learning process								
ii) Library activity								
iii) Library etc.								
iv) Any other related to curricular activity								
Extra Curricular								
i)								
ii)								
iii)								

Games & Sports	
i)	
ii)	
iii)	
Cultural Activities	
i)	
ii)	
Extension-Education Activities	
i)	
ii)	

Figure 1 Material utilisation chart

Staggering the utilisation process

In our institutions of higher learning, subjects and methods of instruction have remained static over a fairly long time. Radical innovations in the content of subjects taught and methodologies used in the teaching have been rare. As a result, it is necessary to know what type of material facilities are available in the global system, and how they are being used during the teaching-learning process, cultural events, sports and games sessions, laboratory practice, etc,. This will definitely help us to know the materials that are scarce and in short supply, and stagger their use among various faculties, department classrooms and groups. The management of these facilities, calls for streamlining of the process by gathering information based on, time or requirement, by whom the facilities have to be used and in what context. A checklist would reveal the requirements, and what steps need to be taken to supply the facilities to various groups. Hence, time staggering in the context of use of material facilities is very important in materials management.

Optimum utilisation of material facilities

It is always important to look into the various usages and the extent to which available materials are being used in our institution. We must ascertain whether available materials are under-utilised or being correctly utilised. The optimum level of utilisation can be perceived only by identifying the extent of utilisation of material by all groups, and the means by which they are used so that they do not remain idle or under utilised. For example, a rural and materially starved college may have only one 'Globe' for three groups of students who might require to use it during the teaching-learning process. Since it is not possible for the college to procure separate 'Globes' for each individual, group, the problem of shortage like this can be solved by staggering the time schedule for three groups. The availability of space for utilisation of material must also be considered. The material must be available near the place where it is required or be placed at a central point for easy access without wasting time to reach, or damaging the commodity by transporting it from one place to another for each individual group. The optimum utilisation process of any material is, hence, sequential, complementary and interdependent.

Saving material facilities

One of the important aspects of material management is saving the material. The saving process has two aspects: (i) It should be protected from damages due to wrong handling, wrong storing, wrong maintenance and over utilization, (ii) it should

be saved for others as well. In an institution students will come and go. The materials used by one group, or generation of learner have to be passed to another group or coming groups. Many items will no doubt be discarded, many will become outdated and many of them are for single use only. However, there are materials which may have longer life if properly used, and could serve several generations of learners. The use of valuable materials for longer periods could be ensured both by meticulously saving them from damage and avoiding over and unnecessary utilisation.

Maintenance of material facilities

One of the most important aspects of material management is the maintenance of material facilities. It has two important dimensions: (i) it lengthens the life of the materials, (ii) it keeps the materials in a good condition for effective and efficient utilisation. The cost of materials escalates. Besides the number of users also increases. This poses a serious challenge to both the personnel and the clientele.

The material maintenance personnel of the institution are generally called its custodians. An alert and knowledgeable custodian can save enough resources by proper maintenance and by paying attention to various things like water leaks, lubrication of equipment, rusting of instruments, repair of furniture, etc.

The first task towards better maintenance is to train physical plant personnel. Due to the advancement of technology and knowledge, today's institutions of higher learning need to acquire new equipment. Like teachers who need to update their knowledge and information base, the physical plant work force too requires to know the operation procedure and maintenance processes of the new equipment. Hence, a physical plant personnel must

- have thorough knowledge about various tools, processes for cleaning equipment, and methods of their use in various phases of maintenance and operation;
- have adequate skills in using various tools and materials; and
- possess a scientific attitude towards the study of various phase of custodian services in order to effect efficiency and economy of time and energy.

Looking at the existing scenario of our institutions, one finds that in most cases, human elements like collective and/or personalised responsibility are lacking in organisational structure. As a result the material facilities supplied in the institution for different purposes, are sometimes used in a hasty and unsystematic way. There are many occasions when these are misused and are used even when not necessary.

To prevent this, the management will have, at the very outset, to categorise each material facility according to its utilisation possibilities and the clientele for which it is used. A clear account of each material item is an important element in material facilities management.

Along with maintenance of accounts, a detailed description of each material item in terms of its procurement, utilisation, maintenance and storage procedures should be prepared. This will be a great help to the users.

An important aspect which needs to be always kept in view while maintaining material facilities, is to prepare the condition-profile of each item. This gives an idea of the current status of the material. The physical condition of many items, in terms of their quality and quantity, do not remain same throughout their life. Neither can they provide uniform service always. If the condition-profiles of various items are available it would give an idea as to which items in the stock have to be discarded, replaced, repaired and maintained. This could be done by preparing a detailed checklist of various items thematically (utilisation).

To make it more effective, a handbook, giving the details and precise account of the various tools and equipment and methods of their use and maintenance may prepared. This handbook will have a stronger instructional value for educational managers. Hence, the management of material resources does not have any end to it. It is visualised as a continuous process.

In next section of the unit will discuss in detail, the management process of certain specific material resources such as laboratories, library and the community resources.

Self-assessment

1. *What are the steps one would take in maintaining the material facilities in an educational institution?*

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Laboratory management

In teaching-learning process, practical work occupies an important position, particularly, in the teaching of Science, Technology and subjects like Medicine, etc. It is impossible to imagine teaching natural science without practical work. The two basic dimensions involved in the teaching of Sciences are- (a) philosophy and the method of science, (b) the body of knowledge. Unfortunately, Science education has been very narrowly interpreted to mean an acquaintance with a specific quantum of knowledge and the method of Science has generally been neglected in collegiate courses.

A few words about the method of Science in this context may not be out of place. Method of science emphasises enquiry, and, objectivity of observation. The tools used for investigation are based on the body of scientific knowledge and skills and one must know how they have been accumulated over a period of time.

Experimental work must reinforce itself as the basic method of science and, therefore, it should not restrict itself only to verifying certain rules or laws; it should also teach the essentials of design, execution, observation and collection of data and its interpretation. The excitement and motivation in conducting experiments in science has to be built into the laboratory curriculum, rather than being limited to mechanical and repetitive procedural operations.

Laboratory experiments not only help to develop the cognitive and psycho-motor domains of knowledge and skills, but also foster a student's behaviour and attitudes towards the material, and also towards other fellow beings.

Looking into the methodology of experiments, these can broadly be of three types: (i) set experiments in which one verifies a law or a set theory; (ii) open-ended exercises which are exploratory in nature and on which one designs an experiment to a test a tentative hypothesis, which itself is based on some ration are, reasoning and on the basis of observations; (iii) project work which is in the form of a more tangible product such as a report, design, plan, model, etc. Project work can be inter-disciplinary in nature and in that sense it helps to train a person to utilize knowledge

and skills derived from various disciplines in the process of problem solving. The set experiments generally, ritualistic in nature, are undertaken from pedagogical point of view, like learning some basic skills etc.

Any laboratory activity has a few fundamental objectives in teaching-learning process. The objectives are:

- teaching manipulative skills so as to enhance students' manual and observational capabilities;
- teaching application of basic scientific theories to practical problems;
- improving the understanding of various methods and procedures of scientific enquiry;
- explaining the process of natural phenomena in a scientific manner;
- designing and planning an activity;
- cultivating professional attitudes in a scientific manner;
- making continuous comparison of experimental values with theoretical predictions of known results; and
- identifying and measuring actual utility of current researches in sciences; etc.

These goals of laboratory teaching generally help one to gain a perspective on which management process can be based. The modern development process in a scientific world has created a number of problems. Some problems are development-related, while others have cropped out as the aftermath of the very advancement and development of Science and Technology. An identification of the problems which have emerged before and after any scientific and technological advancement, helps us to cultivate right directions in scientific research and enhance real application capabilities in the students. This will eventually replace activities which are outdated and not in accordance with social and economic needs. In most of the cases, students are made in laboratories to do repetitive exercises. Certain activities should be undertaken outside the laboratory situation in the form of small projects. They may involve data collection, say of pollution of rivers and lakes, air, etc., and their analysis. Besides, students must be encouraged to interact with members of the community and specialists in the field. They would gain a lot from the actual life situations and can do a great deal in cultivating scientific-temper amongst the members of the community. This way the laboratory will not remain a concept enclosed in four-walls. It will rather broaden its scope in real-life situation, and will create a process of interaction between knowledge and information generators and receivers.

To achieve these objectives the following specific steps should be taken:

- re-organisation and updating of the curriculum;
- orientation of the teachers;
- orientation of the laboratory-supporting staff;
- development of linkages with the community;
- development of linking with the development agencies at various levels for identification of relevant problems; and
- linkage of laboratory with current problems and their solution.

The above discussion gives us a fair view of the problems and issues relating to laboratory management and how they can be reflected upon and understood. Broadly, the management of laboratory involves the following aspects (Ahmed, 1983):

- Personnel management
- Procurement and maintenance of laboratory equipment
- Procurement, storage and stock keeping of consumable
- Management of laboratory time and space
- Training and orientation of laboratory personnel
- Financial management
- Management of safety

We will discuss briefly each of these aspects.

Personnel management

In a laboratory situation, the following categories of personnel are normally involved:

- Subject teachers
- Demonstrators
- Laboratory assistants and attendants
- Students

A close interaction amongst the different categories of personnel and their level of knowledge and capabilities determine the effectiveness of laboratory teaching. The major aim of laboratory management is how to achieve effectiveness of a particular experiment, and how to increase the efficiency level of personnel involved in it. We would like to highlight certain important roles of each of these personnel,

i) **Teachers:** The teacher are the pivot of any educational system. Their capability, knowledge and information, along with perception and vision enable then to provide a new direction to the endeavour of knowledge mainly by linking their theoretical knowledge to practical activities through students by the medium of laboratory. The skills of teachers are, hence, an important factor in the efficient management of a laboratory. The following set of skills are important in this context:

   - explaining and presenting of information;
   - questioning, listening, and responding;
   - giving directions;
   - teaching demonstrators;
   - helping technicians; and
   - motivating students to learn and experiment.

ii) **Demonstrators:** Demonstrators normally play a very important role in a laboratory situation. The management system of laboratory, needs to see that demonstrators are both intellectually and professionally well-equipped to demonstrate the complicated processes of each observation efficiently to students. They, therefore, need to have the following skills to perform their jobs efficiently (Broan and Atkine, 1988 : 95):

   - observe students at work;
   - anticipate and recognise major difficulties in understanding;
   - give brief, clear explanations of processes and procedures;

- give directions;
- ask questions which clarify difficulties in understanding;
- ask questions which guide students;
- answer questions in a simple, direct and non-critical way;
- offer supportive and encouraging remarks; and
- know when to help and not to help a student.



This is actually the research lab. But we have such a load of administrative work to do that we can't conduct any experiments!
Courtesy: R. K. Laxman

Indeed in subjects like the Life-Sciences and Earth-Science, where new observations are commonly made, and these have to be interpreted, the work of demonstrators is different. The updating of knowledge and skills of demonstrators in, therefore, an important task

iii) **Laboratory Assistants or Technicians:** The laboratory assistants and technicians play an important role in maintaining and preparing appropriate equipment and materials for conducting experiments. In fact, this category of personnel is really the manager of the laboratory. They are familiar with the equipment and their use. The management system of laboratory, therefore, must help them to develop their expertise in both the maintenance and the utilisation of equipments and also on consumer articles.

iv) **Students:** All the above three categories of personnel ultimately have to serve the students in conducting experiments in the laboratory. The students are the real experimenters. The main issue of management of students in laboratory situation, is to know how best students are motivated and prepared, both intellectually and academically, to undertake their experiments. Students come from varied socio-economic and educational backgrounds. Therefore, their aptitudes and intellectual levels are also different. The formation of students into various groups in terms of their academic achievement and inclinations towards the scientific experiments helps the management understand what is lacking in them and what is required from them. Laboratory management is espectes develop a student's balance sheet encompassing various aspects, but it should also aims at improving their experimental aptitude. Besides, laboratory experiment, they should be deeply infused with pedagogical training as well which

would help them to develop and nurture professional aptitudes. The system of management should be evolved in such a way that it must always keep the interest of a student alive.

Procurement and maintenance of laboratory equipment

Laboratories require the procurement and maintenance of equipment - be they for Natural Sciences, Social Science or Languages. However, the requirement of material is different in quantity, and in accordance with the need. Laboratory equipment is procured according to various needs that emerge from a specification of experimental programmes based on subjects taught. The specification process is fairly traditional and normally has remained unchanged in our institutions of higher learning. You will agree that in the present context, most of our institutions, whether they are colleges or university departments, are engaged in teaching traditional science subjects. Innovation in terms of introducing new elements in curricula or abandoning of obsolete elements from the existing curricula is hardly in vogue. Despite this stagnant scenario, there are some imaginative and alternative techniques in maintenance and procurement of equipment.

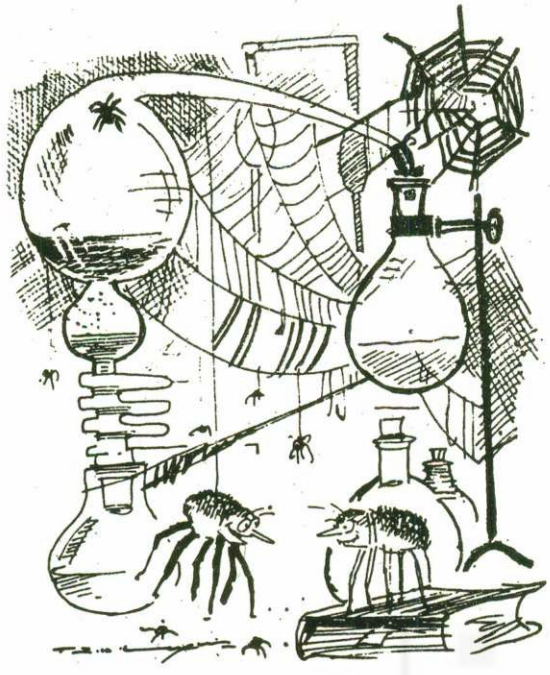
While procurement depends on need specification, maintenance depends on intensity of utilisation. Procurement process has two aspects: (i) equipment is procured according to specifications of needs of various experimental programmes, and (ii) equipment is procured to replace the obsolete one or one which might have been broken or is under repair. To streamline the procurement process, generally a committee is constituted which decides what should be procured and in what quantity and of what quality.

When the equipment required is large, and involves substantial expenditure, the usual practice is to obtain tenders from manufacturing firms or wholesale/retail suppliers. The tender, advertised in newspapers, specify the type of equipment needed, its specification, the quantities required, etc. After ensuring that the quotations sent meet the conditions laid in the tender, orders are usually placed with a Concern which quotes the lowest price. In the case of equipment which are sophisticated and manufactured by a few firms, the institution need not advertise but can approach the firms to quote prices.

Maintenance of the procured equipment is equally important. We are now facing a situation where funds are getting scarce while the demand for laboratory equipment is increasing manifold. To meet this, situation effectively, at least in the short run, the maintenance process and capabilities of the staff responsible for the physical plant have to be increased as an important strategy. Proper maintenance can increase the life span of equipment. This will stretch its service for long duration, thus meeting the growing demands from larger groups of clientele.

Operation process of the equipment plays an important function in education. Procurement, maintenance and operation of instruments and equipment will have to be coordinated in such a manner as to increase the life of the equipment. A check list of apparatus and equipment always reveal the conditions of materials in the institution.

It would be worth considering whether, for the maintenance and repair of equipment, it is necessary to appoint personnel on a permanent basis or enter into a contractual agreement with the suppliers for the repair and maintenance of equipment on the basis of a specified annual fee. The later could save on the cost which is incurred on the salaries of permanent staff who might not have sufficient work to justify their salaries. However, the indifference of most supplier entails delays. After the guarantee period is over, maintenance and repairs become very costly.



The nice thing about this research lab is that the scientists are always out attending seminars. Leaving you completely undisturbed!
Courtesy: R. K. Laxman

Management of laboratory – time and space

Laboratory is not normally used by only one group or class of students. It may be used by several groups depending on the number of students requiring laboratory work offered by the institution. Hence, time management plays an important role in the efficient and effective functioning of a laboratory. Staggering of time, grouping of student and alternative use of equipment and apparatus always bring desirable result and thus could be made available to large number of students.

Management of time in relation to laboratory practices is another aspect besides its allocation which requires consideration. This is related to saving of time by reducing distance in terms of time taken by the students to reach the laboratory. This can be done by planning the campus in terms of its required facilities, and this is only possible at the initial stage of the campus development. This problem, however, varies in magnitude from one institute to other.

Along with time management, **space management** also plays an important role. Escalating land prices, increasing pressure on land and shrinkage of land for institutional purpose have all necessitated the proper utilization of space. Utilisation of space has six board aspects:

- utilisation of space as per educational specification (i.e. for laboratory requirement);
- utilisation of space in terms of working and available time;
- utilisation of space per student unit;
- utilisation of space per laboratory programme;

- utilisation of space in terms of apparatus and equipment installation capacity; and
- utilisation of space for future purpose or programmes.

Training and orientation of laboratory personnel

Training and orientation are considered important elements in the process of development of personnel. Today knowledge and information levels are increasing at a fast rate. To cope up with this situation, laboratory personnel have to be trained and oriented to acquire new knowledge, be familiar with modifications, changes in equipment and be equipped with new techniques and procedures of management.

The content of training and orientation programmes should be such that they supplement and improve .basic skills of the personnel. Besides, training needs should correspond to management requirements and must be strategic and operational.

To bring any significant change in this context one must look into two different dimensions, i.e. (i) **motivation** of personnel involved, and (ii) a **workable** and **participatory perspective.** Both these factors could be developed to bring about a positive change by providing proper training to personnel, especially the demonstrators, technicians and students.

Financial management

Financial aspect in laboratory management should not be ignored at any cost. Any laboratory practice requires both apparatus (equipment) and consumable items to carry out various tests. This involves certain recurring expenditure. The management would have to see that every experiment is effectively used and materials are not wasted or remain underutilised to make it financially viable. The cost can also be reduced by group-learning. This helps in bringing down the per capita student cost.

There have been, in recent years, a number of developments which have helped to reduce live-experiments and, thus, save apparatus and consumable and chemicals. Of these, computers and audio-visual aids are the most important. Although they are not substitutes for experiments, they help a great deal to augment students' capabilities.

Management of safety

Safety is an important dimension in laboratory management. There are materials, especially chemicals, which are safe to handle, others which require considerable care and caution. A primary knowledge on the part of the demonstrators, technicians and, particularly students is imperative. Studies on safety practices have suggested several measures that need to be adopted conducting experiments and maintaining the laboratories. As a preliminary task, students using laboratory should be oriented to the safety measures that are essential so as to avoid any accident in the laboratory. One must be aware of the following basic precautions before actually conducting any laboratory experiments:

- Elementary precautions like in handling glassware, chemicals, electric appliances, etc.
- Display of charts which indicate what to do in case of an accident.
- Location of fire extinguishers.
- Proper placement of the firs-aid box.

It is useful to bring out a booklet giving details of the various aspects of the laboratory management and this should be easily accessible to all concerned. This booklet can also be used as a guide book while conducting experiments in the laboratory.

Self-assessment

2. *State at least of the three fundamental objectives of laboratory activity in teaching-learning process.*

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3. *What are the two different dimensions one must keep in mind while procuring the equipment for laboratory?*

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Management of library

The history of development of the library is synonymous with the development of education and educational institutions. Accumulation of knowledge and information has been possible because of invention and innovation of library by mankind. In fact, libraries, for centuries, have served as the most important depositories of human knowledge and information. The whole educational endeavour in terms of knowledge of the past and present is deposited in library, a concept whose meaning could only be understood, if it is seen in the context of human civilization.

Libraries have rightly been considered as the temples of knowledge. Though not directly involved in imparting education, their potential role as custodian and disseminators of knowledge is immense. In an institution of higher learning, library plays an important role to develop the spirit of enquiry, initiative, scientific temper, conceptual clarity and linguistic skill for effective speaking and writing amongst students. As libraries have been considered an important component of instructional system, it is necessary to see how these have been organised and managed for the effective teaching-learning process with special reference to our higher education system.

Organisation and management of library

In an institution of higher learning, a library is considered as an institution itself. Each of its components, such as organisational structure, management procedures, functions and services, has its own typical characteristics in terms of its management and operation. Every member of the institution is organically linked with the activities and services of the library. We have given below a typical example of the organisational structure of a college library.

The day-to-day functions are normally entrusted to the above functionaries. They are all the formal functionaries of the library. Along with these functionaries there is a committee known as the library committee which takes stock of the day-to-day functioning of the library. The library committee is simply a recommendation body. Their functions and tenure are decided by the Principal/Vice-Chancellor.



Figure 2 Organisational structure of a college library

The structural organisation of the library system is generally as indicated in the figure

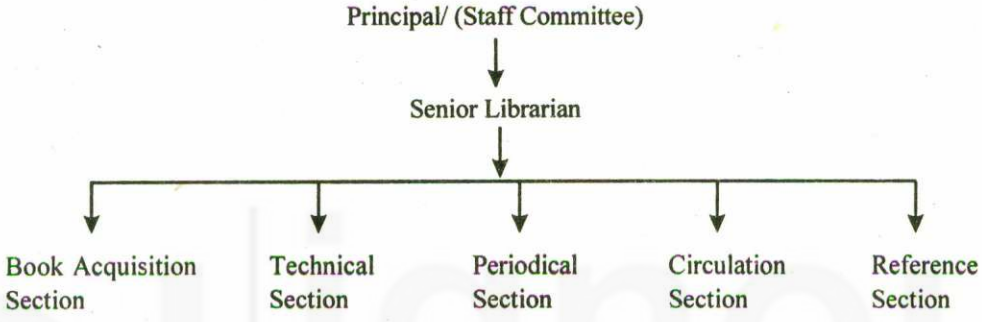


Figure 3 Structural organisation of library system

Before discussing in detail, the management aspects of a library, it would be appropriate to consider the available physical aspects of a library which would consist of:

i) infrastructural facilities i.e., building, rooms, auditorium, store, etc.;

ii) equipment;

iii) books, journals, periodicals, audio-video materials, etc.; and

iv) miscellaneous consumable items.

i) **Infrastructural facilities:** All higher education institutions must have an attractive, spacious, well-equipped and functional building for its library. Outwardly, the building should be in harmony with its surroundings. Its architectural features should be such that it is seen as a charming place to work in. A library must be easily accessible to readers for whom it is primarily meant. There should be enough space for future expansion. Another important aspect of library infrastructural facilities is space distribution. Castaldi (1987) has suggested an ideal space allocation provision for each library as:

- thirty square feet of floor space for each reader using the library;
- one hundred feet of floor space for each staff member using the library; and
- fifteen volumes per square foot of floor space for keeping the shelves in the library.

Another aspect of space distribution is related to services. It has generally been the practice that better services in a library are given through its administration, technical processes, circulation, referencing and borrowing procedure; which are normally kept

in the ground floor. The main components of the infrastructural facilities of a library are:

- Administrative Office
- Book stock rooms
- Acquisition department
- Catalogue department
- Process department
- Circulation department
- Periodical section
- Reference section
- Display section
- Newspaper and magazine section
- Store room
- Common room
- Reading hall
- Audio-visual media room
- Language laboratory
- Toilet facilities
- Browsing section
- Instructional-material production area
- Photo-copying room
- Viewing room
- Students and faculty corners, etc.

ii) **Equipment:** Once the infrastructural facilities have been provided, one has to consider the requirement of equipment. Services can not be efficiently rendered if the library is not well-equipped with both technical equipment and furniture.

The important equipment that any library requires is:

- Bookshelves, almirahs and stacks
- Catalogue box
- Reading tables chairs and tables
- Book display board
- Periodical and newspaper stands
- Trolley
- Computers
- Audio-visual components
- Reprographic equipment
- Energy equipments, etc.

The above materials and equipments are of permanent nature.

An essential component is proper lighting while the placement of windows, sky lights etc., should be such as to allow natural light to flow in. One has to consider the placement of electric lights in such a way as to provide enough light to readers without causing discomfort to their eyes. In our institutions, the comfort of readers is generally neglected in planning the provision of library facilities.

iii) **Essential items:** The most essential items, which a library stands for are:

- Books
- Journals
- Magazines
- Periodicals
- Reference Works
- Audio-visual media like-films, slides, micro-films, CD Roms, software, etc.

Proper precautions must be taken while storing, using and maintaining such materials. This ultimately enhances the services of the library for its users.

iv) **Miscellaneous consumable items:** Some of the important consumable items required for any library are:

- Library index-cards
- Paper
- Adhesives tape/gum and other loose maintenance materials
- Toilet items like soap, detergent, etc.
- Moth repellent
- Any other items as and when required.

Important functions of library

The major issues of planning and management of any library lies in their functions. A brief detail about those function will illuminate us and help us focus on the management issues. A library performs number of important auxiliary functions and they may be grouped into following major categories.

i) **Administrative functions**

The salient feature of the library administration are the policies that guide the overall work of the library. Besides, it also coordinates, controls, and regulates other departmental works. It decides the relationship with its teaching staff and research programmes to be undertaken in and outside institution.

ii) **Technical function**

The technical functions of the library are under the jurisdiction of its technical section. These are:

a) **Acquisition of Books:** Books acquisition is always cumbersome but is one of the most important tasks of the library. Book selection requires a high degree of co-operation between teachers and the librarian.

b) **Acquisition of Library Materials in planned manner:** Once books are acquired, they it must be preserved in a proper and systematic manner. For this, bookshelves, Stack, etc. and other related materials, must be acquired by

the technical department. It should also acquire simultaneously other materials for quick and expeditious handling of books, documents, etc.

c) Placing order to acquire the required materials.

d) Making requests for library equipment repairs.

e) Completing travel brochures and handling petty cash.

iii) **Functions of cataloguing department**

Given below are some of the important functions performed by catalogue department:

a) Processing of books according to established procedure i.e. authorwise and subjectwise.

b) Description of books according to:

- name of the author;
- title of the book;
- place of publication;
- publisher;
- date of printing;
- number of pages;
- illustrative material included in the book size; and
- Assigning call number etc.

iv) **Functions of circulation department**

The functions of circulation department are:

- delivery of books to borrowers;
- collection of books from borrowers;
- stock maintenance, restoration and shelving of books;
- paging of books;
- charging and discharging of books;
- keeping account of fines and other charges;
- searching for items missing on the shelves; and
- enhancing the services to the patrons, etc.

Four other services are also rendered by this department:

a) **Service of reserve room:** This facility is extended as per requirement of the faculty and its collections are mostly assigned by the faculty members.

b) **Reference services:** This service is extended by:

- informing and assisting users about collection of books and resources and finding them out;
- keeping the collection of reference books, periodicals, and government documents;
- answering requests for information;

- loaning out materials; and
- borrowing materials for students and faculty members.

c) Browsing services: Newly arrived books or rare books must be displayed for browsing by students and amongst others faculty members.

b) Departmental library services: These includes:

- assisting in establishing departmental library;
- selection of books for the departmental library;
- charging and discharging of books and documents from the departmental libraries; and
- encouraging the students to take responsibilities for the departmental libraries.

The organization of library services-either open-shelf system or closed shelf system, needs consideration. Generally a mixed system operates in the libraries of our institutions. While some books are available on open-shelf basis, for others-such as reference materials – specific request has to be made to library staff.

Human resource development in library

Like the laboratory, human resoruces play an important role in efficient functioning and management of the library. We discuss some of the imporant dimensions of this aspect.

The Kothari Commission (1964-66), while stressing the role of human resource in the context of library development stated that:

> " A collection of books, even a collection of good books, does not constitute a 'Library'. Given enthusiastic teachers who teach with books, and librarians who can cooperate with them in converting the library into an intellectual workshop, even comparatively small collection of sensitively chosen books may work wonders in the life of students. Without such staff, the most luxurious building or extensive book collection, may have no effect at all. The object of library planning is not to build a collection of books unrelated to class-work, laboratory research and conference room. The object is rather to relate book selection, organisation of the books, conditions of access and all library activities to the daily needs and activities of the academic community, both professionals and students. "

The training for human resources in the context of library management can be grouped as under:

i) **Library staff:** No matter how excellent the resources of the library, its utility will increase if it is under the direction of trained personnel both professionally and providing training inputs academically, who can communicate from library's resources maximum information to students and teachers. It is, therefore, imperative that the library personnel are selected properly, trained adequately and allowed to develop their professional excellence for the efficient functioning of library. An important aspect is then the orientation and attitude.

ii) **Students:** The present system of education in general and library management in particular, does not involve students in anything more an listening to lectures, and reading lecture notes that are provided by teachers. The teachers ought to initiate the necessary steps to get rid of textbook centred teaching and instead, adopt library-centred teaching. It is their responsibility to correlate classroom teaching with the reading materials available in the library. Libraries could be

undoubtedly thought of as place which encourage the process of self-education amongst students in the absence of teachers. Students should also be involved in the various functions of library management. This will develop a sense of participation amongst them.



It has proved surprisingly popular! That's the new section I've opened in this library!
Courtesy: R. K. Laxman

iii) **Teachers:** The modern system of education expects a teacher to initiate students into the many vistas of the universe of knowledge. He/She plays an important role in promoting in students, the habit of utilising library facilities. Libraries are also helpful to teachers in keeping them abreast of development in their field of interest and expertise. Hence, all teachers in the institution must be oriented adequately to use library facilities which help in getting maximum satisfaction and save their precious time.

We have discussed various aspects, especially organisational and material aspects, and outlined the various functions performed by a library in an institution of higher learning. We must focus our attention on certain other dimensions like (a) determination of requirements, (b) determination of quality, (c) collecting and analysing past needs, requirements and utilisation levels, (d) anticipation of future needs, requirements and utilisation of library facilities, and (e) building broad indicators for measuring materials, facilities and human resources utilisation. This exercise should be diagnostic and must be organised step by step as pointed out and discussed in this unit. We have also described at length various principles and procedures of acquisition, utilisation, storing, maintenance and operation of material facilities. These principles and procedures are equally applicable to library material facilities also.

Self-assessment

4. *In the following exercise, column A represents the different functions of a library in an institutional context while, column B shows the activities to be undertaken by the library. Match the function as indicated in the column A with activities shown in column B.*

Column A	Column B
i) *Technical function*	i) *processing of books*
ii) *Administrative function*	ii) *collection of books from borrowers*
iii) *Functions of cataloguing department*	iii) *formulating library's administrative policies.*
iv) *Functions of circulation department*	iv) *aquisition of lands for library*
	v) *acquisition of books*

Management of community resources

Community resources comprise both material and human resources. Of material resources-land, finance, furniture and other materials are important. Of human resources-cooperation in meeting manpower needs, making accommodation facilities to house various activities when needed and providing a kind of congenial ambience for educational activities in the institution-are important. resources for the purpose of better management of both material and human resources, all facilities in this category should be specified according to the educational.programmes in which they are required. This will help us to chalk out a clear idea of the need, requirement and possible mobilisation of facilities in both qualitative and quantitative terms. Not only this, once educational specifications of the facilities to be procured or those that have already been procured from the community has been made, it would be possible to prepare a phased programme for their utilization.

This could be done efficiently if a management team of teachers, students and community members is constituted. Such a management structure may help in planning, supplying and using resources in a more systematic manner. We give some details on certain important community resources and their role in the function of educational process.

Community resources

The resources generally generated by the community for the educational processes comprise (i) land, (ii) finance, and (iii) other physical facilities (such as furniture, accommodations etc.)

i) **Land:** Establishment of any educational institution requires space. In many cases space is donated by the community. In the past such a donation was forthcoming without difficulty as open space was abundant and land price very low. The situation has, however, changed dramatically and procurement of land for establishing new institutions or expansion of the existing ones has become difficult. In such a situation community resources in the form of space donation, at low or nominal price plays a vital role in establishing institutions and expanding the existing ones. Now if this vital facility is not managed properly and the community which provides this does not have faith in the institution's capability to manage the resource, the future of the institution obviously will not be bright.

The management of this resource also requires different types of skills and techniques. The most important technique is that of extending institutional sources to the community to solicit its co-operation.

ii) **Finance:** In a developing country like ours, the major problem faced by educational institutions is the paucity of funds. Government grants have been

dwindling over time, while demand for education has been increasing at an astronomical rate. The widening gap between resource needs and resource availability has assumed an alarming proportion in many institutions causing considerable concern to both educators and educational planners. Hence, liberal financial contribution has to be made by the economically well-off people of the community.

This has virtually dried up in recent years, though these people reap the benefit of higher education more than the socially and economically disadvantaged sections. The requirement for financial resources from the community has two dimensions i.e. first, that of resources already obtained; and second, the resources that are to be mobilised. The management of the first dimension has different set of management problems. One such problem is as to whom the financial accounts be submitted after the utilization of resources. As regards the second dimension, the problem is to find from where the financial resources can be procured either on a loan or a donation basis. To solve these two problems a committee could be appointed to manage financial resources from the community.

iii) Other physical facilities: Many institutions of higher learning in the country are financially not viable. They even fail to provide basic minimum material facilities required to operate educational programmes. In such circumstances, community resources in the form of furniture, etc. would be of great help. Since the owner of such facilities will be the community members, proper account has to be maintained, so as to bring it to the notice of the members. The process will serve two purposes-first, community members can see the pattern of use of the facilities; and second, future needs will also be known to them, thus building their confidence for future assistance.

Many institutions of higher learning lack proper accomm dation, or are short of provision for accommodation. For institutions accepting accommodation from the community, the management of this facility, at times, poses special problems like its suitability for educational purpose viz-a-viz the surrounding area. In such circumstances, only a management team which is innovative and imaginative can successfully solve the problem by enlisting more community co-operation.

Processes of acquisition of community resources

Community resources are acquired by (i) donation or gift, (ii) purchase, and (iii) exchange. Each process has its own management problems. In our country, some colleges are fully financed by Government and are under full control and management of either the Central or State government, while some colleges are financed partially by the State and/or Central governments, and are known as aided colleges and their management may be under a private management body constituted under a society or a trust. Then, there are also colleges which are not eligible to receive funds from Government and these are private colleges. They remain fully under private management. It has been observed that the last category of colleges receive a large chunk of their resources from the community. In fact, their survival is solely dependent on the community's resources and its goodwill. Proper management of resources drawn from community in such cases, becomes important. Other types of colleges are also dependent on community resources to a certain extent. The dependence, however, differs in magnitude amongst different types of colleges.

One must remember that community resources should not be understood in a narrow sense. They do not refer only to resources received from individual members. They also include resources received from non-governmental organisations, corporate bodies, governmental organisations, development agencies run by both government and non-government departments and institutions.

Education process is undergoing a perceptible change both in quality and in its contents. Resource scarcity and education's links with development and social well-being have made investment in education as one of the major functions of the Government. Since it is an important investment it can no longer be an exercise without direction and goal. Today's socio-economic needs of both individual and society at large, determine the utility of education.

Given the level of expectation, which is high, it is becoming increasingly difficult for many institutions of higher learning to muster resources to meet demand. For instance, some institutions want to link some of their educational programmes with development and knowledge and dissemination activities in the community. In such a situation what should the institution do? It should look for community support for necessary equipment and expertise. This can be made available if proper care is taken to identify the sources and enlist the cooperation of people who would be interested in getting involved both at the community and institutional levels.

Self-assessment

5. *What steps should be taken for effective management of community resources?*

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Summary

In this unit we have discussed certain considerations to be followed for managing material resource facilities in our institutional contexts. The considerations which we have talked about are, how to determine and specify the material facilities, their quality and quantity determination, their utilisation and maintenance process, etc. As activities in the institutions are centred around the teaching-learning process, the overall management of the given and forthcoming material facilities is not an easy task. For example, the management of our laboratory and library facilities require more skilled manpower, who are proficient in them. In this context, we have touched upon certain broad aspects which need special care, such as personnel, equipment, time and space, finance, management of safety, etc. Unlike the laboratory, a library has its own department such as technical section, catalogue section, circulation section, reference section, browsing service section, etc. Each of these sections has its own responsibilities which are to be undertaken. However, the coordination of the activities undertaken by each of these sections, in all units of the institute depend on the efficient management process. In the last section of this unit, certain issues related to management of community resources has been highlighted. Community resource comprises both material and human resources. The acquisition and management of such resources need a clear understanding about the community and its requirements and making it operational through the institute of higher learning.

Unit-end activities

1. List out the different activities both curricular and co-curricular undertaken by an institution of higher learning that you are familiar with. Prepare a list of materials which are being used for these purposes. Draw a material utilisation chart for each of these material resources by giving all detailed specification.

Points for discussion

1. Discuss the specific problems you normally face in using the library facilities. What are the measures that you would like to suggest to improve the efficiency on library management of your institution.

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It would be of interest for you to know that, for the purposes of career advancement, the UGC has recognized the PGDHE as being equivalent to one orientation programme for teachers from all disciplines except education and equivalent to two refresher courses for teachers from the discipline of education.

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