



Cost and Budgeting

**Management of
Academic
Resources**

**Concept,
Importance
and Need**

**Strategies for
Quality
Improvement**

**Management of Student
Support System**

**Management of Human and
Administrative Resources**

3

“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गांधी



“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”

— Indira Gandhi



Block

3

MANAGEMENT OF HUMAN AND ADMINISTRATIVE RESOURCES

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BLOCK 3 MANAGEMENT OF HUMAN AND ADMINISTRATIVE RESOURCES

Introduction

Human resource is an increasingly broadening term that refers to managing 'human capital', the people of any organisation. It has moved from a traditionally administrative function to a strategic one that recognises the link between talented and engaged people and organisational success.

Human resource management is the function within an organisation that focuses on recruitment, management and providing directions for the people who work in the organisation. It is the organisational function that deals with issues related to people such as compensation, hiring, performance, management, organisation, development, safety, wellness, benefits, employee motivation, communication and training. This block comprises three units. Let us briefly discuss them below:

Unit 10 deals with **management of student support system**. Student support is a vital and important component in an education system. It aims at facilitating learners as per their requirements by providing timely and appropriate academic support and in turn facilitate learning.

The unit 11 titles **management of administrative resources**. It discusses the need for availability of the physical resources required to carry out planned activities in the institution. It also involves identifying the requisite resources and planning their uses effectively, efficiently and taking corrective action. It further discusses the administrative setup and resources in the context of institutional management.

The title of the unit 12 is **management of human resources**. Its function includes a variety of activities, and key among them is deciding what staffing needs to have and whether to use independent or hire employees, ensuring their high performance, dealing with performance issues and ensuring personnel and management practices conform to various regulations. Further it also discusses importance and approaches for management of human resources in institutions.

MES-044 Institutional Management

Block-1 Management of Curriculum

Unit-1	Classroom Management (Instructional Management)
Unit-2	Curriculum Transaction
Unit-3	Management of Evaluation
Unit-4	Management of Academic Resources
Unit-5	Management of Curricular & Co-curricular Programmes & Activities

Block-2 Management of Financial Resources

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Block-3 Management of Human and Administrative Resources

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Unit-11 Management of Administrative Resources

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Unit-13	Concept, Importance and Need of Infrastructure Management
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Block-5 Total Quality Management

Unit-16	Quality Control, Quality Assurance and Indicators
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UNIT 10 MANAGEMENT OF STUDENT SUPPORT SYSTEM

Structure

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Student Support Services: The Concept
- 10.4 Student Support Services in the Higher Education Sector
- 10.5 Managing Student Support System
 - 10.5.1 Pre-Course Information
 - 10.5.2 Admission Related Information
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- 10.6 Evaluation Methodology
- 10.7 Contextualising Student Support System
 - 10.7.1 Support Service in Conventional System
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- 10.8 Let Us Sum Up
- 10.9 Unit End Activities
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- 10.11 Answers to Check Your Progress

10.1 INTRODUCTION

Education is not acquiring information but the art of acquiring the right information and putting it to use wherever and whenever needed. It starts at the first breath of an individual and continues till the last breath. Education is dissolving distance between ignorance & knowledge, darkness & light. Narrowing the rifts and bridging the distance is the essence of education. It is in this context, the higher education institutions play a very crucial role for not only total development of the citizen, but also build nation to meet its socio-cultural challenges. To make the educational system more effective and operative, it is essentially to draw an effective support system in the educational institutions, more specifically in the context of higher education institutions, to not only build the confidence of its learners but also give them desired direction for achieving the objectives of the institutions.

In the context of distance education, the student support services is more so visualized from the stages of the course design to development and production of instructional packages and till the delivery of the same is made to each individual learners. As been observed the increased demand for distance education is due to highly effective and personalised mode of teaching and making use of new contemporary information and communication technologies. Just as the corporate houses are customer oriented, the distance education institutions are learner oriented. As this is free from constraints of class room 'teaching' and giving emphasis on 'learning', it is beyond the boundaries of time and place. **Hence to facilitate learning, distance education institutions give more emphasis on not only**

evolving multi-media approaches with multi channel delivery modes of learning but also creating a sustainable support system to address to the varied needs of their learners. An attempt is made through this unit to give you an overview on the student support system in the higher education institutions.

10.2 OBJECTIVES

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

- explain the various facets of student support system in higher education institutions;
- describe the need and strategy for effective management of the support system;
- develop strategy plan for drawing effective academic support system; and
- illustrate cases on academic support system of various higher education institutions.

10.3 STUDENT SUPPORT SERVICES: THE CONCEPT

The student support services in an educational institution provides opportunities to the learners for basic inputs related to academic programmes offered and their relevance in the contemporary socio-economic context, facilitating academic development. It assists learners to meet the challenges related to course work, serves to sustain and motivate learners towards the successful completion of the course work, and thereby ensures greater retention rates in participation in the coursework.

As been conceptualized in the context of higher education, the main aim is to promote independent study habit with minimal support from the institution. To concretize this, every institution extends support to its learners, which comprises of a variety of facilities and activities that are intended to make the teaching - learning process easier, flexible and more interesting for the learners. As one observes in the context of open and distance education system, all these activities are beyond the production and delivery of course material and assist in the progress of students in terms of learning, interacting and effective communication (Simpson, 2000) and, therefore, the support system may range from study centre counselling/ tutorial support to administrative problem solving (Rumble, 1992). Lewis (1984) had emphasized on the kind of support services the distance learners need at various stages of their study linking to various forms of support services one requires to successfully complete the coursework. Hence due to the physical distance between the provider institution and learners effective student support services is considered to be very crucial in the distance education system.

In recent years, many of the institutions in the conventional system (face-to-face mode) have also created credible system of student support service for guiding the learners from the stage of pre-course counseling to off-course advice. This has gained importance not only due to the competition among the institutions to attract serious learners but also establish the credibility of the institutions before the general public.

10.4 STUDENT SUPPORT SERVICES IN THE HIGHER EDUCATION SECTOR

Educational institutions are mandated to impart instruction. For this they have to decide programmes and courses of study, design and develop curricula, decide the learning outcomes, evolve suitable teaching – learning strategies, and formulate the criteria of assessment and certification. The instructional system of the institution has to be in conformity with its mission and goals. An important aspect of the programmes offered by the institution, particularly at the higher education level, is the extent of flexibility and autonomy exercised while deciding the programmes and content. This varies from one institution to the other and each decides on the programmes to be offered and their content. However programmes from various institutions, have to be at a comparable level by way of depth of content, standards, of assessment and achievement so that equivalence of qualification may be ascertained.

The instructional system should integrate all possible channels of learning like, classroom, teachers, laboratory work, group work, projects, self study etc, instead of relying only on classroom engagement. This multiple media approach to instruction will optimize learning outcomes.

Effective management of student support in higher education is also dependent on assessment of the learning component. Since teaching-learning is affected over a long period of time, educationists vouch for a system of continuous evaluation of the learning outcome rather than a terminal assessment system.

The important considerations in this regard are:

- i) Content, structure and provision of flexibility in the choice of content.
- ii) Instructional procedures clearly spelt out.
- iii) Well defined assessment procedure.

These premises determine the learning contract between the student and the institution and should therefore be conveyed to the student clearly and objectively, before the student makes a choice.

Along with the details of the number and type of programmes offered by the educational institution, the students will be keen to know the different types of support services provided by the institution. These student support services will facilitate smooth progress of learning throughout the duration of study. The level of learner achievement will depend largely on the quality of support service provided to the learner.

The student support services normally provided by higher education institutions can be categorized as follows:

- provision of information about programmes and courses, teachers and their qualifications, admission procedure, teaching learning methods, assessment procedures, criteria of assessment, awarding grades, procedures for setting disputes about assessments, admissions, etc. about the teacher schedules, library work, laboratory work, tutorial, examination schedules etc. This will help them to gauge the academic rigour of any particular programme.
- Provision for other curricular activities like sports and games, cultural and social activities, community activities, group works, travels and competitions.

- Residential facilities and participation in their management.
- Participation in student association activities.
- Financial support provision like loans, scholarship, part-time employment opportunities.
- Guidance and counseling services, including provision for placement of successful students.

Management of student support services poses a big challenge for the administrators and faculty of the educational institution. Student satisfaction and achievement will depend primarily on the adequacy and quality of these services (IGNOU, 2001).

Check Your Progress

Note : a) Space is given below for writing your answer.

b) Check your answer with one given at the end of this unit.

- 1) Enumerate a few types of services that an educational institution needs to provide for student support.

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10.5 MANAGING STUDENT SUPPORT SYSTEM

The effective management of student support services is a challenge for all educational institutions. While in open and distance education system it is considered to be the heart of the learning system, but in the conventional mode it reflects not only the academic credibility of the organisation but also significantly contributes to its social responsibilities. Many factors are to be considered before placing an effective student support system in an institution of higher learning. As been operationally observed, the support services begin even before the student is enrolled to the institution/programme. The services provided to the students generally includes access to information regarding the institution, its status related to recognition/affiliation, information about the academic programmes/courses offered, the admission procedure, the teaching-learning methodologies adopted, access to the institutional resources, evaluation system, placement facilities and so on. The basic objectives of these services are to create better learning environment and choosing a right career for the students. Thus support systems basically linked to the following services in an educational institution.

10.5.1 Pre-Course Information

Every student expects the right kind of information before choosing the career to be pursued after higher education. As there is a transition takes place from school to college before a student is placed at any institution of higher learning, there are many socio-psychological factors crops up into the mind of the learners as the learners are facilitated based on guided principle at the former context, but more of independent decision are expected from the learner at the later stage. Hence, dissemination of right kind of information as pre-admission counseling like the social credibility of the institution, prospect of students on the academic programmes

offered, registration procedure, teaching-learning strategies, institutional resources, linkages of institution on the job-market etc. This helps the learners precisely to take an independent view on the choice of right career at this stage.

In the context of open and distance education, similar kind of expectation is there from the learners, but the context on seeking the information seems to be different resulting in change of methodology in disseminating the information. However, irrespective of the modes of learning, the dissemination strategy requires careful planning, effective publicity and the quality of information supplied to the learners influences his/her choice of course as a large number of unemployed manpower without proper vision about their career enter into the tertiary education system.

10.5.2 Admission Related Information

The institutions use various means to disseminate information related to the admission procedure. Many institutions use the well designed admission brochures for the purpose. In recent years, a good number of institutions provide the detailed information on their websites. No-doubt placing the information on the website helps the student to have quick access to the information, and thereby saving a great deal of time and resources of students, but many gray areas remain unanswered due to the diversified nature of the information and every student has his/her unique problem to be addressed. The help-line available in many of the institutions address to this issue to a great extent, but lack of such facilities in a large number of them in the context of small town/ rural areas keep the students in a disadvantaged position. Freeman (1997) explaining the issues related to managing enrolment information in the context of distance education categorized the purpose in four folds viz. :

- create the contact between the organisation and learners,
- collect information that the organisation requires to meet the learner's need,
- provide learners with the information that they need between the time of enrolment and starting the course, and
- collect information needed for management and funding purpose.

As you may agree, by and large most of the students aspiring for enrolment expect similar information irrespective of the modes of study they choose. Accordingly, the institutions also solicit through the admission brochure desired information to meet the expectations of the learners, which could be at two levels i.e.

- information of basic nature, and
- course and career related information.

While the basic information pertains to personal details, contact address, programme/course to be pursued, educational background, identification information etc., the course/ career related information are basically provided to the learner through the admission prospectus/ brochure such as programme objectives, advice on course details, teaching learning strategies, evaluation system etc. The information flow on both ways helps to facilitate understanding the learner requirement as well as institutional obligations.

10.5.3 Teaching Learning Strategy

The teaching learning strategy adopted by an educational institution is an integral and crucial part of the support services being provided to the learners. A well defined teaching learning strategy contributes significantly to the success and attainment of learning outcomes by the student.

Every institution must have a teaching learning plan. This will facilitate the management of the teaching learning process, strategies, activities and related processes. The plan should be regularly reviewed and updated against the set targets and analysed for the factors which affect the provisions of teaching learning within the higher education institution.

For example, the University of Melbourne, develops an Annual Teaching and Learning Management Plan. This document contains the student support profile and detailed structure of the provision for effective teaching and learning process. The plan is focused on the attainment of long term goals of the University and acts as a stepping stone for facilitating high quality teaching and learning. The work plan for teaching and learning provide practical guidelines to the faculty and administrators for achieving the institutional goals.

The aspects of management plan focuses on:

- High priority to attainment of intended attributes of the graduates.
- Exercises a positive influence on the perceptions and experiences of students during their stay in the university.
- Identifying strategies and initiatives for effective teaching and learning.
- Emphasis on the university commitment to high quality teaching and learning through a comprehensive statement of the plan
- Foster development of good practice in teaching and the sharing of information about these practices.
- Set measures and outcomes which will enable the university to assess rigorously how well the teaching and learning objectives are being achieved and
- Encourage innovation in teaching particularly in relation to the application of new technologies to the teaching environment.

(University of Melbourne, Teaching and Learning Management Plan, 2005).

The University of Western Australia is also committed to values which characterise a leading institution of higher learning. The university has prepared a planning framework for teaching and learning which embodies the primary goal statement. There are nine objectives with clearly defined strategies for attaining this goal. For example, one of the objectives is, "to provide courses that are responsive to student, community and professional needs and demands". The strategies identified for achieving this are:

- "Provide means for effective program review and design (e.g. use of outside advisory bodies in professional areas, external including overseas evaluations).
- Ensure degree course structures as responsive to emerging community needs.
- Incorporate work/professional experience component into University courses.
- Use expertise in other leading universities worldwide to set Honours and Masters Dissertation standards.
- Seek (and use feedback) from the 'consumers' of the University's courses.
- Use expertise in other leading universities to assist in curriculum design.
- Work with professional groups in developing continuing education and professional development programs "

We could examine another objective in the plan framework which deals with provision of teaching-learning infrastructure. The objective is, “to provide high quality teaching facilities, e.g. libraries, laboratories, lecture halls and other teaching infrastructure”. The strategies envisaged to achieve this are:

- Allocate resources to give a high priority to excellent teaching infrastructure.
- Avoid enrolling students beyond funded enrolment levels.
- Utilise fee income, from overseas and Australian post graduate students, to improve teaching facilities.”

(<http://www.admin.uwa.edu.au/reg/stratplan.html>)

The plan document has well defined strategies which focus on providing excellent teaching and learning support services to the registered students.

The management of teaching and learning of educational institutions should primarily focus on access, equity and quality that keep them at par with the global higher education system.

10.6 EVALUATION METHODOLOGY

Evaluation is a comprehensive term that includes assessment of both scholastic and non-scholastic characteristics of students. It is concerned with assessment of all three domains of behaviour : cognitive, affective and psychomotor. Therefore, the evaluation procedure/ methodology will entail assessment of intellectual, emotional, physical and personality attributes of the learner.

Evaluation techniques depend to a large extent upon the instructional objectives to be attained through a particular content transaction. In higher education, mostly evaluation is geared to an assessment of the cognitive abilities of the learner, which is done through a conventional term-end examination. However, the learning situations which aim to bring about changes in psychomotor domain i.e. focus on acquisition of skills and competencies require a different set of testing procedures. For example, these instructional situations could be, laboratory work, project work, seminar etc., which are more process oriented. The evaluation procedure thus depends on the instructional situation and the objective that the function is set to achieve. The evaluation procedure thus depends on the instructional situation and the objective that the function is set to achieve. In conventional Indian Universities and colleges two types of assessment procedures are followed :

- i) Continuous Assessment (Internal Assessment)
- ii) Term –end Assessment.

The continuous assessment is a formative evaluation procedure, which is undertaken when the instruction is going on. This provides feedback to both teachers and students about their strengths and weakness and also the nature and types of difficulties they encounter as they progress through the course. Learners are able to identify their needs and potential traits and characteristics, which motivates them to pursue the instructional goals with greater zeal and enthusiasm, as much as it promotes regularity and good study habits. Continuous evaluation is generally performed in the following ways:

Oral exercise – debates, discussions, quizzes, dramatisations

Written exercises – preparing charts, writing assignments, bulletins etc

Periodical test- can be both oral and written of shorter duration based on subject matter taught.

The term-end assessment is a summative evaluation process, where the main objective is to assess the students' performance for the entire duration of study i.e. semester/ term. Based on the results of the term-end assessment the student moves to the next level. Hence, a learner's achievement in the term-end examination is crucial and place tremendous responsibility on the evaluators and the procedures they adopt. The conventional colleges and universities have adopted a central evaluation system where the assessment is centralised at one location and is to be completed within a stipulated time frame. The other system adopted is dispatch of answer sheets to evaluators which is practiced by conventional as well as almost all ODL Universities. However both systems have their own advantages and are fraught with disadvantages too. Both procedures are complementary to each other and not mutually exclusive.

The head of the Institution has to evolve a suitable policy to ensure selection of a suitable assessment procedure. The norms and procedures should be communicated to the members undertaking the evaluation task, so that each can fulfill their role and responsibilities as evaluators.

According to Rumble (1986), evaluation is important as it helps one to:

- Understand one's operation better, thus improving one's decision making,
- Monitor one's performance.
- Learn about one's operation with a view to improving it,
- Satisfy oneself and external agencies that one is effective in achieving one's aims and objectives, and
- Satisfy oneself and external agencies that one is cost efficient.

Approaches to evaluation are different in a distance education institution. In this situation a student and teachers are separated, whereas a conventional set up teachers and students are in direct contact. The latter situation provides direct feedback to teachers from a student. A teacher can modify the teaching-learning methodology accordingly. In a distance education the course-designs have to rely heavily on the results of the evaluation procedure adopted to get a feedback on the instructional methodology adopted. The evaluators in this case, is most likely to be intermediaries between the teachers, i.e course designers, and the students. This imparts a greater responsibility on evaluation managers to ensure efficiency and efficacy of assessment procedures. Moreover distance education system cater to very large number of learners, belonging to heterogeneous backgrounds, registered for a diverse range of courses. The programmes range from the traditional ones to non-traditional courses at different levels of certification-degree, diploma, awareness, etc. Considering the heterogeneity of the clientele in terms of types of courses, language, level of course, the institutions have to evolve a reliable examination procedure. The evaluation strategy adopted by the institution focusing on institutional reforms as suggested by University Grants Commission include the following:

- Reliability of setting of question papers and providing model answers
- Centralized evaluation of answer scripts
- Creation of question banks

- Internal assessment with a focus on making it a regular feature of conventional higher education colleges. This could be done with in a broad framework evolved at the central level at Association of Indian Universities (AIU).
- Identification of rational criteria of students attainments
- Evolving an accurate marking system which reports the results of internal and external assessments
- Setting up a National Testing Service.
- This idea of NTS was put forth by the National Policy on Education (1986). The policy envisaged to conduct test on a voluntary basis, to ascertain the suitability of candidates for a particular job, even though without formal qualifications. The policy laid emphasis on vocationally trained manpower.

Check Your Progress

Note : a) Space is given below for writing your answer.

b) Check your answer with those given at the end of this unit.

- 2) Give two reasons to explain the difference in management of evaluation system in conventional and distance education systems.

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10.7 CONTEXTUALISING STUDENT SUPPORT SYSTEM

You read in section 10.4 that provision and management of student support service poses many challenges to the educational institution on the one hand and on the other hand, it gives opportunities of the beneficiaries, i.e., students. All institutions of higher learning have to gear their efforts to fulfill the daunting task of managing provision of adequate support services to the students without compromising on the quality dimension. You also learnt that education is for public cause and is organised as a social system, which serves the people. The educational institution has to therefore function within the parameters of national policies formulated by the government, and has to operate in the purview of their laws and policies. The student support services of the institution will be informed by the broad guidelines and policies of the government, under whose jurisdiction it operates.

In this context the management and governance of student support service will vary depending on its structure and organisational pattern. We will study the management of student support services in the following two types of higher education institutions in the context of: -

- i) Student support services in the conventional system.
- ii) Student support services in open educational systems.

10.7.1 Support Services in Conventional System

All universities and colleges operate within a framework of rules and regulations laid down by the Central or State Governments or the regulatory bodies like University Grants Commission, AICTE, and NCTE in the context of India. They grant them recognition, ensure provision of infrastructural resources and also put in financial and political constraints. The services provided by the institutions have to be geared to emerging needs in the social and global contexts, considering the increase in knowledge resources and student enrollments. The onus of providing appropriate and well organised student support depends on how well the support services are managed by the institution. The conventional institution has to manage with increasing numbers, diverse learner abilities, cognitive skills, motivational levels and a heterogeneous multi-cultural background. This requires effective management of all activities by the head of the institution and the teachers. They should be able to work in teams, organise activities, delegate and plan at macro and micro levels, so as to achieve the institutional goals.

In order to execute teaching-learning activities, a teacher has to organise academic and non-academic work. A teacher has to conduct tutorials, co-curricular activities, departmental meetings, extension activities for which team work is also required. For the success of this endeavour the work has to be delegated to the team members further for achieving goals in an effective manner. The delivery of student services has to be planned at the macro and micro levels, within a stipulated timeframe. Macro level planning of activities will span over a larger time frame like – years/months/weeks. Micro-planning will cater to organisation of activities for a particular day or some hours.

Let us discuss the activities which a conventional college or university will plan at both levels for providing effective student support to their learners.

Macro level: at this level the whole years' academic and non-academic work is chalked out. As per the current practice it involves, designing the timetable, i.e., deciding the number of teaching periods to be assigned per course/ paper for the entire year, considering the subject specialisations and workload of teachers. In a broader sense, the curriculum planning is also done by the college. A curriculum involves all the learning experiences – direct or indirect to be provided to the students to achieve the instructional goals. The curriculum comprises course content, co-curricular content, teaching-learning strategy/processes and evaluation.

Planning the Syllabus is at **macro level**. Year wise/semester wise scheduling the content with specifications of the timeframe and mode of delivering the content, constitutes a syllabus.

The criteria adopted for planning syllabus by the institution can be summarised as number of days available per term/semester for teaching-learning. This is obtained in two steps:

- 1) Adding the number of days for assessment, for co-curricular work and holidays.
- 2) Subtract the total at 1 from the number of working days. This gives the number of days available exclusively for teaching-learning.

The content has to be distributed on the above format along with number of hours per topic and the methodology to be used for that topic. For example, let us examine the syllabus for Educational Psychology, in a teacher training college.

Month	Week No	Unit / Topic	Methodology	Material / visits
December	1	Educational Research : Meaning and Concept	Group discussion on meaning of research and types of research. Library work for concept of research. Inductive/ deductive approaches	Reference books, websites

In this manner all topics in each course are distributed within the semester/year. Time-table is prepared by the principal of the college in consultation with the teachers and departmental heads. The heads have to ensure equitable distribution of workload among the faculty members. The workload involves administrative duties as per need and co-curricular activities, in addition to classroom teaching.

Micro planning: At the macro level, the curriculum, syllabus and time-table, provide a broad frame work to the teachers to plan their teaching. The teaching-learning strategy to be adopted in the classroom for delivering the content as per the time- schedule is the decision of the individual teacher. However, the teacher has to operate and impart instruction bearing in mind the long term institutional goals and the immediate instructional objectives. For the latter micro planning is essential.

Some other activities to be performed by the college teacher, could include non teaching work like:

- counselling students
- meeting their parents
- advocacy of the institution to other people
- research activities

An important aspect of support services is the organisation and management of administrative activities of the institution. The head/principal/vice chancellor may have to delegate some administrative duties to the teachers for smooth provision of these services. These student support activities pertain to:

- admissions,
- conduct of examinations and
- evaluation of student performance.

Let us understand how these activities are organised by a conventional college/ university.

I) Admissions: At the beginning of each session, students are admitted to different programmes(courses) of study. Activities involved are:

- determination of admission criteria,
- announcement of dates of admissions, notifying the admission dates and giving it wide publicity – through mass media, local dailies, etc.,
- checking and screening of applications as per eligibility criteria,
- informing the students as per merit list and
- admitting students in the respective departments of college/ university.

II) Conduct of examinations: All institutions are involved in the process of conducting continuous and terminal examinations. Examinations are a method of assessing the student's achievement in a course of study, ability to apply the knowledge to new situations and also to diagnose the learners' strengths and weaknesses. The various tasks and activities to be undertaken are manifold, hence need to be systematically organised. The activities to be managed for the smooth conduct of examinations in a college are as follows:

- Registration of eligible students for the course.
- Checking eligibility of the students to write the exam (attendance proof in each course/paper).
- Preparing list of students registering for private examinations or external examinations.
- Preparing a list of qualified candidates.
- Question paper setting and moderation.
- Proper arrangements at the identical exams centres, which is the college premises itself.
- Dispatch of answer sheets (and other stationary) maintaining the confidentiality.
- Safe custody of question papers ensuring confidentiality, proper sealing, etc.
- Dispatching answer sheets for evaluation with proper confidentiality.
- Getting answer sheets evaluated.
- Ensuring return of evaluated answer sheets – manually or through computer.
- Proper reporting of unfair means cases and follow up action.
- Declaration of results.

In most colleges and universities there is an examination cell/division/branch which ensures smooth execution of the evaluation activities. It is the collective responsibility of administrative and academic staff to conduct examination in a free and fair manner. However, teachers of colleges, particularly in the Indian context undertake most examination related activities, such as question paper setting, supervising conduct of examination, evaluation of papers, preparing results and so on. Hence they owe greater responsibility to the learners. The administrative activities are the responsibility of the functionaries in the examination cell.

10.7.2 Support Services in Open Education System (IGNOU, NIOS SOUs)

Distance education at the tertiary level can be pedagogically operationalised in broadly three ways;

- **Single mode:** The institution is designed and developed exclusively for distance education.
- **Dual mode:** Distance teaching is provided in addition to face to face teaching by a traditional university.
- **Mixed Mode:** Learners have the option to choose the mode of study from the several forms provided by the institution, depending on their needs and requirements.

Single Mode Institutions

Let us examine the management of student support services in a **single mode institution**, with particular reference to the Indira Gandhi National Open University (IGNOU), India. The vision and mission of IGNOU emphasizes aspects of access and equity with a view to democratize and bring in more equity in higher education.

IGNOU is the apex body, entrusted with the task of funding, maintaining and coordinating standards of open and distance education at the tertiary level. To fulfill its mandate of access and equity to all those desirous of seeking higher education, its student support services are organised through a countrywide network. The student support services are managed through the length and breadth of the country by the regional services division (RSD) at the IGNOU headquarter in New Delhi. The university has extended its outreach to learners outside the country, the support services for which it manages through the international division at the IGNOU headquarter. The RSD operates through a network of over 60 regional centres, 1500 learner support centres spread in all the 35 states and union territories of the country. The learner support centres cater to the diverse needs and requirements of the heterogeneous learner groups. The RSD plans and monitors the activities of study centres and also develops necessary delivery mechanisms for the launching and coordination of academic programme by the university over the years, the university developed a diversified delivery mechanism, based on the growing demand for different kinds of programmes. At the inception the university had only one type of study centres, but over the years it has evolved by establishing different types of study centres like: - Programme study centres, special study centres, Partner Institutions, Recognized study centres etc. This diversified approach addresses the needs of all sections of learners and extends its provisions and services to the learners in disadvantaged and difficult areas. The diversified strategies and delivery mechanisms are operationalized on the basis of a flexible policy framework that ensures an extended outreach the learners and provision of better services to them.

Table 10.1 illustrates the support services offered by the Regional Centres and Study Centres, coordinated and monitored by the RSD.

Table 10.1 : Support Services offered at IGNOU for its learners

Study Centres	Regional Centres	Headquarters
• General information • Sale of application forms • Organizing academic counseling • Organization of audio video programme • Providing library facilities • Arranging teaching facilities for teleconferencing • Providing computer terminals • Handling of assignments • Continuous evaluation of TMAs • Conduct Term-end examination • Attending student queries • Training programmes	• General information • Students guidance • Students admission • Fee collection • Answering student queries • Distribution of study materials • Maintenance of student records • Training programmes/seminars/ conferences • Teleconference • Teaching facilities • Administration and finance • Advertisement and promotion of IGNOU's activities and programmes	• Material production and distribution to Regional centre • Students admission • Computerisation of admissions • Guidelines for evaluation • Evaluation of CMAs • Term end examinations • Overall grading • Declaration of results • Awarding Degrees • Organising Training/ Orientation Programme • Seminars and conferences

IGNOU adopts a multi media mode of instruction for delivery of its academic programmes. This instructional strategy leads to the specialized nature of the organisation and management of the student support services.

Fig. 10.1 depicts the various components of the instructional system at IGNOU

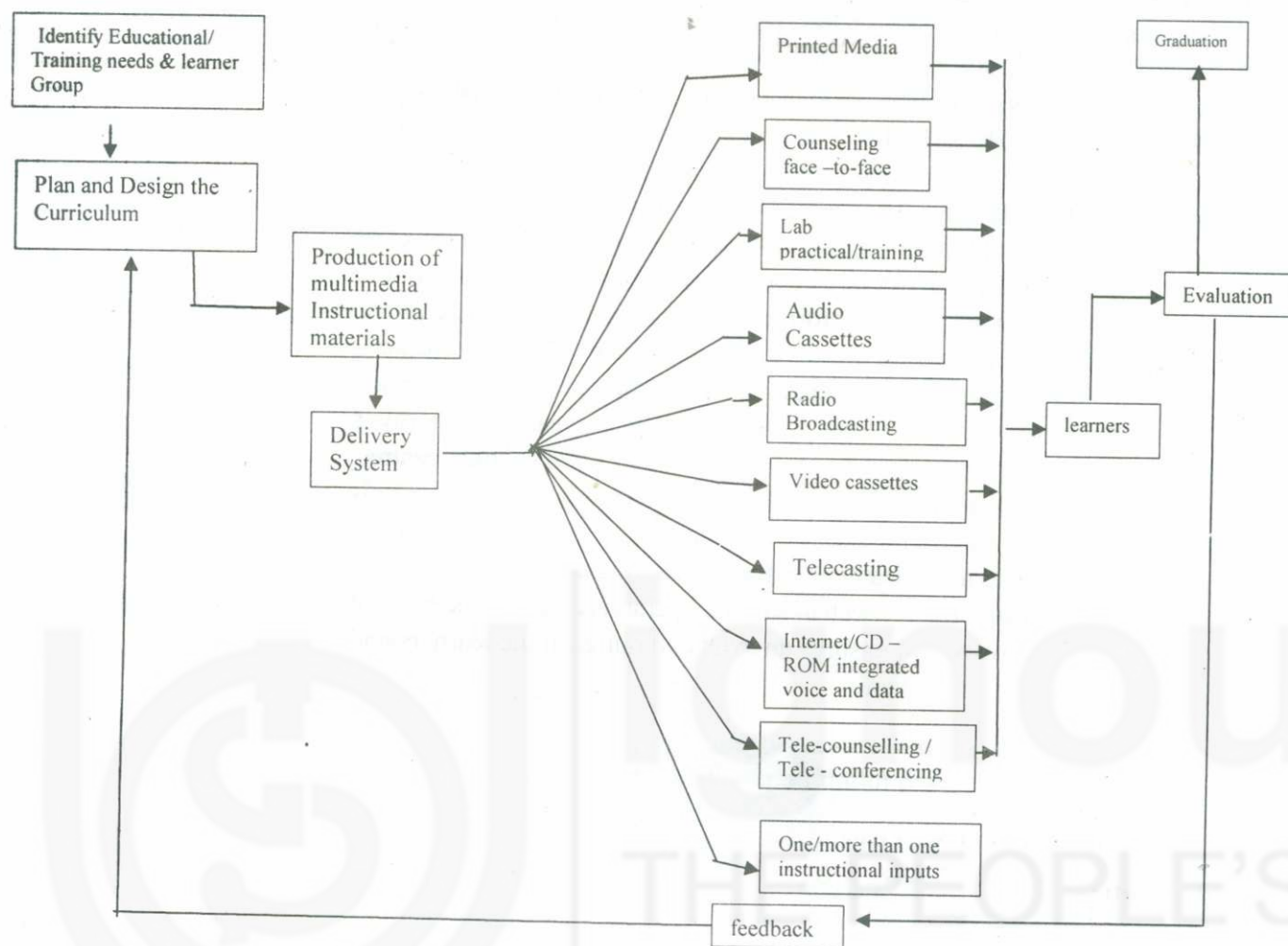


Fig. 10.1: Instructional System

(Source : ES-314, Block-4, page 83)

The IGNOU has now acquired the stand of a mega university and caters to the needs of over 1.5 million students enrolled in the system. The academic programmes launched by the university are around 300 and are delivered to the learners through a well managed support services network. With the development of satellite communication in the country, the university is using this facility for its programmes, by organising teleconferencing. It also has the FM radio stations and Gyan Darshan TV channels for the broadcast and telecast of its programmes. The university has also made extensive use of EDUSAT network for programme delivery. It has also operationalised a single window schemes for defense and paramilitary personnel.

The major problem confronting the management of such an extensive support service network is that of easy and ready access to its instructional system by learners.

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

3) Explain diversified student support services in the context of IGNOU.

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4) Explain Single mode institution.

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5) Explain Dual Mode Institutions

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Dual Mode Institutions Let us examine the management of student support services in a **dual mode institution**, for e.g. University of Delhi, India or University of Southern Queensland, (USQ) Australia.

The USQ was established in 1967, offering campus higher education to the people of Darling Downs Region of South Queensland. In 1977, it was converted to a dual mode institution and was granted university status in 1989. As a dual mode university it provided instruction to off campus learner spread over 40 countries (IGNOU, 2000). It has expanded since its inception as one of the country's largest higher education institute and designated as the country's distance education centre. Instruction is imparted through a variety of media like print, audio tapes, video tapes, telephone, teleconference (audio, audio graphic video), computer managed learning/ computer based exercise, CD-ROM, multimedia, computer mediated conferencing, internet based learning etc.

The student support services are coordinated through a regional network comprising of Regional Liaison Officers (RLOs) in various Regions through out Eastern Australia, and work as part time staff. The learners seek redressal of their problems and grievances through the RLO network, telephone, fax, e-mail etc. The learners' inquiries are entered into a database. The inquiries which are mostly administrative in nature are answered by the outreach services staff. The academic units are residential schools which are a voluntary component are also managed by the outreach sections. The distance learners have the option to visit the campus for face-to-face teaching –learning and peer interaction on available other services provided.

The provisions at the USQ centres consist of resource materials like audio, video programmes, telephone facilities for tutorials, facilities for computer assisted learning. These services supplement the USQ teaching package, which consists of study books and books for extra reading, audio cassettes studies, computer managed learning booklets, administrative packages, study charts in accordance with objectives of the unit. USQ has also established study centers in many countries across the world. (IGNOU, 2000)

USQ has a flexible learning agenda which seeks to establish a sustainable range of learning opportunities that incorporate technology enhanced learning for all students.

The flexibility in teaching learning basically includes following flexibilities:

- Curriculum design, assessment procedures, negotiated curricula, assessment and teaching based on different learning styles.
- Delivery through distance and on line mode, on-campus study, intensive mode or any other delivery mechanism that can take on current challenges faced by students.
- Can also apply to other aspects of university process which affect the student learning progress like admission, equity issues and faculty organisations.

(<http://www.usq.edu.au/learnteach/topics/flex>)

There are many factors that hinder the effective provision and efficient management of support services in dual mode institutions. This is particularly true where distance education system has been instituted within a traditional face setup. Some of these factors could be are:

- Resistance from academic staff due to additional work load, comparison of status of distance and conventional learners, desire to offer individualized learning as opposed to standardized learning offered through self instructional material, and also compounded by the inability to cope with a new methodology, placing demands on their expertise in curriculum and advanced technology (Hope, A, 2005).
- This has a fallout on support services to be provided to the enrolled learners, as was witnessed in the case of University of West Indies (Hope, A, 2005). Corrective action, that could provide some solutions and better of delivery and management of student support systems could be (Koul, 2000; 235, in Hope, A 2005).
- Establishment of a quality assurance system.
- Bolstering major operations that are instrumental for the success of DE enterprise:
 - a. student support services
 - b. course development
 - c. study material distribution
 - d. training and orientation of academic tutors
 - e. proper investment in DE
 - f. training in technology

A good example of dual mode institution in South Asia, is the School of Correspondence Courses and Continuing Education (SCCE) of the University of Delhi. The SCCE was established on a pilot basis in 1962, to offer correspondence courses. The enrolment of students for its undergraduate degree programmes has increased over the years, particularly those who fail to secure admission in the formal system. The SCCE, now termed as the Campus for Open and Distance Learning has almost 75,000 students enrolled with it. Efforts are on by the university to further improve and update its provisions through the campus of open learning, as much as through the traditional mode. Quality of outcomes, whether from single or dual mode or mixed mode, can be maintained only if there is consistency in the provision of educational experiences to the learner. Learners should have the freedom to choose the mode of study, and institutions must ensure an feel responsible to communicate the parity of esteem and certifications obtained from either modes.

Mixed Mode Institutions A comparison of the conventional and open education institutions at the tertiary level reveals that although these institutions continue to thrive yet the fine demarcation between their categories has disintegrated. This can be largely attributed to invasion of internet technologies which have made the provision of learning support services more flexible and accessible to the learners. Several terminologies are being used to describe the ICT-enabled instructional system, which has enhanced flexibility. These terms are, 'virtual education', 'online learning', 'e-learning' and 'm-learning'. Both on-campus and off-campus students can have access to the blended and flexible approach which is a mix of "tutor-mediated and self-directed, resource based online learning" (Hope Andrea, 2005).

A university can offer a range of program delivery options as depicted in Table 10.2.

Table 10.2: Typical range of delivery options in US campus university in 2002

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used – content is delivered in writing or orally.
1 to 29%	Web facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically has some face-to-face meetings.
80+%	Online	A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings.

(Allen and Seaman, 2003: 6)

(Source : Allen and Seaman, 2003: 6, reproduced form "Factors for success in Dual Mode Institutions, Hope Andrea,2005)

Providing support services to learners, particularly in distance education institutions is a challenging task, primarily because of the large numbers of learners to be catered to. According to Bates (2005a ibid :64), there were 9 million distance

learners all over the world, of which 5 million were in print and broadcast based DE programs. The Commonwealth alone accounted for 3 million in 2003 and this number increased to 6 million by 2005 (Hope, A. 2005).

The UK Quality Assurance Agency 's (QAA's) Code of Practice describes distance education as flexible and distributed learning (FDL) which is a definite shift from the conventional face to face paradigm. The FDL necessitates a structure of learner support embracing a continuum of pedagogical opportunities. The QAA has provided, "a three dimensional model in which a student's learning experiences can be represented as a function of the size of the group of learners, the location of learning and the mode of learning." (QAA, 2004).

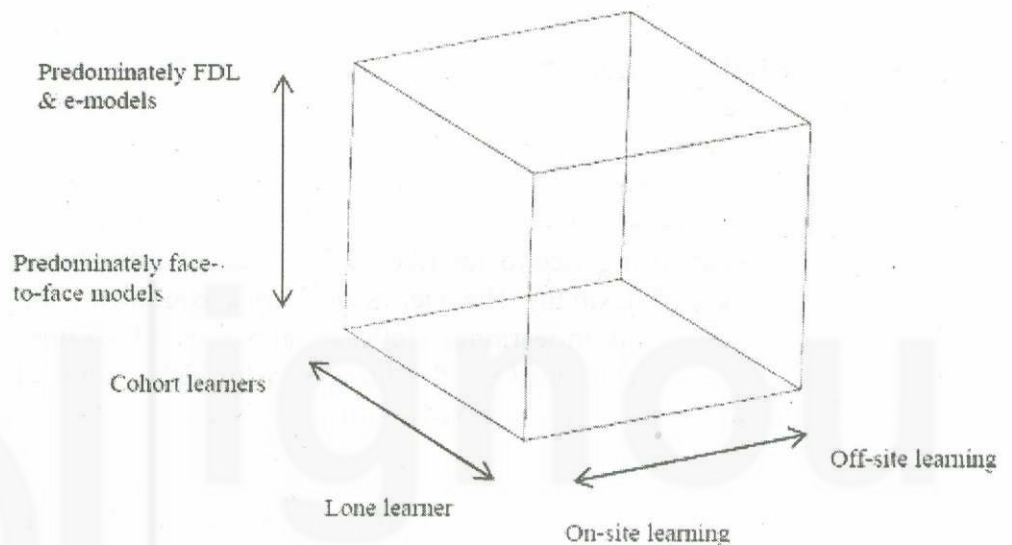


Fig: 10.2: Student Learning Experiences: A three-Dimensional Model

(Source: Reproduced from, "Factors for success in Dual Mode Institutions" Hope, A, 2005)

Hence earlier paradigms have to be redesigned so as to suit the complex technology enabled teaching- learning environments which have now emerged (Hope A.,2005).

10.8 LET US SUM UP

In this unit you studied about the management of student support systems, in the context of conventional and distance education set ups. The unit dealt with the components of student support in higher education and the services which are provided to the learners through the tertiary level institution. Effective management of student support services, still poses a big challenges for educational institutions. Factors affecting the smooth delivery of support services and the types of services provided were also discussed. The management of instructional system, i.e the teaching learning strategy and the evaluation methodology are crucial in determining the success of educational enterprise management of support services, was discussed in the context of conventional universities and colleges, especially with reference to India. The delivery of student services effectively was discussed in the context of distance education institutions at the tertiary level was both through single mode, dual mode and mixed mode systems.

10.9 UNIT END ACTIVITIES

1. Prepare a model format for appraisal of the conduct of term/semester end examination in the college where you teach/have taught/have studied.
2. Prepare a list of managerial duties that you will need to undertake as the Principal of a College to ensure smooth provision of student support services.

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10.11 ANSWERS TO CHECK YOUR PROGRESS

- 1)
 - a) There should be provision of information about programmes and courses, teachers and their qualifications, admission procedure, teaching learning methods, assessment procedures, assessments, admissions etc
 - b) There should be provision for other curricular activities like sports and games, cultural and social activities, community activities, group works, travels and competitions.
 - c) Residential facilities and participation in their management.
 - d) Participation in student association activities.
 - e) Financial support provision like loans, scholarship, part-time employment opportunities.
 - f) Guidance and counseling services, including provision for placement of successful students .
- 2)
 - i) Management of education is different in a distance education institution. In this situation a student and teachers are separated, whereas a conventional set up teachers and students are in direct contact. The

latter situation provides direct feedback to teachers from A teacher can modify the teaching-learning methodology accordingly.

- ii) In a distance education the course-designs have to rely heavily on the results of the evaluation procedure adopted to get a feedback on the instructional methodology adopted Moreover distance education system cater to very large numbers of learners, belonging to heterogeneous backgrounds, registered for a diverse range of courses.
- 3) Diversified student support services in the context of IGNOU can be explained in the following ways-
 - Single mode: The institution is designed and developed exclusively for distance education.
 - Dual mode: Distance teaching is provided in addition to face to face teaching by a traditional university.

Mixed Mode: Learners have the option to choose the mode of study from the several forms provided by the institution, depending on their needs and requirements.

- 4) The institution is designed and developed exclusively for distance education. IGNOU is the apex body, entrusted with the task of funding, maintaining and coordinating standards of open and distance education at the tertiary level. The student support services are managed through the length and breadth of the country by the regional services division (RSD) at the IGNOU headquarter in New Delhi. The university has extended its outreach to learners outside the country, the support services for which it manages through the international division at the IGNOU headquarter. IGNOU adopts a multi media mode of instruction for delivery of its academic programmes. This instructional strategy leads to the specialized nature of the organisation and management of the student support services.
- 5) A dual mode university it provides instruction to off campus learner spread over different countries. Instruction is imparted through a variety of media like print, audio tapes, video tapes, telephone, teleconference (audio, audio graphic video), computer management managed learning/ computer based exercise, CD-ROM, multimedia, computer mediated conferencing, internet based learning etc. The student support services are coordinated through a regional network comprising of Regional Liaison Officers (RLOs) in various Regions. The learners seek redressal of their problems and grievances through the RLO network, telephone, fax, e-mail etc. the learners' inquiries are entered into a database. . The distance learners have the option to visit the campus for face-to-face leaching –learning and peer interaction on avail other services provided.

UNIT 11 MANAGEMENT OF ADMINISTRATIVE RESOURCES

Structure

- 11.1 Introduction
- 11.2 Objectives
- 11.3 Concept of Management
- 11.4 Management Process
- 11.5 Administration and Management
- 11.6 Educational Administration and Management
- 11.7 Educational Administration in India
- 11.8 Administrative setup for education
- 11.9 Scientific Management and its implication for education
- 11.10 Administrative Resources
 - 11.10.1 Human Resources
 - 11.10.2 Communication Resources
 - 11.10.3 SWOT Analysis as a Resources
 - 11.10.4 Quality Resources
 - 11.10.5 Financial Resources
 - 11.10.6 Infrastructural Facilities as a Resources
 - 11.10.7 Management Information System(MIS) as a Resources
 - 11.10.8 Material Resources
 - 11.10.9 Information Technology and Communication as a Resources
- 11.11 Let Us Sum up
- 11.12 Unit End Activities
- 11.13 References
- 11.14 Answers to Check your Progress

11.1 INTRODUCTION

It is good to talk that everybody should do ones own tasks. It does not talk about rights. It stresses responsibilities. Its focus is on performance. Ours has become a society of institutions in which every major social task has been entrusted to large organisations from producing economic goods and services to health care, from social security and welfare to education, from the search for new and sustainable knowledge to the protection of the natural environment. But it is **managers and management** that makes institutions/organisations perform.

Management is work, and as such it has its own skills, tools, and techniques. A good many administrative skills, tools, and techniques are discussed in this unit, a few in some detail. But the stress is not on skills, tools, and techniques. It is on the tasks. The tasks of managing the administrative resources in a best possible manner for achieving the common goal.

11.2 OBJECTIVES

After going through this unit you should be able to:

- classify various types of systems and processes involved in managing an organisation.
- discuss the concept of a system and analyse the management information system.
- identify the major elements of each managerial process.
- differentiate the terms administration and management
- list the administrative resources.
- identify and discuss the various administrative resources available at the disposal of the manager.
- identify and discuss the main sources of educational finance in India.
- examine how industry-university linkage will be promoted.
- identify other method of mobilizing additional resources.

11.3 CONCEPT OF MANAGEMENT

While management is a discipline- that is, an organised body of knowledge and as such applicable every where- it is also “culture”. Management is a social function and embedded in a culture – a society- a tradition of values, customs, and beliefs and in governmental and political systems. Management is- and should be- culture conditioned; but, in turn, **management and managers** shape culture and society.

Management is tasks. Management is a discipline. But management is also people. Every achievement of management is the achievement of a manager. Every failure is a failure of a manager. The vision, dedication, and integrity of managers determine whether there is management or mismanagement.

Management is practice. Its essence is not knowing but doing. Its test is not logic but results. Its only authority is performance. In the next decades managers will have to meet far greater performance demands than most of them can envisage, and in all areas. The word “management” is a singularly difficult one. It denotes a function but also the people who discharge it. It denotes a social position and rank but also a discipline and field of study. Management is not adequate a term, for institutions other than business do not speak of management or managers, as a rule. Universities or government agencies have administrators, as have hospitals. Armed services have commanders. Other institutions speak of executives, and so on. Yet all these institutions have in common the management function, the management task, and the management work. All of them require management. And in all of them, management is the effective, the active organ. Management is the specific organ of the modern institution. It is the organ on the performance of which the performance and the survival of the institution depend.

According to traditional view, management is the art of getting things done through others. “Management is the art of getting things done through and with people in formally organised groups.” **Harold Koontz** (1962)

Henry Fayol (1916) defined management as follows:- "To manage is to forecast and plan, to organise, to command, to coordinate, and to control."

According to **George R Terry** (1991), "Management is a distinct process consisting of activities of planning, organising, activating and controlling, performed to determine and accomplish stated objectives with the use of human beings and other resources."

Management is defined differently by various authors. They have emphasized different aspects of management. Management is now viewed as an effort undertaken collectively for achieving organisational goals by using the resources efficiently and economically. An analysis of various definitions reveals the following characteristics of management.

- 1) Management is a group activity. Management makes the people realize the objectives of the group and directs their efforts towards the achievement of these objectives.
- 2) Management is goal oriented. It exists to achieve some definite goals or objectives.
- 3) Management is a factor of production. Just as land, labour and capital, management is a factor of production that is required to coordinate the other factors of production for the accomplishment of predetermined goals.
- 4) Management is universal in character. Management is applicable in all types of organisations. Where there are human activities there is management.
- 5) Management is needed at all levels of the organisation that is in the top level, middle level; and also in the supervisory level.
- 6) Management is a distinct process performed to determine and accomplish stated objectives by the use of human beings and other resources.
- 7) Management is a social process and it has a social obligation to make optimum use of scarce resources for the benefit of the community as a whole.
- 8) Management is a system of authority and there cannot be an efficient management without well-defined lines of command or superior subordinate relationships at various levels of decision making.
- 9) Management is a dynamic function and it has to be performed continuously.

11.4 MANAGEMENT PROCESS

Management is a process which brings the scarce human and material resources together and motivates people for the achievement of objectives of the organisation. It consists of a set of interrelated operations or functions necessary to achieve desired organisational goals. A process is a systematic way of doing things. The management process will enable us to know the various functions which managers perform.

The management process consists of planning, controlling, organising and leading. Luther Gullick used the word POSDCORB to describe the functions such as Planning, Organising, Staffing, Directing, Controlling, Reporting, and Budgeting. All managers have to be concerned with these processes. However the following comprehensive classification can be given of various management functions.

Planning

Planning is the most important process of management. It means deciding in advance what actions to take and when and how to take them. It is needed for allocating the resources towards achieving the objectives of the institution in the best possible manner. It is also helpful for anticipating the future problems and opportunities. Planning is to put down the course of action, which a manager desires to adopt. Each manager is involved in planning though the scope and character may vary. The top level management thinks and plans for the entire organisation while the middle level management plans for the implementation of the policies framed by the top management while the lower level managerial staff carries out the plans in a systematic manner. In a broader sense planning implies the following:-

Making choices:- There can be any number of diversification opportunities to choose from the alternatives. It is up to the management to choose the alternative, which offers maximum potential for growth and profitability.

Committing resources:- The resources available are taken in to account. The management will commit the available scarce resources, which then are not available for any other use.

Time horizon:- Planning always refers to a specific time limit within which it must be completed. The total time available may be further subdivided and action plans should be made for the timely completion or the part completion of the task.

Planning implies not simply reacting to events but anticipating and preparing for them. Irrespective of the activity or level at which plans may be drawn, the critical factor is that they focus on objectives and are directed towards their achievement. Planning ensures the most efficient use of the scarce resources. It is the only way by which an organisation can exercise control to check that it is on the desired course of action.

The process of planning involves a number of steps as follows:

- Gathering information.
- Laying down the objectives.
- Developing the planning premises.
- Examining the alternative courses of action.
- Evaluation of action patterns.
- Reviewing the limitations if any.
- Implementation of the plan.

To ensure that a plan is effective and succeeds in achieving its objectives, it must have the following components:

- It must start from the top.
- It must be flexible.
- Short term planning must be integrated with long range planning.
- The people down the line should properly implement it.

Despite all the above, plans sometimes fail because of environmental and internal

limitations. There are also external factors. Government policies, regulations, laws, statutory obligations, and rapid social and technological changes pose external limitations on the institution's planning effort.

Organising

In the words of **Koontz and O'Donnel**, "Organising is that part of managing that involves establishing and intentional structure of roles for people in an enterprise to fill." Organisation provides the necessary framework within which people associate for the attainment of business objectives. The functions of organising is to arrange, guide, co-ordinate, direct and control the activities of other factors of production that is men, material and machines so as to accomplish the objectives of the enterprise. The process of organisation involves the following steps.

- 1) Identify the work to be performed.
- 2) Classify or group the work.
- 3) Assign these groups of activities or work to individuals.
- 4) Delegate authority and fix responsibility and
- 5) Co-ordinate these authority-responsibility relationships of various activities.

Staffing

The function involves manning the positions created by organisation process. It is concerned with human resources of an organisation. In the words of Koontz O'Donnel staffing is filling, and keeping filled, positions in the organisation structure through defining work force requirements, appraising, selecting, compensating and training. Thus staffing consists of the following.

- 1) Manpower planning that is assessing manpower requirements in terms of quantity and quality.
- 2) Recruitment, selection and training.
- 3) Placement of Manpower.
- 4) Development, promotion, transfer and appraisal.
- 5) Determination of employee remuneration and compensation.

Directing

Direction is called management in action. In the words of **George R Terry**, "Direction is moving to action and supplying simulative power to the group." According to Massie, "Directing concerns the total manner in which a manager influences the actions of subordinates". It is the final action of a manager in getting others to act after all preparations have been completed. Directing is a continuous function and is performed at all levels of management. The main activities involved in direction are as follows.

- 1) **Leadership:-** Leadership is the process by which an executive or a manager or one administrator imaginatively directs or guides and influences the work of others in choosing and attaining specified goals by mediating between the individual and organisation in such a manner that both will get maximum satisfaction.
- 2) **Communication:-** Communication means sharing of ideas in common. The essence of communication is getting the receiver and the sender together for a particular message.

- 3) **Motivation:-** Motivation is the psychological process of creating urge among the subordinates to do certain things or behave in the desired manner. A sound motivational system must be productive, competitive, comprehensive, and flexible and it must consider the psychological, social, safety, ego and economic needs of the workers.
- 4) **Supervision:-** It refers to the job of overseeing subordinates at work to ensure maximum utilization of resources, to get the required and directed work done and to correct the subordinates whenever they go wrong.

Coordination

Dalton Mc Farland defines coordination as the “process whereby an executive develops an orderly pattern of group effort among his subordinates and secures unity of action in the pursuit of common purposes. Coordination can be classified under two categories such as *vertical* and *horizontal* coordination and *internal* and *external* coordination. Whereas **vertical coordination** is the coordination between different levels of management, the **horizontal coordination** is used when coordination has to be achieved between departments of the same level of authority. Coordination is **internal** when it is between different sections of the same concern and **external** when it is required with persons outside the organisation.

Controlling

Controlling can be defined as “determining what is being accomplished, that is evaluating the performance, if necessary, applying corrective measures so that the performance takes place according to plans.” Control is the process which enables the management to get its policies implemented and take corrective actions if performance is not according to the pre-determined standards. A control system, to be effective, must conform to the nature of activity, report deviations promptly, reflect organisation structure, assure corrective action and economical. Control is essential for achieving objectives of the business. If planning is the beginning of the management process controlling is regarded as the final stage of the business. The process of controlling involves the following steps:

- 1) Establishing standards of performance.
- 2) Measuring actual performance.
- 3) Comparing actual performance with the standard.
- 4) Finding variances or deviations if any.
- 5) Taking corrective action or measures.

Decision Making

Every manager makes decisions, no matter what his/her area of management responsibility may be. Decision-making implies making a choice between alternatives. The choice is made rationally after due consideration of all the pros and cons. The rational approach implies that it is a carefully thought out, deliberate and well-weighed choice, guided only by the consideration of the organisational objectives to be achieved.

Decision-making is so important because it implies commitment of resources, the desired outcome of which is never certain. Decisions are made under conditions of uncertainty and risk. Decisions made today have implications reaching in to the

future. The risk arises out of the fact that the manager never have complete facts and knowledge about the implications of his decision and there is always the chance that the wrong decision may be taken.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

1) Mention any three characteristics of management.

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2) What are the various functions of management given by Luther Gullick?

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3) What are the steps involves in Planning .

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11.5 ADMINISTRATION AND MANAGEMENT

There appears to be a great controversy in the use of the two terms administration and management, because they have been used in different senses by different writers. Administration is concerned with policy making. Management is concerned with policy implementing. Administration concerns itself with the overall determination of the major policies and objectives of business. Management is the executive function that concerns itself with the carrying out of the policy laid down by administration and it is concerned with planning, coordinating and controlling of business activities for attaining the enterprise objectives. In other words, management carries out the decisions of the administration. The functions of administration are legislative and largely determinative and those of management are executive and largely governing. As per this view administration is a higher level activity while management is a lower level activity.

Some other authors like Oliver Sheldon, Florance, Lansberg, and Haiman are also of the view that administration involves decision-making and policy formulation while management deals with executive and supervisory work. According to them administration is the process and agency which is responsible for the determination of the aims for which an organisation and management are to operate, and which gives general oversight to the continuing effectiveness of the total operation in

reaching the objectives sought. Management is the process and agency which directs and guides the operations of an organisation in the realizing of established aims.

Another view is that administration and organisation are a part of management. Brech has advocated this view. In his words, "Management is the generic term for the total process of executive control involving responsibility for effective planning and guidance of the operations of an enterprise. Administration is that part of management which is concerned with the installation and carrying out of the procedures by which the programme is laid down and communicated and the progress of activities is regulated and checked against plans." The European school of thought considered administration as a part of management.

Some authors are of the view that administration and management are used interchangeably and there is no distinction between the two. In the words of Newman, "Management or administration is the guidance, leadership and control of the efforts of a group of individuals towards some common goods." Other authors such as George Terry, Allen, Koontz and O'Donnell also feel that both the terms mean the same thing. In general practice administration is used more in government or other public organisations while management is used in the business world.

The above discussion reveal that there is no separate staff to perform these functions. All managers, regardless of their level perform the same functions. The higher up in the hierarchy, however, the more time will be spent on administrative activity and the less in management activity in the manager's daily routine. Administration is done at top level by deciding policies and execution is done at lower level which is management. It can be said that these are the two activities which are performed at different levels of management.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

- 4) What are the steps involves in controlling?

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- 5) What is management and administration ? Briefly discuss their interrelationship in a modern organisation.

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11.6 EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Educational management is a field of study concerned with the operation of educational organisation. As per the management principles discussed earlier it implies that an educational organisation should coordinate its different functions and utilize the resources in fulfilling the roles of the organisation such that the organisation serves the purpose of achieving the educational goals in the most efficient manner.

Educational administration on the other hand deals with the practices and actual functions of an organisation – such as schools, colleges, administrative units at blocks, districts and state levels. The educational management is concerned with the principles of an organisation where as administration is concerned with the practices of an organisation

Under educational management, functions of any educational organisation are taken in to account at the level of principles and theories. At the level of abstraction, school will be treated as any organisational unit and the sub-concepts of management such as leadership, channels of communication, personal management etc. will be taken in to account. Under educational administration the specific functions of the state directorate of education or district level administration or the functions of the school, college, and university will be considered. For example, the 'Act' that led to establishment and defining the functions of a university, various 'bodies' created under the executive orders of the government, policy and the guiding frame work of rules and regulations, constitutional provisions guiding the involvement of community in schools are the issues covered under educational administration.

To sum up, educational management at the conceptual level describes the principles that an organisation ought to carry out. Educational administration of an organisation, at the level of practices, understands the functioning of an organisation that is rules, decision-making, policies, levels of hierarchy, etc.

11.7 EDUCATIONAL ADMINISTRATION IN INDIA

The history of educational administration in India is as old as the history of the development of education itself. It can be divided in to two phases- pre independence phase and the post independence phase. In the post independence phase various educational committees and commissions have been dealt with at length with the issues of educational administration in India. For example the report of Secondary Education Commission (October 1952, June 1953), popularly known as Mudaliar Commission has referred to 'problems of administration' in chapter xiii. Similarly the report of the Education Commission (1964-66), known as "Kothari Commission", in part three on implementation has devoted chapters on Educational Planning and Administration and Educational Finance (Chapters xviii and xix respectively). It may be mentioned; however, that educational administration as a branch of study in India has become an area of relative importance only recently. Besides, schools and colleges and universities in India have relied on traditional practices for managing the affairs of the institutions. Thus, historically, there has been a lack of professionalisation of management of education both at the national/state level administration of education departments and the professional management of schools or colleges. In view of the importance of professional management, it is now increasingly recognized that educational

administration should receive its due place not only at the level of training of educational personnel but also at level of research.

11.8 ADMINISTRATIVE SETUP FOR EDUCATION

The present administrative set-up of education is that in each state, there is a Directorate of Education working under the direct control of a Minister who has a Secretary to assist him at the secretariat level and a Director of Education as the Executive Head of the Department responsible for offering technical advice to the Minister about all educational matters and in carrying out policy of the Department. In most states, given the expansion of the education at different levels of education, there has been the bifurcation of education ministry in to elementary education, secondary education, higher education and technical education.

Similarly the agencies at the national level concerned with the development of education are the Ministry of Human Resources Development, the University Grants Commission (UGC), the All India Council for Technical Education (AICTE) and the National Council of Educational Research and Training (NCERT). The Ministry of Human Resources Development (MHRD) is the principal administrative instrument with the government of India to pursue its educational objectives.

11.9 SCIENTIFIC MANAGEMENT AND ITS IMPLICATION FOR EDUCATION

One of the earliest strands of thought in management is the scientific management approach. Friederick Winslow Taylor is considered to be the originator of this approach. He derived the knowledge from his experience in working in industrial organisations.

First of all, he believed in the principle that every person in an organisation should have a clearly defined task. He advocated that for every day's task we engage a person for the day and utilize him/her to his maximum working ability.

Secondly, he also advanced the idea that a workman should be given standardized conditions and appliances to complete his task effectively.

Thirdly, the wages given to a workman should be related to successful completion of the task.

He also emphasized the need for staff training to develop an individual's capabilities and to help him/her work most effectively. The time and motion study submitted by Taylor looked for a human being's physical limits and described the fastest method for performing a given job or task.

One point of view is that applied to any educational organisation, the principle of scientific management may not stand the test of time. In an educational set up, efficiency is not measured quantitatively in terms of hours of teaching, research or any other services. Quality of services produced is most important. Besides, psychological or sociological dimensions of a person's ability to work are also very important. For example, a principal's appreciation of a teacher's work may provide encouragement to a teacher, who will feel motivated to work efficiently. However, some elements of scientific management such as specialization of administrative functions, tall hierarchical organisation, close supervision and a high degree of centralized control may be worth applying in a certain condition, such as when teacher's productivity is low and the organisation is very large. There is

also no way that a teacher's remuneration could be related to his /her work in a school setting, as it is difficult to measure it quantitatively. The influence of Taylor's Scientific Management in education was seen in terms of measurements such as 'intelligence testing', 'instructional efficiency', 'standardization of the work of teachers', etc. similarly the idea that standard tools and appliances should be provided to the teachers and the administrators is also important. No teacher without good equipment, library, laboratory, text books, and teaching resources can work with the maximum efficiency. The above stated concepts at a general level that are applicable to the school as well as to the education department.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

- 5) What is management and administration? Briefly discuss their interrelationship in a modern organisation.

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- 6) Who was the originator of Scientific Management. Describe its implication on education.

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11.10 ADMINISTRATIVE RESOURCES

Administrative resources are the tools in the hands of the administrator for the proper running of the administration. Before knowing the administrative resources it is prudent to know what makes an administrator.

What makes an Administrator?

Early in the history of administration an administrator was defined as someone who is responsible for the work of other people. It made clear that administering was a specific kind of work which could be analysed, studied, and improved systematically. To be an administrator requires more than a title, a big office, and other outward symbols of rank. It requires competence and performance of a high order. This task requires the administrator to make effective whatever strength there is in his resources – above all, in the human resources- and neutralize whatever there is of weakness.

There are five basic operations in the work of the administrator. Together they result in the integration of **administrative resources** in to a viable growing organism.

- In the first place he sets objectives. He determines what the objectives should be. He determines what the goals in each area of objectives should be. He decides what has to be done to reach these objectives. He makes these objectives effective by communicating them to the people whose performance is needed to attain them.
- Next he organises. He analyzes the activities, decisions and relations needed. He classifies the work. He divides it in to manageable activities and further divides the activities in to manageable jobs. He units these groups and jobs in to an organisation structure. He selects people for the administration of these units and for the jobs to be done.
- Next he motivates and communicates. He makes a team out of the people that are responsible for various jobs. He does it through constant communication, to and from his subordinates, and to and from his superior, and to and from his colleagues.
- The fourth is measurement. He establishes yardsticks to the performance of the organisation and of every man in it. He analyzes, appraises, and interprets performance. He communicates the meaning of the measurements and their findings to his subordinates and to colleagues.
- Finally he develops people including himself.

Administrative resources are classified in numerous ways. For the purpose of the present topic the classification is discussed below.

11.10.1 Human Resources

Administration is more a social process rather than a mechanical manipulation. The importance of an informal group within the formal organisational structure was recognized in an educational context. Within the formal structure of the school, informal inter group relation between principal, teacher, students and support staff help to attain the objectives of an organisation. It is because of the emphasis on human interactions that sociologists and psychologists became interested in understanding the organisational behavior. It shifted the emphasis from efficiency to cooperation among employees. The human relations approach emphasizes the following features of an organisation or institution.

Leadership:- The concept of human relations in the administration places great emphasis on the leadership. The cooperation among members of an organisation is considered the most important element in achieving the goals of an organisation. The principal of the school or college, as a leader of an organisation can plan, organise and direct effectively only when he/she is able to get cooperation from the students, teachers and other personnel.

The principal is supposed to be the leader. It also assumes that all others, subordinate to the principal, are the followers. The principal of a school is a leader by virtue of his/her position. But he/she is at the same time a follower as well. As a follower, he/she may have to work under another leader. For example under the administrative head of the district or the state there is a person who is called as the district education officer or the director of education. The concept of hierarchical positions limits the autonomy of the leader in his/her own setting. Sometimes a leader may be obsessed with the tight string that may be imposed from above. It, therefore, demands that leaders should be able to transcend the formal chains of command and perform the role of a motivator and team builder. This is the essence of leadership that every administrative head of an organisation should carefully maintain him/ her while taking institutions forward.

Sensitivity to Human Factor:- The human relations approach places due emphasis of the human factor in an organisation. The organisation is supported and carried through the cooperation of employees; and, therefore, it is important that the human factor be given due attention. In educational organisations, it is all the more necessary to be sensitive to teachers and others in the school system as, unlike production enterprise, teachers have to nurse the tender minds of the child and the youth.

Importance to Informal Organisation:- Formal structure of an organisation is important and exists as a legal entity. As the organisations are manned by people who have their own social, cultural and economic backgrounds, they tend to create informal structures which support them in times of need and provide them the needed security. Informal organisation should not be declared as illegal; rather the chief executive of an organisation should support these informal social and cultural structures and processes to derive full support of the people with in an organisation.

Free Interplay of Ideas:- Administration should not be taken to be the authority of a few. Decision making should not be the monopoly of a few individuals. There should be free flow of ideas and interplay of actions. This allows organisations to take shared responsibility and take decisions supported by every one. It ensures easy implementation of decisions.

Motivation:- Motivation is not the function of economic incentives. Various non-economic incentives motivate the individuals with in an organisation. Giving a due status to the teachers in a school will motivate the teachers and motivate them to work with commitment.

Maslow has given that motives exist in a hierarchical order in the form of needs such as organic needs, safety/ security needs, love/affection needs, esteem needs and self actualization needs. In the educational institution setting, it is important to know why some children are highly motivated to learn, while some others are less motivated to learn. Moreover, some teachers, too, may be motivated to work, while some may not. Motivation may consists of tangible gains such as increases in salary, bonus, etc as well as intangible gains such as better working conditions, recognition, prestige, power, etc. in an organisation, an administrator should know what kind of tangible and intangible gains can be appropriately mixed to induce teachers to achieve the goals of the organisation. Without effective motivation, the directions can not be followed. Even if directions are followed, goals may not be effectively met.

Another important point is the effect of punishment, as quite often administrators use the tool of punishment on the teachers for achieving desired results. As punishment may be a negative motivation, it would quite often harm the interests of an organisation. Therefore, both teachers as well as students should not be punished. In stead of punishment, efforts must be made to provide correct motivation.

Real versus Nominal Leader: The principal of a school is a leader in nominal terms. If he has to win the support of the organisation, he has to be a real leader. It means he should not only command administrative power by virtue of the authority given but also command the academic structure, respect and recognition of the person in an educational organisation.

Men/women as Active Human Beings: The human relations approach also supports the view that men/women are active agent. He/she is not a mere

passive doer of things. This shifts the perspective from mechanistic conception of an individual to active agent of the changed process.

Cooperation Enlarging the Span of Control: Span of control is the number of persons subordinate to an individual in an organisation. Sometimes a mechanistic rule is followed to define the span of control. If the span of control is large, it is said that function can not be performed efficiently. The human relations approach breaks this myth as span of control is influenced by the cooperation. Given the higher the degree of cooperation, an individual can efficiently function even with higher span of control.

The approach thus places great emphasis on motivation, social recognition and self esteem.

Behavioral Resource Approach in Administration

Behavioral resource approach in administration tends to understand the work behavior of a person in its entire dimension drawing ideas from sociology, psychology, economics, anthropology, political science etc. the administrator needs to know why people behave the way they do. It might be due to their cultural pattern, their special physical makeup or to their natural desire for power, wealth and influence, all of which affect their attitudes to work. The organisation is acting as an exchange system in which rewards are exchanged for work. For example, in a school, teachers get salaries in exchange for work. Thus the teacher remains in the school as long as he/she thinks the inducements are larger than his/her contributions. The concept of inducement is psychological, economic and sociological in nature. It implies the interdisciplinary nature of administration. Administration is process where the behavior of employees in an organisation is rational but influence by various other factors.

11.10.2 Communication Resources

Another key resource in the educational administration is the communication. It has been noted that coordination is one of the important functions of administration. Coordination needs effective communication. It is desired for conveying informations, advices, feelings, opinions and facts correctly from one person to another person or group of people. In an educational institution setting, it is important how effectively a teacher is communicating to the students during the teaching learning process. It is something that needs to be learnt. The teacher speaks, writes and makes various gestures to convey a message to the students. Students are also encouraged to observe carefully, listen attentively and express themselves effectively.

Similarly communication also takes place between the principal and the teachers, the principal and the support staff and among teachers and support staff. Effective communication enables the school principal to effectively carry out the decisions. It enables the principal to keep the focus on the tasks of individual personnel. The basic requirements for good communication are as follows.

- Meaningful and clear messages should be used for communication. For example, the policies of the school, instruction to the students, programmes undertaken in a school etc. should be communicated properly.
- The message communicated should not be interpreted in different ways by different individuals. It means interpretation of information should also be carried out in communication.

- The purpose and intent of communication should be clearly spelt out. If a student is being expelled due to indiscipline, the message should be clear to the students after communication.
- The timing of communication should also be determined by the administrator. Sometimes an environment has to be created before communication.
- The language used in communication should be simple. Brevity, clarity and relevance are essential ingredients of good communication.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

7) What are the importance of leadership in an organisation?

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8) Enumerate the basic requirement for good communication

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11.10.3 SWOT Analysis as a Resources

The application of Strength, Weakness, Opportunities and Threats (SWOT) model of analysis to the educational system will work for further improvement of the system. The SWOT analysis can be further explained as follows.

- When a Principal/Head who knows the situation himself / herself and a situation is known to every members of the organisation, then it obviously is a situation of strength.
- Institutional blindness results when situations are unknown to both to the principal and other members of the organisation and that is a situation of threat.
- Something known to the principal but unknown to others may be classified as the principal's secret. It is considered as the weakness of the organisation.
- The principal's blindness consists of the fact that he is not aware of the situation where as others known the situation very well.

This is an opportunity that leader of an organisation should explore to minimize institutional blindness and move towards the region of strength. This dynamic process with in an organisation will advance the organisation towards the situation of strength.

Detail Components of SWOT are given below:

STRENGTH

- A strong enrolment.
- Enthusiastic management team
- Excellent examination results
- Strong Curricular and co-curricular activities.
- Strong parental support
- Good staff morale
- Supportive governors

WEAKNESS

- Insufficient infrastructure such as Class rooms, Play Ground, Laboratory, Campus
- High average age of staff
- Inadequate budget
- Inadequate sports facilities

OPPORTUNITIES

- Merger with local institution with an excellent site but mediocre reputation.
- Develop reputation in Sports and Games.
- The excitement of establishing a new institution.
- The opportunity to enlarge staff expertise in order to increase the range of offerings.
- The merged institution may attract additional funding.

THREATS

- Loss of identity, strengths and reputation of the Institution.
- Risk of losing experienced teachers who may take early retirement.
- The ethos of the other institution may become dominant.
- Possible loss of some supportive governors.

After identifying the SWOT in a group, strategies for an organisation should be developed to exploit the strengths and minimize the weaknesses. Wherever opportunities exist, institutions may also develop strategies to exploit the opportunities and minimise the threats.

11.10.4 Quality Resources

Quality is an important dimension of product or service. The supplier of the products or services has an obligation to satisfy the consumer with products and services of the best quality. In the context of educational institution too, the learner desires to derive quality education. For this the quality circle is created. It may be useful to improve teacher's performance in the class room as it exposes

teachers towards greater creativity and will help to improve the efficiency of the employees in schools or colleges. Proper Training of teachers and orientation of other support staff is essential for improvement of quality services in the institution. In addition to that all other resources need to be revitalised for quality products.

11.10.5 Financial Resources

Due to burgeoning need of finances for the maintenance and development of education, it is not possible for the government alone to invest adequate resources for education, at least in foreseeable future. Further, the preoccupation of the governments- both at the centre and the states,- with the gigantic programme of universalizing elementary education, would make them difficult to look after the financial needs of secondary and higher education sectors. There is therefore the need for harnessing alternative sources of finance. This could take the form of institutions attempting to generate additional resources through the traditional means that is increasing the quantum of cost recoveries from students particularly at the secondary and higher education stages. Further attempts may also be made to encourage community participation in financing and management of education, particularly in the secondary and higher education level.

Self Financing Courses

Introduction of self financing course may be another step to wards mobilization of private contributions. These courses are market driven, which may help the students to enter into gainful employment. Some of the courses could be in professional areas like medicine, engineering, business administration, bio-technology etc. the self finance course can generate some additional financial resources for the educational institutions as they are very much cost effective.

Private Participation

Private participation in the financing and management of higher education (rather than full privatisation) should be promoted. The side benefits of this move are that it will bring about efficiency in the system and make it more effective and relevant. It is expected to promote excellence. It will also enable the universities to come out of the stifling confines of academic exclusiveness and become a part of the wider social milieu.

Distance Mode of Education

Another step is to provide facilities for education at the secondary and post secondary levels through alternative modes of education such as the distance mode. Besides being cost effective, it will also be possible to provide educational facilities to those groups of the student population who are not in a position to take benefit from education at these stages because of weak economic situations or some other problems. Of course it should be remembered that the distance mode of education should in no way be utilized as a means of collecting revenues with a motive of commercialization regardless of facilities provided to the students.

Industry University Interrelationship

Industry has vital stake in higher education, not only because of the fact that the institutions of higher education provide trained manpower for jobs in the industry, but also because they, through research and development, open up new vistas of scientific and technological development. It is therefore essential that there should be a closer relationship between industry and universities in order to involve in the financing and management of the higher education.

Grant in Aid from the Government

Presently the government grants are generally given keeping in view the financial needs of the institutions as also the income accruing to them from various sources like recoveries from the students, donations from the community etc. the rules and regulations governing government grants in most of the states do not encourage the generation of internal resources by the institutions because any extra income generated by them is counted towards their income and deducted from the grant to be given by the government.

Tuition Fees

Tuition fees levied on students at the higher education and secondary education levels have not kept pace with the ever-escalating costs of education. In the process there is at the post-elementary level huge subsidy built in to the present fee structure. This subsidy is given indiscriminately to each and every student regardless of his/her capacity to pay for education. There is a very strong case for raising tuition fees at secondary and higher education stages. The best method of levying fees is to relate them uniformly to cost of education. But this step could be construed as a regressive form of taxation. In the circumstances, a sort of differential fee system should be considered (Azad, 1976). Under the system, the economically well off should pay enhanced fees (meeting at least 20 % of the recurring costs) while weaker sections will pay subsidized fees or even be given fee-remissions. Further, foreign students may be charged at the international rate. It is also suggested that, as far as possible, full cost may be recovered for other services like hostel rental, mess charges, examination fees, library fees etc. there is no point in subsidising these facilities provided to the students. They should be charged on the cost of service principle.

Educational Loan

A scheme of educational loan to students, who are in need of financial assistance, has been recently introduced in India. Under this scheme, students are entitled to get loans for various university courses in India and abroad. The students are charged at the prevailing rates of interest. These scheme as worked out as present, dose not seem to be in a position to meet the requirements of the needy students. It is based on the same principles which govern other loan schemes like car loans or housing loans. Education being an investment in human capital should not be treated like any other consumer good.

Waste Management

While making a case for mobilizing additional financial resources, we have also to guard against the mind-boggling wastages of resources that occurs in the form of irrelevant courses and failures and dropouts at the various stages of education. The drop pout rate at the primary and upper primary stage is 40 % and 57% respectively. At secondary and higher education stages (in Humanities and Social Science) about 50 % students fail to come out with a reasonably good grade. Steps need to be taken to avoid this huge waste of scarce resources. Educational wastage can be checked by introducing interesting and up- to- date curriculum. Many welfare measures are also being taken by the authorities: such as mid day meal, free books, free dresses etc.

Optimal Utilisation of Available Resources.

It is necessary to ensure that the physical and academic infrastructure available with the educational institutions is utilised to the utmost extent. It is a common

sight that the facilities available with institutions are utilized for a very short period during the academic season. This leads to wastages of resources which are in no way adequate. It would be wise to make full use of these resources. For this purpose, it would be useful to meet the vast expanding requirements of educational facilities by introducing shift system in schools and colleges, wherever it is feasible by way of availability of students. In order to use the academic and physical infrastructure fully, the institutions may also start short-term diploma course in subjects, which have ready employment possibilities.

11.10.6 Infrastructural Facilities as a Resources

Infrastructural facilities are to play a greater role in educational sphere in the modern days. Infrastructural facilities, in the context of education, generally mean the physical facilities essential to ensure teaching-learning process. These facilities are necessary for effective teaching-learning to take place, and hence advance allocation of resources for them becomes essential. A substantial number of schools and colleges are without facilities such as adequate number of classrooms; play grounds, clean and hygienic toilets, safe drinking water supply, science laboratories and their equipments, adequate library facilities, computer and modern scientific instruments, teaching aids like audio visual equipments like LCD projectors, good black/white boards etc.

The infrastructural development depends on:-

- The expected students' intake of the institution.
- The expected number of departments.
- The expected number of teaching and support staff.
- The expected distribution of students and teachers by faculties and departments.

Total available space is one of the greatest resources. Space becomes the most important consideration in the initial phase- space for various activities like instruction, administration, laboratory, library, staff rooms, sports and games, students activity rooms- like students union offices, students welfare activities etc; staff quarters, students hostels, space for the cultural activities etc. these are the resources in the hands of the administrator for the smooth functioning of the institution.

11.10.7 Management Information System (MIS) as a Resource

The quality of administration and 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 data bank helps the institutional heads to improve the quality of his/her decision. In this context, the computer can be useful for the storage of information for quick accessibility. Every university or college or educational institution needs to develop an efficient Management Information System (MIS) to be used as a resource.

11.10.8 Material Resources

The material facilities as a resources has been given considerable attention in the overall management of the institution 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. The material resources are in the form of the following categories:

Teaching aids,

Laboratory equipment,

Cultural aids,

Sports and game equipment, and also

Other office equipments.

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 material facilities is based on the following considerations.

- Determination of the material facilities required.
- Specification of the facilities according to the requirements.
- Quality of the material required.
- Quantities required.
- Development of per capita requirement.
- Utilization process.
- Optimum utilization.
- Saving material facilities by avoiding wastages and under utilization.
- Maintenance or inventory control of material resources.
- Maintenance of materials, consumable and other related physical facilities.

Laboratory as a Recourse

In teaching-learning process, practical work occupies an important position, particularly, in the teaching of science, technology and subjects like medicines etc. It is impossible to imagine teaching natural science without practical work. 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 essential design, execution, observation and collection of data and its interpretation. The excitement and motivation in conducting experiments in science has to be built in to 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. Therefore material resources is a powerful tool in the hands of the management for smooth functioning of the institution.

Library as a Resource

The history of the 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 endeavor 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 civilisation. 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. A good and well equipped library therefore is regarded as powerful resources in the hands of the administration.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

9) What are the meaning of SWOT?

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10) Mention the form of material resources.

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11.10.9 Information Technology and Communication as a Resources

It is increasingly realised that information technology leads to socio-economic development provided one is well versed in the art of utilisation. India is very much ahead in this area and it is hoped that India would emerge as a major player at global IT hardware and soft ware makers.

Computers are already meaningfully employed in the fields of railways and air reservation, banking, insurance, billing for telephone and electricity, etc, thereby, reducing the drudgery of work and increasing the productivity and efficiency. They are also being used in the areas of weather forecasting, radio astronomy, molecular biology, aerodynamics, etc., for achieving faster results, better accuracy and more precision. Other areas where IT can make greater impact are electronic governance, modernisation of office environment, crime detection and telemedicine.

Technology helped in making communication a more effective tool for betterment of standard of living. Technology has emerged as the vehicle of rapid change in the way mankind communicates in this century and India has been no exception to this phenomenon. Whether in the field of telecommunications, roads, ports or air travel, the hall mark has been more efficient and cost effective technology.

The hastening of globalisation, capital flows across borders, rise of global cities would not have been possible without the space warping and space bridging electronic net work: Internet, that spans the planet. Technology has now made possible seamless integration of voice, data, and video with anytime, anywhere availability of information through innovations in the field of communication and electronics. Another important characteristic of information intensive societies is the development of an information sector. Identification and collection of data are only the first steps in the provision of information. The collected data then be verified, classified, organised, aggregated, stored, retrieved and communicated.

The role of IT in governance of higher institution of learning such as schools, colleges and universities are increasingly growing. The electronic administration can provide secure, reliable and controlled interface between the government, principal and between the principal and teachers and students. Therefore the reach is wider and instant and the contents are more appealing.

11.11 LET US SUMUP

In this unit we explained the theory relating to management principles and the processes of management in detail. The difference between educational management and administration has been explained with the help of examples. Every organisation including an educational institution has to perform all important management functions, namely- planning, coordination, delegation of authority, inspection and supervision and financial management, which are dealt with in this unit. The concept of scientific management as conceptualised by Taylor has been discussed. Its usefulness to educational institutions with two other important approaches that is human relations and behavioral approach is also taken care of. The key resources like motivation, communication, and leadership were also explained. The application of strengths, weaknesses, opportunities and threats (SWOT) model of analysis to the educational system has been explained.

Education was always given a place of honour in ancient India as also in medieval times. The government, both at the centre and in the states, assumed responsibility for providing resources for education. The participation from non government sources declined perceptibly during the post-independence period. It has been felt that there is need for devising ways and means for mobilizing resources from sources other than government sources. For these purpose, the community has to assume a much greater role. There is also a need for encouraging active participation of the industrial and commercial houses in providing resources for education particularly at the secondary and tertiary levels. Further, the quantum of tuition fees, as at present levied, contains a substantial amount of subsidy, which is given indiscriminately to all students regardless of their capacity to pay for education. In view of this a differential system of tuition fees has been suggested for mobilising resources. It is also necessary to cut down wasteful expenditure and to ensure the optimum utilisation of the academic and physical infrastructure.

11.12 UNIT END ACTIVITIES

- 1) What are the instruments of control for the principal of a college?
- 2) Write in your own words whether the new education policy -1986 is the product of administration.

11.13 REFERENCES

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11.14 ANSWERS TO CHECK YOUR PROGRESS

- 1) Answer refer to sub section 11.3
- 2) According to Luther Gullick :
 - a) planning
 - b) organising
 - c) staffing
 - d) directing
 - e) coordinating
 - f) controlling
 - g) decision making
- 3) The steps involved in planning are :
 - i) gathering information
 - ii) laying down the objectives
 - iii) developing the planning premises
 - iv) examining the alternative courses of action
 - v) evaluation of action patterns
 - vi) reviewing the limitations if any
 - vii) implementation of the plan

- 4)
 - i) Establishing standards of performance
 - ii) Measuring actual performance
 - iii) Comparing actual performance with the standard
 - iv) Finding variances or deviations if any
 - v) Taking corrective action or measures
- 5) Ref. to section 11.6
- 6) Ref. to sub-section 11.9.9
- 7) The human relations in the administration places great emphasis on the leadership. The cooperation among members of an organisation is considered the most important element in achieving the goals of an organisation. The principal of the school or college, as a leader of an organisation can plan, organise and direct effectively only when he/she is able to get cooperation from the students, teachers and other personnel.
- 8)
 - i) Meaningful and clear messages should be used for communication
 - ii) The message communicated should be interpreted in different ways by different individuals. It means interpretation of information should also be carried out in communication.
 - iii) The purpose and intent of communication should be clearly spell out
 - iv) The training of communication should be determined by the administrative.
 - v) The language used in communication should be simple. Brevity, clarity and relevance are essential ingredients of good communication.
- 9) Details components of SWOT
S= Strength
W= Weakness
O= Opportunities
T= Threats
- 10)
 - a) Teaching aids
 - b) Laboratory equipments
 - c) Cultural aids
 - d) Sports and games
 - e) Other office equipments.

UNIT 12 MANAGEMENT OF HUMAN RESOURCES

Structure

- 12.1 Introduction
- 12.2 Objectives
- 12.3 Human Resource: The Concept
- 12.4 What Constitute Human Resources?
- 12.5 Importance of Human Resources
- 12.6 Management of Human Resources : The Need
 - 12.6.1 Organisational Level
 - 12.6.2 Professional Level
 - 12.6.3 Social Level
 - 12.6.4 National Level
- 12.7 Approaches for Management of Human Resources
 - 12.7.1 Human Resources Planning
 - 12.7.2 Job Analysis
 - 12.7.3 Staffing
 - 12.7.4 Staff Training and Development
 - 12.7.5 Staff Motivation and Reward Management
 - 12.7.6 Staff Supervision and Discipline
 - 12.7.7 Performance Appraisal
 - 12.7.8 Potential Appraisal
 - 12.7.9 Self Renewal System
- 12.8 Let Us Sum Up
- 12.9 Unit End Activities
- 12.10 References
- 12.11 Answers to Check Your Progress

12.1 INTRODUCTION

As we all understand the management of Human Resource is essential for any organisation that would like to be dynamic and growth oriented. It is a fact that the progress of organisation is interrelated with the growth of its personnel. People in organisation are most important assets, which hardly could be neglected. Unlike other resource, human resource have rather unlimited capabilities to contribute to the system. The effectiveness of an educational organisation greatly depend on the quality of human resources it possesses. As one notice the standard of educational organisation squarely rest on the quality staffs and students as well as their efficient management. As we know, in educational institutions, an average of 80 percent of the budget is spent on salary and benefits for its personnel. Further, it is also very difficult to measure per cent of investment return in a tangible form like other corporate business organisations. Of late there are some emerging issues and challenges like development of information and communication technologies, globalization, responsiveness and spread of corporate culture etc. are also continuously affecting the functioning process of educational organisations and

their human resources. In this situation, the Head of the Organisation need to shoulder multiple responsibilities for proper management of human resources (HRM) which in turn leads to healthy growth and development of the organisation. A number of HRM techniques such as human resources planning, job analysis, recruitment and selection, staff development, staff motivation and reward management, performance appraisal, potential appraisal and self renewal system have been developed in recent years to perform the above task. This unit provides an understanding of the concept and importance of human resource management and its various approaches for effective management.

The aim of this unit is to assist you, to manage your human resource in such a manner that it will ensure the accomplishment of goals and objectives of the organisation efficiently.

12.2 OBJECTIVES

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

- define the meaning of human resources;
- identify the constituents of human resources;
- explain the importance of human resources in organisational set up;
- appreciate the need of human resources management;
- describe various approaches of human resources management; and
- apply the knowledge of human resources management in your organisation.

12.3 HUMAN RESOURCE: THE CONCEPT

As we often know, the human resources of an organisation are normally refers to its people who operate it. This, thereby, implies that people have capabilities that drive organisation's performance along with other resources such as money, materials and information. As one observes, human resources have at least two related interpretations depending on context:

The original usage derives from political economy and economics, where it was traditionally called '**labour**'. The more common usage within corporations and business organisation refers to the individuals within the firm and to the portion of the firm's organisation that deals with hiring, firing, training and other personnel issues.

Modern analysis emphasises that human beings are not '**commodities**' or '**resources**', but are creative and social beings in an educational or business organisation. It acknowledges that human beings do contribute much more to an organisation's development than just 'work'. They bring their character, their ethics, their creativity and their social connections ("<http://www.articlesbase.com>). This emphasis can also be partly attributed due to new emerging values of humanism and humanisation. Moreover, with the increased emphasis on creativity and autonomy, which people are increasingly acquiring and enjoying in the society. However, this generic term covers the potential of people in an organisation.

12.4 WHAT CONSTITUTE HUMAN RESOURCES?

As often we come across, what exactly constitutes human resources is an area of concern especially in regard to the particular characteristics in employee's skills that provide value to him/her. You may agree with us that the term human resources refers to the sum total of accumulated stock of knowledge, skills, creative abilities, talents aptitude, value and belief etc. of an organisation's work force i.e. people which the organisation has built up over a period of time into an identifiable expertise. The more important aspects of human resources are aptitude, values and belief on which one operates.

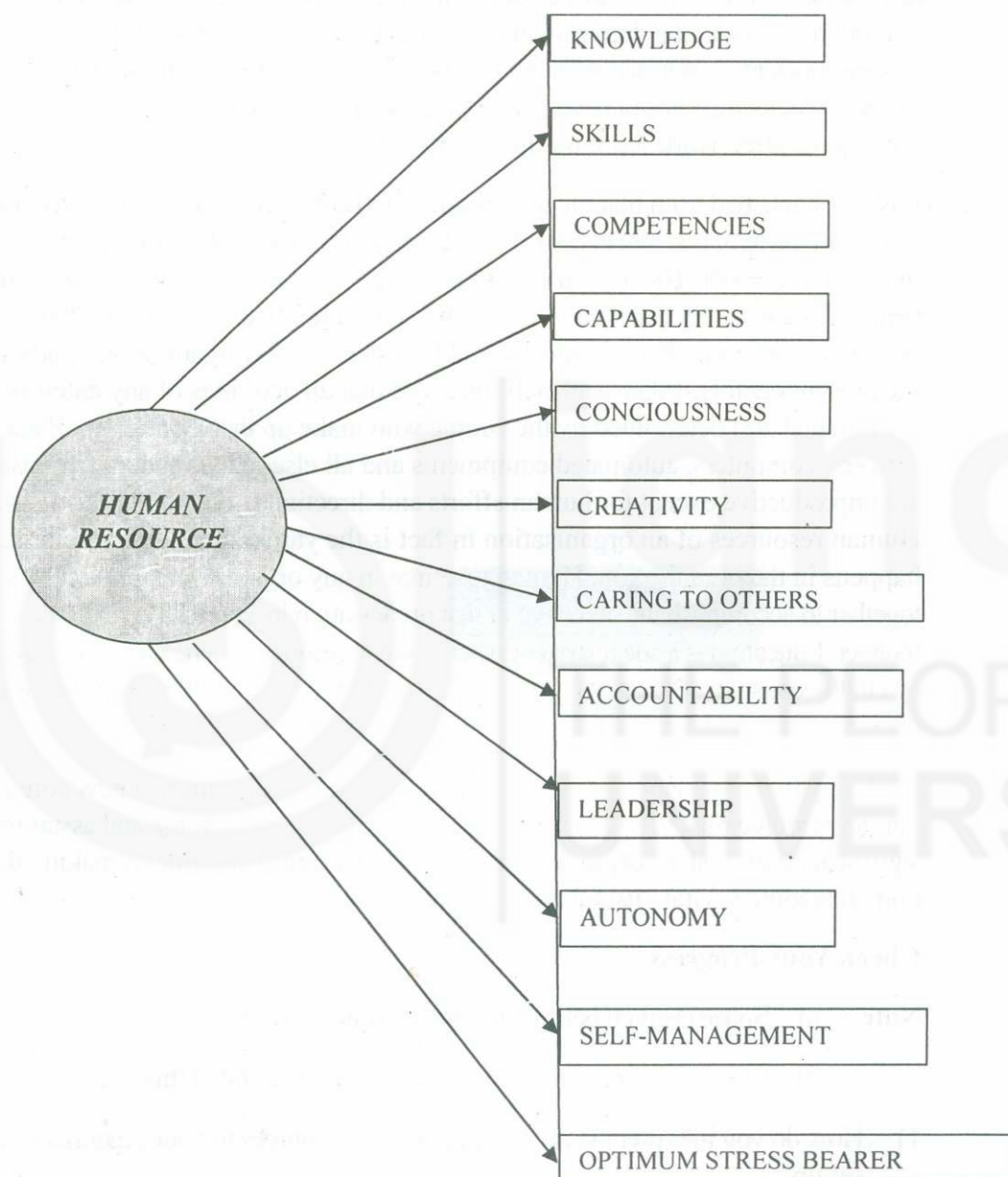


Fig. 12.1: Inculcating HRM Value

Human resources in educational organisations include several functionaries namely Teacher and Headmasters, Principals, Vice Chancellors, Heads of Institutions, Heads of Deptts., Heads/Directors of Research units, Dean/Directors of Schools/Department, Heads of Training Institutions, local and regional Administrators, Educational Planners and Administrators at national level. Each of these functionaries requires different kinds of knowledge, skills and aptitudes to discharge their duties well.

You may find on the qualities mentioned in Figure 12.1 above needs to be inculcated more or less in each and every individual to be effective human resources of any organisation.

12.5 IMPORTANCE OF HUMAN RESOURCES

We all are aware that healthy progress and smooth functioning of an organisation squarely rest on two important systems i.e. (i) sound financial system (2) efficient and effective human system. As organisations of today are encountered with many challenges such as transformation of economic environment, information explosion advances in information and communication technologies and the intensely competitive global and domestic market, which have created a lot of pressure on organisations to change accordingly or to perish. In order to meet these challenges, every organisation should have sound financial resources in one hand as well as have committed work force on the other hand.

It is an established truth that the organisations to be dynamic, growth oriented and fast changing requires human resource that can achieve the goals of the organisation in strategic manner. The human resources are the lifeblood of an organisation and hence it is absolutely necessary to have the better-qualified, trained and managed personnel for more effective and profitable system for the organisation. Early in the present century, Likert and Bell observed that all activities of any enterprise are initiated and determined by the people who make up that institution. Plants, officers, computers, automated equipments and all else that a modern firm uses are unproductive except for human efforts and direction (Likert and Bell, 1984). Human resources of an organisation in fact is the yardstick of everything that happens in the organisation. Human resource in any organisation join and work together to accomplish the objective of that organisation in an effective and efficient manner. Education is a social system where human resources is increasingly viewed as vital because it supports the guiding goal and objectives of the organisation as whole.

Realising the importance of human resources to an organisation, a new core of human resource management practices and philosophy is emerging and assuming significance in modern organisations which plays significant role in making the human resources vital, useful and purposeful.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

- 1) How do you interpret the meaning of human resources in your organisational set up?

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- 2) Mention the two important system of human resources management.

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12.6 MANAGEMENT OF HUMAN RESOURCES: THE NEED

As we know the human resource management is a **strategic approach** of selection, deployment, motivation, development and management of the organisation's human resources which ensures the achievement of goals and objectives of the organisation. Human resources management is a process of **proactive change** which is always linked to the enhancement of the capacity of each individual in an organisational set up. It emphasises on looking forward to what needs to be done to take the advantages of targeted opportunities than waiting to be told what to do about recruiting, paying or training people as they have already affected organisation's performance. Educational administrators/ managers in business organisations, therefore, usually apply many familiar techniques such as manpower planning, selection and recruitment, staff development and motivation, performance appraisal, etc. for management of human resources.

Broadly speaking there is three meaning on which the concept of HRM revolves around

- i) People employed in an organisation are considered as valuable assets, it indicates that time and effort needs to spare for their professional growth and development.
- ii) People working in the organisation are human resources because of their special qualities and characteristics. Therefore, they cannot be treated like material resources. Hence there is a need to introduce humanistic values and human approach to the organisational life.
- iii) People working in the organisation should not be accepted as single individual unit, rather they are working in interrelated, interdependent and socialistic environment. Each of them is members of the total organisation. It includes the role of person in the organisation, his superior and various in teams in which she/he works.

In its essence as we may conclude, HRM is the **qualitative improvement** of human being who is considered the most valuable assets of an organisation – the sources, resources and end-users of all products and services. It is a **scientific process** of continuously enabling the employees to improve and up-to-date their present and future expected roles. So that goals of the organisation are achieved in cost effective manner as well as needs of the employees are also met to an adequate extent.

We often observe that management of human resource occupies a central sub-system of an organisation. Being the central sub system, HRM interacts closely and continuously with all other sub system of an organisation. The functional ability and efficiency of people in all sub system of an organisation heavily rely on the policies, programmes and practices of the HRM sub-system as depicted in the following figure:

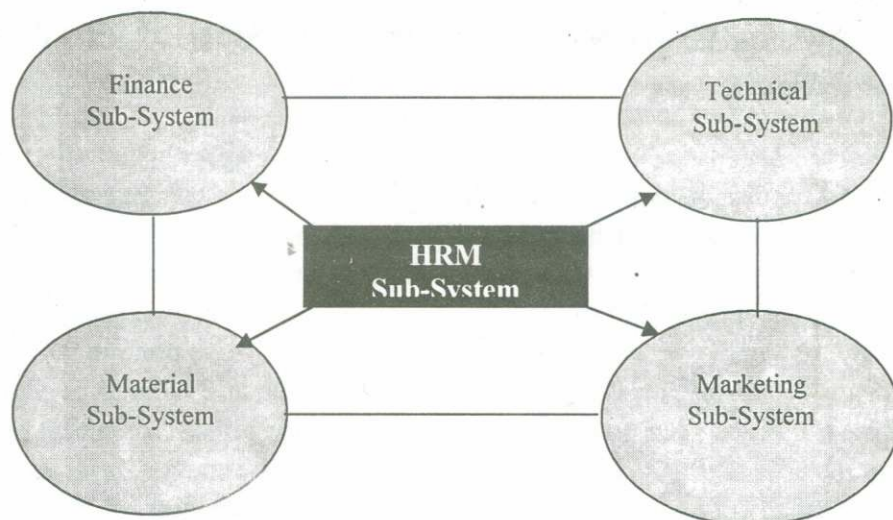


Fig. 12.2: HRM is central sub system

Source: *Human Resources Management*, S. Chand & Sons: New Delhi

Gupta (1997) discusses the need for management of human resources at four levels:

12.6.1 Organisation Level

Management of human resource to an organisation is necessary to achieve its desired goals successfully in the following ways:

- i) To select and retain qualified talent through effective human resource planning i.e. recruitment, selection, placement, compensation and promotion policies.
- ii) To develop and build required skill competency and capabilities through training, orientation and performance appraisal, etc.
- iii) To secure support and cooperation of employees through motivation, participation, grievance handling, etc.
- iv) To ensure that the organisation will have in future a team of competent and dedicated employees.

12.6.2 Professional Level

Management of human resources is equally indispensable for professional growth of employees in the following ways:

- i) To promote a healthy team work among employees by providing healthy working environment, this in other way leads to professional growth.
- ii) To provide maximum opportunities for personal development of each employee.
- iii) To maintain healthy relationship among and between individuals and different work groups.
- iv) To place right person at right place.

12.6.3 Social Level

Sound management of human resource in an organisation is required for the society. It helps to enhance the dignity of labour in the following ways:

- i) Providing suitable employment that provides social and psychological satisfaction to the people.
- ii) To maintain balance between the job available and the jobseekers in terms of numbers, qualification.
- iii) To minimise wasting of human resources through conservation of physical and mental health.

12.6.4 National Level

- i) To create conducive conditions for development of nation.
- ii) To provide suitable means for exploitation and utilisation of a nation's natural, physical and financial resources require for efficient and committed manpower.
- iii) To facilitate in generating high standard of living through inculcating such skills, attitudes and values of its human resources for speeding up the process of economic and educational growth.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

- 3) There are four levels of need for management of human resources, mention all the four levels.

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- 4) What do you mean by human resources management?

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12.7 APPROACHES FOR MANAGEMENT OF HUMAN RESOURCES

As we have by now understood that the growth and prosperity of any educational organisation squarely rests on the skills, competence and capabilities of the people who are delivering various educational services. The most important among these resources is the teachers. It is the teacher who directly or indirectly inculcates knowledge skill, competence, values, aptitudes and beliefs in the students. Therefore, teachers' community need to be competent, creative, curious and capable for healthy functioning of an educational environment. Unless and until teachers are competent and understand their roles and responsibilities well, the educational organisation cannot function and grow well. 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 as mentioned earlier, headmasters, college principals and other teaching staffs, supervisor, vice-chancellors of university and directors of the institutions, principals 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 meticulously.

Therefore, educational administrators at various level (school, college, university, other higher education institutions and research units) is to plan, develop and administer policies, practices and programmes designed to make expeditious use of its human resources. It is that part of management which is concerned with people at work and with their relationship within the organisation. Its objective are:

- 1) Effective utilisation of manpower;
- 2) Promoting desirable working relationship among all the members of the organisation; and
- 3) Optimum professional development of the individual.

The following functions may ensure for effective management of human resources in educational organisations i.e. School, College and other Higher Education Institution at national level.

12.7.1 Human Resources Planning

This sub system ensures the supply of the right kind of human resources at the required times. The supply of right kind of manpower is decided through annual plan in the beginning of the financial year at institutional, regional and at national level. Developmental plans at national level estimates the requirements of manpower at different sector i.e. health, education, administration and industry etc. The quantity of skilled manpower requirement for developmental activities helps in estimating the number of new educational institutions (schools, colleges, technical training institution) to be opened or existing institutions need to be expanded (increasing the intake capacity). This ultimately helps in estimating the requirement of manpower.

There are three major process involved in human resources planning:

- i) **Forecasting:** It estimates the number and type of people needed to accomplish organisational goals. Research is an important part of this function because planning requires the collection and analysis of information in order to forecast human resources supplies and to predict future human resources needs.
- ii) **Supply analysis:** It determines whether sufficient employees are available within the organisation to meet demand and also whether potential employees are available in the job market.
- iii) **Balancing supply and demand:** It requires a host of activities, including internal and external recruitment.

Human Resources Planning (HRP) in educational sector is a matter of simple exercise and does not require any sophisticated technology. This is because in most states in India fairly reliable population statistics and projects available and fund allocations were decided on political and economic consideration in advance.

Exercise on manpower requirement can be done rather easily in a states or region once it decides:-

- the number of schools, colleges or other higher educational institutions are to be opened in a given period;
- the number of classes to be added in this institution and the number of children to be brought in a formal education system;
- the teacher student ratio desired;
- the education level at which subject matter specialist only should teach the respective subjects (e.g. science teacher teaching science only); and
- the knowledge and skill levels required for teaching each class etc.

However, human resources planning in the field of education usually affected by faulty norms and standards; untested assumptions and bureaucratic rigidities. For example there are only 646 teacher training colleges at secondary level leading to B.Ed degree all over the country by 1998. Within a short period time by 2008, the number of training colleges reached to 8,856 which in turn demanded 56,000 teacher educators to run these colleges. To handle this crisis National Council for Teacher Education (NCTE) frequently brought slackness in norms for appointment of teacher educators which in turn encouraged half baked persons to work as teacher educator in one hand and in other hand it has created mass unemployment graduate and post graduate trained teachers all over the country. The permission for opening large number of training colleges here and there stated with the assumption of shortage of teacher at secondary level if the universalisation of secondary education policies will be implemented in near future. Neither governing bodies at national level nor at regional level have any demand and supply data of teacher requirement at secondary level. Now NCTE has appointed a special task force to close down these colleges before implementation of forecasted policies i.e. universalisation of secondary education.

12.7.2 Job Analysis

Job analysis is the process of describing the nature of a job and specifying the human requirements such as knowledge, skills, aptitudes and experiences needed to perform it. The end product of the job analysis process is the **job description**. Job descriptions are the list of job titles, qualifications needed by the persons for a particular job, salary range, work duties and responsibilities of employees. Job descriptions are an important source of information to employees.

i) Need of Job Analysis

There are four major purpose of job analysis such as training, compensation, selection and performance appraisal review which are described briefly in below:-

- **Determining training needs:** It helps in identifying training content, methods, material and evaluation techniques to be used.
- **Compensation:** It used in determining the required level of education, specific skills, work environment, responsibilities.
- **Selection procedures:** It can be used for job descriptions in advertisements of vacant positions, for screening applications, preparing questions for interview, developing evaluation Performa and orientation materials.

- **Performance review:** Job analysis can be used in performance review to identify goals and objectives; performance standards; evaluation criteria; and length of probationary periods and duties to be evaluated.

(ii) Methods of Job Analysis

The job analysis process starts with **job data** which specifies tasks, performance standards, responsibilities etc required for particular job. To prepare job data, the head of the organisation or employer collects information from existing staffs or supervisors through various techniques such as observation, individual interview, recording of the job activities, employee records, questionnaire, check list, task inventories etc. Possible agents to do the collecting are professional job analyst or some times supervisor or even a camera in the work place. After collection of information, the head of the organisation work out two important parameters i.e. **job descriptions** which describes the type of task, duties and responsibilities required for the job and **job specifications** clarifies the requirement of the specific knowledge, skills, aptitudes and physical fitness on part of the employees. The above exercise enables the head of organisation to come out with clear functions and requirement manpower.

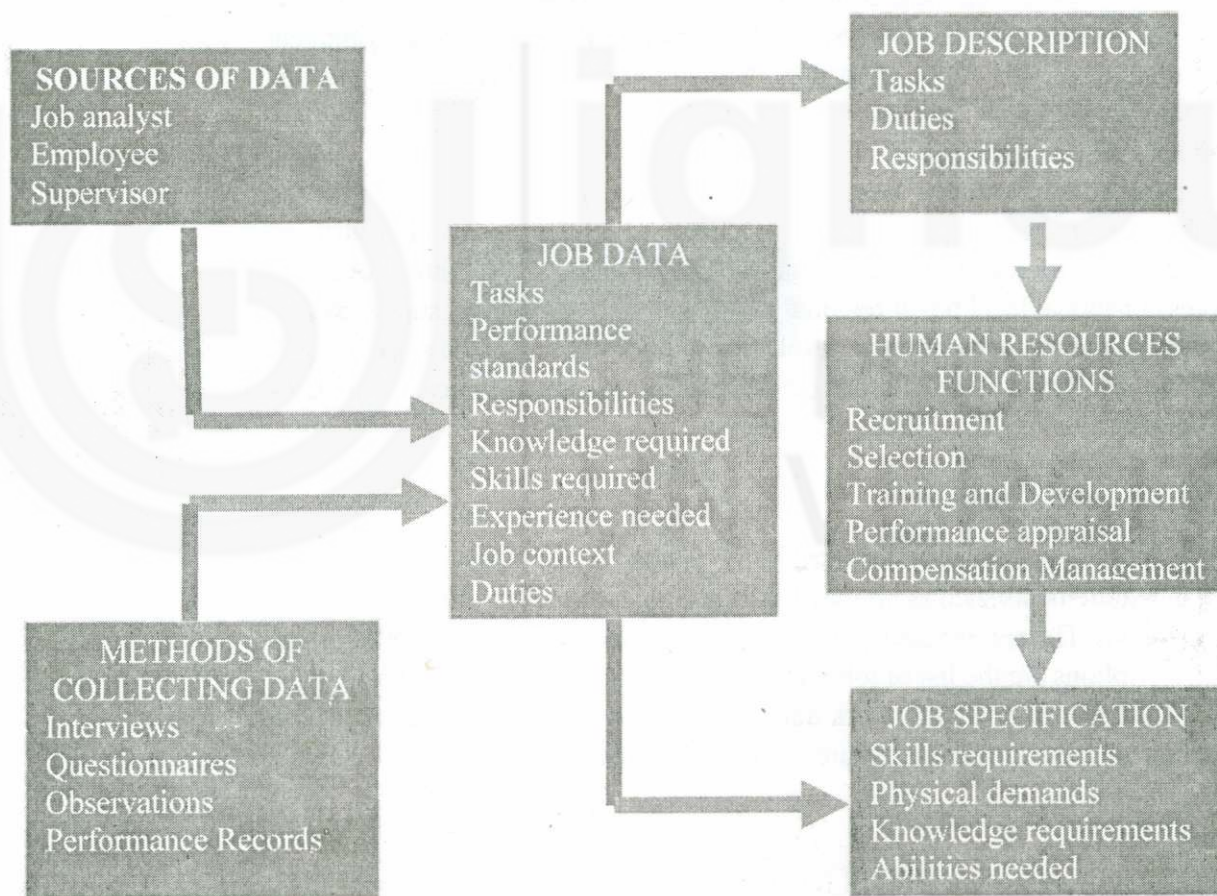


Fig. 12.3: The Process of Job

Source: Snell, S & Bohlander, G. (2007). *Human Resources Management*, Cengage Learning India Pvt. Ltd: New Delhi

(iii) Techniques for collection information for job analysis

The Head of the educational institution can used several tools and techniques for collection of both quantitative and qualitative information for the purpose of job analysis. The most frequently used tools are such as:

- Expert panels discussion
- Use of structured and unstructured questionnaires
- Task inventories
- Check lists
- Observation of performance
- Teacher's diaries

A typical method of job analysis would be to give the employees a simple questionnaire to identify job duties, responsibilities, aids and equipment used, work relationships, and work environment. The completed questionnaire would then be used to prepare a job description and/or job specifications. The method that you may use in job analysis will depend on practical concerns such as type of job, number of jobs, number of incumbents, and location of jobs.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

- 5) Mention the three major process involved in human resources planning.

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- 6) What are the techniques for collection information for job analysis ?

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12.7.3 Staffing

Once the human resource requirements are known for a region or for an institution, the next step is to recruit them. Recruitment of quality staff in educational organisation is a vital step in ensuring a quality education for students. In the past there used to be very few interested in teaching profession. With opening of several teacher training institutions, large number of young graduates and post graduates entering in teaching profession. Some of them have not genuine interest. Being forced by parents and to avoid unemployment problem, they are pursuing teacher education programme. After completion of their training course they are fighting for other fat salary job. When they failed to get such type of jobs they are adopting teaching as a disinterested job. This situation has both advantages and disadvantages to the education system. The advantage is that there is a wide choice available for the education manager to select his teachers. The disadvantage is that most of the teachers he selects may have least interest in teaching profession as they may have chosen it for employment reasons. This throws challenges on the recruitment system to ensure that right kind of teachers are chosen. In fact

the purpose of evolving a good recruitment system is to ensure the identification of right kind of people to man different positions. If a mathematics teacher is recruited to teach social science or if a social science teacher has to teach physical science it is wastage of human resources. The students suffer in this process. One wrongly placed or frustrated teacher can spoil the learning opportunities of students and may also affect the health of the institution.

Steps of Recruitment and Selection Process

An effective selection process is a planned, organised and controlled process. There are six specific steps involved in selection process: (1) job descriptions, (2) advertisement of the job, (3) screening of the application, (4) defining behavioural characteristics, (5) identifying and applying mechanism for selection, (6) assessing selection results.

- 1) **Job descriptions:** A job description is a written description of a job and the types of duties and responsibilities it requires. Thus, it is necessary to prepare a exhaustive list of the knowledge, skills, attitudes and values required to perform that job. The job description enables employees to learn their job duties and remind them about expected results they are supposed to achieve.
- 2) **Giving advertisement:** One of the common methods of attracting applicants is through advertisements. There are various modes available for advertisement such as newspapers, employment news (weekly), professional journals, radio, television, web sites and e-mail etc. The selection of a mode for advertisement depends on the urgency of the employer and accessibility of mode to the applicants.
- 3) **Screening of the applications:** Once the applications are received, the employer appoints a screening committee who prepares the screening criteria by matching with the job descriptions as well as by looking into the specific degrees, diploma, and additional training programme attended performance appraisal records of the candidate which indicates the capabilities of the candidate.
- 4) **Defining behavioural characteristics:** The fourth step is to define the behavioural characteristics to be measured. Subsequently, questions to be answered by the candidates are identified and included in the appraisal instruments, which will be used in selection process.
- 5) **Identifying and applying mechanism for selection:** The fifth step is to identify mechanisms of testing to know whether the individual possesses the required knowledge, skills, attitudes and values, wherever the indicators are not easily available. Interviews and tests can be used for such selection purposes. Knowledge can be assessed through written tests, while skills, attitudes, values etc. can be assessed through simulation tests, interviews and such other mechanisms. It is desirable to collect data from several sources to ensure proper selection.
- 6) **Assessing the selection results:** The final step in the recruitment and selection process is to assess its success in terms of accomplished purpose and benefits received. For example what per cent of the recruitment pool became active candidates and what are the performance ratings of the active candidates? Has the quality of the people improved as a result of the selection procedures used? For example, if all of the newly recruited teachers received high performance ratings for the first year, the result provides evidence that

12.7.4 Staff Training and Development

Staff development is defined as the process of providing opportunities for employees to improve their knowledge, skills and performance in line with the goals, values and beliefs of the organisations and in accordance with the needs and interest of the employees. Staff development in education has come to be viewed as indispensable as this process encourage teachers and other functionaries at school, college and university level to enhance their pedagogical knowledge, skills, and competencies in subject matter through advanced academic courses. Staff development in education are going on in many forms namely in-service education, continuing education, recurrent education, on-the job staff training. In addition to providing training for new or inexperienced teachers, schools, colleges and university often provide training programmes for experienced employees whose jobs are undergoing change or to whom organisation wants to promote from lower post to higher post after a short of orientation or training programme. Big educational organisation like National Council Educational Research and Training (NCERT), National University of Educational Planning and Administration (NUEPA), National Institute Open School (NIOS), Academic Staff Training Colleges (ASTC) of on-campus Universities Distance Education Programme- Sarva Shiksha Abhiyan (DEP-SSA, IGNOU) etc. at national level, State Council Educational Research and Training (SCERTs) at regional level, District Institute of Educational Training (DIET) at district level and Block Resources Centre (BRCs) and Cluster Resources Centre (CRCs) at block level have been undertaking various types of staff training and capacity building programmes.

i) Purpose of Staff Development

The major purposes of staff development can be summarised as follows:

- a) To identify the felt needs of the teachers for development among the teachers.
- b) To plan the needed training programme with the help of subject experts in that area.
- c) To serve the educational organisations primary goals i.e. enhancing and achieving quality teaching learning for students.
- d) To provide a climate that fosters opportunity for personal self-fulfilment and institutional effectiveness.
- e) To establish viable and meaningful programmes that enable system personnel to work cooperatively towards achieving organisation's goal as well as their own goals.
- f) To save money. It is costly to appoint and then dismiss the employees who do not perform. It is equally costly to lose good employees because they are frustrated by lack of opportunity for professional growth.

ii) Process of Staff Development

The operational procedures for the staff development process progress through a series of five steps: (1) formulating a guiding policy for staff development, (2) Defining program goals and objectives, (3) planning the program activities, (4) implementing programme activities, (5) evaluating the staff development process and implement appropriate changes.

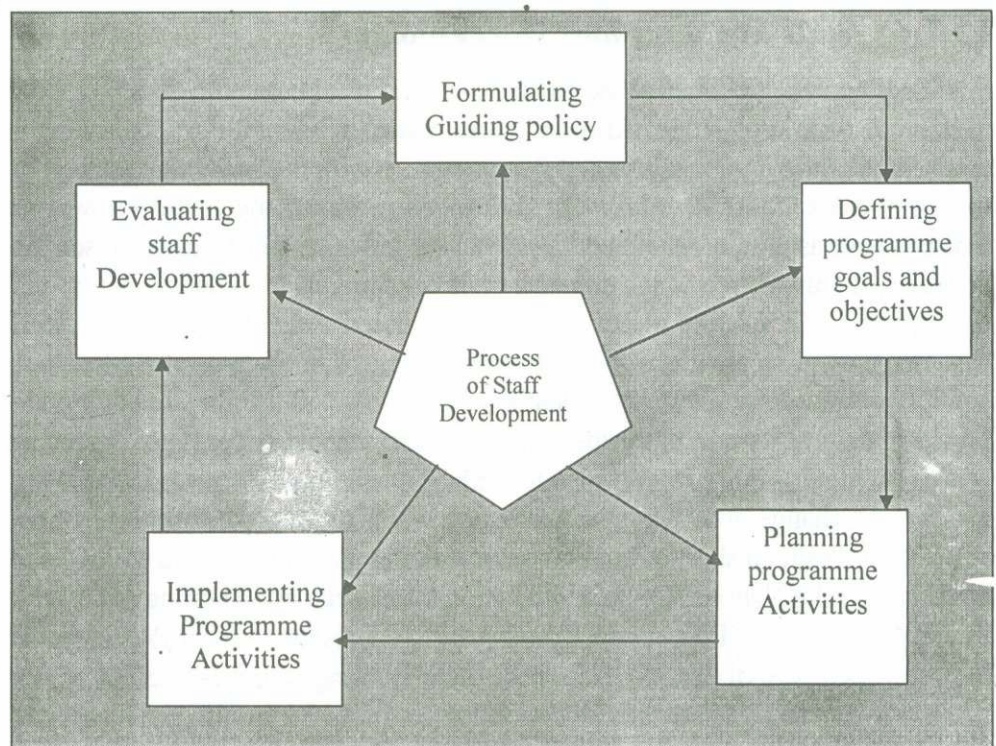


Fig. 12.4: Process of Staff Development

Each of these steps is described briefly in below:

i) Formulating a guiding policy for staff development

The guiding policy for staff development is adopted as an official order/circular of educational organisation that establishes the goals of the programme. Policy is used by the Head/Educational Administrators to determine specific procedures to implement the programme. This policy sets the guidelines for the administrative discretion necessary for its implementation.

ii) Defining programme goals and objectives

The operational procedure includes creating goals and objectives for staff development as per the needs and interests of employees. In-service programmes that focus on the immediate, realistic and personal needs are likely to be more effective than others. Further, programmes that consider both the interests and needs of the organisation's people and the needs of the organisations provide an important organisational balance in staff development.

iii) Planning the programme activities

Programme activities and delivery systems must be planned by keeping in view the individual employee in mind. Both organisation and individual responsibilities must be determined. Ideally, Head of the educational organisations decides various types of training and orientation activities for staff development. In other instances, individual staff might assume the responsibility for their own professional development. In any case, the need for close cooperation and mutual sharing of programme activities and responsibilities is important for programme success.

iv) Implementing programme activities

The activities, experiences, learning programmes, and personal initiatives are made available and implemented. Staff development activities are both formal and informal. They include workshops, conferences, peer teaching, mentoring, independent study activities, assessment methodology, internships, job rotation, college courses, e-learning technology etc.

v) Evaluating the staff development process

Evaluation of the staff development process focuses on the assessments necessary to judge the extent to which the stated goals for the programme are being met. It is a process to see return on investment. That is, what hard data will be gathered that demonstrate the contribution of the staff development programme. For example to know, what extent did a specific staff development programme improved the instructional methodology in the classroom? Did the programme result in improved student achievement outcomes?

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

7) Mention the steps of recruitment and selection of process.

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8) What are the process of staff development?

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12.7.5 Staff Motivation and Reward Management

Motivation is one of the important determinants of a persons behaviour at workplace. It includes all those factors which increases and decreases the active involvement of individual in his/her assigned activity. The health progress of the organisations invariable related with the level of motivation of the employees. In educational organisation, you will encounter two categories of people i.e. 1) highly devoted, hard working, committed to job; 2) lazy, evasive and superficial employees. In that situation you need to think what to do with less motivated people or even what sort of action you must take to reward the well motivated and efficient staff.

i) How to Maintain Staff Motivation?

The following techniques can be undertaken by the Head of the organisation to sustain the motivation of the staff.

a) Delegation of authority

A democratically functioning system requires that you as a head of the institution delegate some part of your authority to other capable and competent staffs in your institution. This is one way in which you can make other staffs feel motivated, empowered and help them develop efficaciously. As the authority will be delegated, there will be more staffs available to make the necessary decisions. What should be important for your, as a head teacher is to insist that the decisions are made within the set guidelines. This will help all concerned in carrying out the work

more efficiently without procedural delays and other administrative hassles. Staffs will enjoy what they are doing and will have a sense of pride as well.

b) Encourage for participation

Participation in the functioning of one's organisation is known to enhance one's self-esteem. As a practice you should involve your staff in the process of decision-making and in activities that are of direct concern to them and impact their functioning. The more you get the staff involved the more you will find in them a sense of ownership, responsibility, and enthusiasm about achieving the set goals. This would not lessen however, your accountability in decisions, as the final responsibility for decisions made will continue to rest on your shoulders as head of the institution.

c) Communication

It has been observed in educational institutions that wherever the head keep their staff informed about the goals set, progress made, and the results achieved, there is a greater cooperation shown by teachers, and they display a sense of belonging in the group. On the other hand, if the staff is not kept informed they show little interest and motivation, and gradually develop apathy and indifference. Thus the head of the institutions should inform staff about results, changes and progress and the future needs of the institution.

d) Recognition

The head institutions should give credit to the staff for their positive actions and behaviours. It satisfies their need for recognition, and they feel encouraged to work harder. One has to keep in mind that recognition of the person concerned is necessary to give one a sense of identity.

e) Organise professional development programme

To sustain the motivation of the staffs, you need come out with different plans and policies regarding professional development programmes of the staffs.

f) Introspection

It is important for you to introspect and reflect to one's own attitude, behaviour, and even personal problems that can affect the perception of staff needs and problems, and work on them. These may be challenging to your own leadership role and self-esteem, and ultimately reflect in your ability to develop your staff.

Reward Management is effective instruments for ensuring a high level of motivation of staff and fostering desirable values and norms in any system. Unless desirable behaviour is reinforced through recognition and other forms of rewards, the behaviour may not be repeated (may tend to be forgotten) or people may not put efforts to exhibit such behaviour. When a teacher puts extra efforts to develop a curriculum relevant to the community in which he/she is teaching, he/she should be rewarded for his/her innovativeness and the relevance he/she brought into education at local level. When a science teacher develops a new set of audio-visual aids to teach science, he/she needs to be rewarded so that he will continue to innovate. A headmaster making his/her school play a very responsive role to the community should also be rewarded.

Thus every person who does something unusual, or extraordinary or something new and innovative should be encouraged through appropriate rewards. There are several forms of rewarding people. Some of these include : increases in

salary, cash awards in appreciation, giving weightage to his/her contribution at the time of promotion decisions, giving him higher responsibilities in the same job (e.g. a science teacher who has done excellent work could be requested to co-ordinate a science teachers forum in that region), making announcements about the contributions in in-house journals, news papers etc. giving certificates, circulating his/her contributions to others in the system, sponsoring for study tours in other places, praising him before others, introducing him to higher authorities etc. Even symbolic rewards and recognition goes a long way in maintaining motivation of employees at high level. If a hard-working person or an innovative person is not rewarded after some time, his/her motivations may be reduced as he/she starts comparing with others. There may be uniform low level of performance in the system.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

- 9) As a Principal, how will you motivate the demoralized staffs in your college?

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- 10) Which forms of reward is better to sustain the motivation of lazy staffs in you institution? Why

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12.7.6 Staff Supervision and Discipline

Supervision ensures the educational administrators/educational manager/Head of the institutions etc to know whether the activities are going on as pre-planned. Similarly, discipline conforms them that whether employees are working as per the rules, regulation of the organisations and respecting instruction issued from time to time.

The role of supervisor is very important in educational institutions. Supervision work of the head is not confined only to know whether goals of the institutions have been achieved or not. Hence the developmental supervision emphasises on accomplishment of both institutional and individual goal, building collaborative culture in campus and ensuring teamwork among the employee. As a leader or head of the school/college/University, you are supposed to monitor teaching work, administration, accounts, and other ancillary tasks. It may not be possible to do all work simultaneously. Therefore, you can distribute these tasks to your staff members. The after you need to ensure that assigned tasks are actually carried out on stipulated time and in proper manner. To furnish the supervision work, collect information through various ways such as meeting with administrative

and academic faculty, visiting classes of teachers, talking to pupils, teachers, and parents.

i) Process of Supervision

The process of supervision involves some specific exercises which are commonly adopted by the head of the educational organisations such as 1) specifying goals, 2) deciding time schedule, 3) setting norms, 4) assigning activities, 5) monitoring, 6) corrective actions.

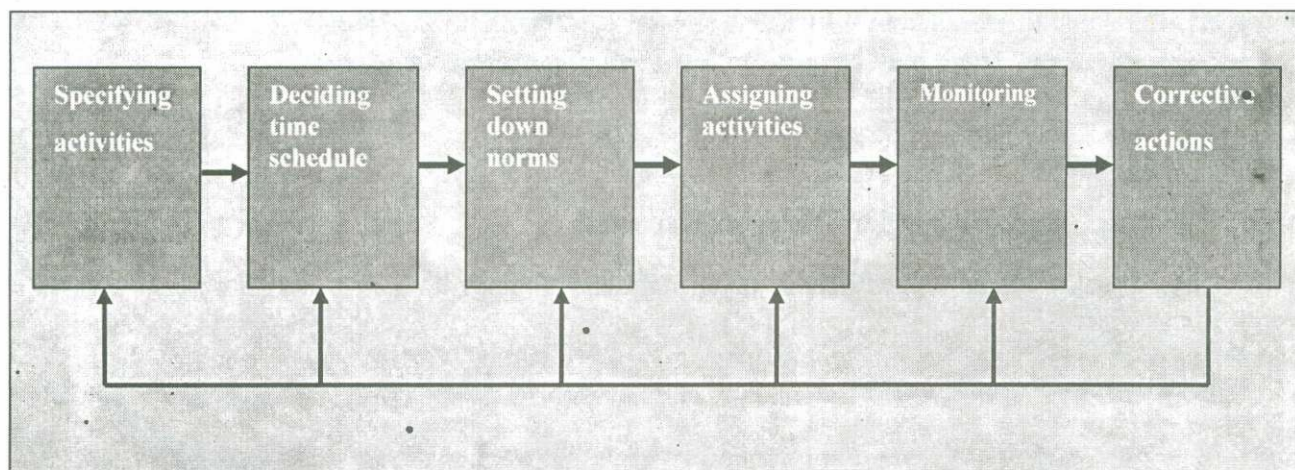


Fig. 12.5: Process of supervision

The above mentioned steps are briefly discussed in below:

a) Specifying activities

The first in staff supervision is to decide goals and tasks to be achieved or performed well in advance. The time frame may be daily, weekly, monthly, quarterly, half yearly or yearly depending upon the nature of tasks / goals. Goals are normally seen in a longer time frame prospective. Tasks refer to prospective activities to be carried out in order to achieve goals.

b) Deciding the time schedule

Once the goals are set and tasks are decided, next step is to decide on framing the time schedule. The tasks are prioritised and time schedule prepared eg. Completion of syllabus, revision of course, examination, maintenance of school etc. The time-frame within these activities or tasks are to be carried out has to be decided in advance.

c) Setting down norms

Next step is to decide on manner, standards, resources etc. required to accomplish the task or activities. Making provision in the budget, teacher's time table, availability of teaching and non-teaching staff, etc. are analysed and decided at this stage.

d) Assigning the activities

Assigning the decided tasks/activities to the staff members is the next important step. It is to be planned well in advance, which task will be performed by whom. Of course, teaching has to be performed by the respective teachers of their subjects in their respective classes. But in a school, there are several curricular and extra curricular activities, sports, cultural fests/programmes, educational tours, publishing of the school magazine, etc. All the tasks/activities are assigned well

before time. It is suggested that these activities are rotated amongst staff members. This promotes belongingness to the school, willingness to undertake tasks and a show of initiative etc.

e) Monitoring

Once the tasks/activities are allocated, the time schedule, resources and action plan finalized, your role in monitoring starts. Monitoring may be through :

- 1) observation (visits to classrooms, library, etc.)
- 2) interaction (discussing and talking with staff, students, parents)
- 3) review of documentation (seeking periodical progress reports etc.)

It is suggested that combination of the above techniques be adopted in monitoring. Monitoring should be used more of a diagnostic and reviewing tool rather than as a checking device. Monitoring facilitates in analysing.

f) Corrective action

Corrective action is process of remediation based on monitoring report. It modifies or omits the deviation occurred in any of the process of supervision.

Discipline is also very vital components for smooth functioning of educational organisation. The discipline amongst the staff, students, parents, visitors is equally important. Discipline in educational organisation, specify some code of conduct, rules and regulations to protect the rights of students, teachers and all other members.

The following process is adopted for maintaining discipline in educational organisations.

In most schools, a set of rules which act a code of conduct is drawn up for pupils to confirm. These rules should be as few as possible and should be reasonable. pupils should be involved in drawing up school rules.

In the case of rules for teaching staff, they should be drawn up and agreed by the staff as far as is possible. In doing this you well want to involve the teacher unions so that there is wide acceptance and full cooperation. Staff meeting can include the agenda items designed to help teachers so as to find positive way to deal with school matters.

12.7.7 Performance Appraisal

Once a person is recruited and allocated certain responsibilities, some mechanisms need to be used to ensure that he/she is doing his/her job well. For this purpose his/her performance should be monitored through periodic appraisals. Such monitoring of the performance also helps in identifying developmental needs and providing additional training or coaching to the candidate. Periodic appraisals also make the employee feel that he/she is important, his/her contributions are valued and there is someone who is interested in how well he/she is doing his/her job. It also gives him/her an opportunity to express his/her difficulties and take the help of his/her supervising officers to solve his/her problems. Performance appraisal also can give an opportunity for the supervising officer to coach the candidate and help him/her to develop in his/her role.

In order to improve and enhance performance, appraisal system must confirm to the following criteria:

- It is developmental, being the diagnostic component of a structured and systematic approach to the management of training and development.
- It is formative as it is based on qualitative judgement which are the basis for future action.
- It is negotiated i.e. a process of negotiating individual targets in order to improve personal performance and so enhance the quality of educational provision.
- It is continuous, since it is a long term strategy to enhance individual performance in the context of organisational objectives.
- It is hierarchical as it is the process by which the managerial relationship of the institution are expressed and developed.
- It is internal, because it is concerned with the institutions performance and the quality of its internal relationships.

i) Need of Performance Appraisal

If performance appraisal meets the criteria outlined above then has many uses for the teacher, the head of institution and the institution itself such as :

- It enhances relationship between and among the staff and students.
- It provides opportunity for career development.
- More systematic identification of agendas for staff development.
- It enhances the communication process.
- It provides opportunity for self-analysis and self-awareness.
- It provides scope for self-management of learning and greater opportunities for recognition and praise.

ii) Process of Performance Appraisal

There are some guidelines for performance appraisal described briefly in below:

- a) Specify the role of each staff member:** It may confirm each and every staff members about their performance and expected role to play.
- b) Set down evaluation criteria:** outlining the yardstick on which performance of the staff is to be rated or judged.
- c) Develop an objective appraisal system:** with discussion with the representative of staff members, the type, nature and length of appraisal proforma is to be finalised.
- d) Finalise duration of appraisal:** Duration of performance assessment of staff usually done annually. In case new comer it can be quarterly or half yearly depending on duration of probation period.

iii) Methods of Performance Appraisal

The educational administrator/Head of the organisation may use a range of task and techniques to assess the performance as per the requirement of nature of information they need.

- Assessing the performance of the students.

- Observation of teachers in the classroom
- Interview between teacher and appraiser
- Performance reports
- Attendance records

12.7.8 Potential Appraisal

While performance appraisal deals with performance of a person on the job assigned to him/her, potential appraisal deals with the assessment capabilities of a person to perform new roles and handle higher responsibilities. For example all principal of higher secondary schools may not have the right capabilities to become District Education officer or higher level education officers. Some may have better aptitude for such roles than others. Therefore, there is a need to assess the suitability of employees for higher level jobs.

Potential appraisal starts again with the identification of knowledge, attitude, skills and values required to perform the job for which the potential of any individual has to be assessed. In most countries generally the practice is to promote candidates internal to handle higher-level jobs. Wherever such systems exist it is the responsibility of the education department to ensure that opportunities are provided for people to develop their potential through in-service training.

The purposes of potential appraisal are:

- To place right kind of people in right position.
- To inform staff about their future prospects.
- To update and revise the staff training and recruitment process.
- To promote internal staffs for higher post by building necessary knowledge, skills and aptitudes.

i) Process of Potential Appraisal

The following steps needs to be followed while introducing potential appraisal system in educational organisations:

- a) **Role description:** Roles and responsibilities associated with the different higher posts in an organisation should be informed and clarified to subordinate staffs. This requires extensive job descriptions for each job.
- b) **Qualities Required:** Besides job descriptions, it is necessary to have a detailed list of qualities required to perform each of these functions. These qualities may be broadly divided into four categories – (1) technical knowledge and skills (2) managerial capabilities and qualities, (3) behavioural capabilities and (4) conceptual capabilities.
- c) **Indicators of Qualities:** A good potential appraisal system besides listing down the functions and qualities would also have various mechanisms for judging these qualities are – (a) rating by others, (b) psychological test, (c) simulation games and exercises, (d) performance appraisal records.
- d) **Organising the system:** Once the functions, the qualities required to perform these functions, indicators of these qualities, and mechanisms for generating these indicators are clear, the organisations is in a sound position to establish and operate the potential appraisal system. Such establishment requires clarity in the organisational policies and systematisation of its efforts.

- e) **Feedback:** If the organisation believes in the development of human resources it should attempt to generate a climate of openness. Such a climate is required for helping the employees to understand their strengths and weaknesses and to create opportunities for development. A good potential appraisal system should provide an opportunity for every employee to know the results of assessment. He/She should be helped to understand the qualities actually required.

12.7.9 Self Renewal System

Organisation Development (OD) as an approach to planned change in organisation has been widely used. Several writers have defined OD in different ways. According to Fordyce and Weil (1971) *Organisation Development (OD) is a planned effort, initiated by process specialists to help an organisation develop its diagnostic skills, coping capabilities, linkage strategies in the form of temporary and semi-permanent systems, and a culture of mutuality.*

There are several important dimensions of OD contained in this definition. Some elaboration of these dimensions may be useful such as:

- a) **A planned effort:** OD is a planned effort and therefore, requires a great deal of thinking and planning on the part of the OD expert.
- b) **Initiated by process specialists:** The knowledge and skills of applied behavioural science are used in OD. It can be properly initiated by an expert who has both the knowledge of applied behavioural science and the skill of applying this knowledge in the organisational situation.
- c) **Diagnostic skills:** The emphasis of OD is not only on the diagnosis of the current problems, but also on developing these skills in the organisation, so that these skills be used to diagnose its problems as a part of its regular functioning.
- d) **Coping capabilities:** The main thrust of OD is on problem solving abilities of the organisation. The organisation is helped to develop the ability to confront and cope with the problems it faces.
- e) **Linkage strategies:** OD emphasises building of linkage between the individual goals and the organisational goals, amongst the individuals who work in the various roles, and amongst various groups which function in the organisation.
- f) **Culture of mutuality:** OD is based on certain values such as openness, confrontation, trust, authenticity, proactiveness, autonomy, collaboration and experimentation which are important for the development of organisations.

OD can be undertaken by any organisation interested in developing its self-renewing capabilities or instituting process that would encourage collaboration and team work, openness and trust and developing process capabilities or its members. By process capabilities is meant the capabilities to assess and conceptualise the various processes that are occurring in the organisation while the members perform various roles and the organisation attempts to achieve its goals. For example an organisation where there is considerable degree of role-conflicts and ambiguity of the functions to be performed by different people, can undertake an OD programme to bring more role clarity and to help the employees develop mechanisms to sort out conflicts whenever they arise. Similarly, a school wanting to become more relevant to the community it serves may undertake an OD programme and institute mechanisms to change its orientations.

i) Phases of Organisation Development

The OD programme develops through certain phases. The purpose of discussing these phases is to see how the OD programme flows. There may be some variations or overlap as per the requirement of the organisation, generally OD goes through the following phases:

- a) **Entry in the organisation:** The first phase of OD is the establishment of rapport between the external consultant and the organisation. During this phase, the external consultant enters an organisation and establishes both his identity and understanding with the organisation regarding the purpose of OD. A consultant may enter an organisation in several ways. He may either be called by the organisation for a specific problem, or he may be called to discuss the possibility of a general OD programme leading on to the various kinds of OD activities.
- b) **Problem identification:** The main purpose of the second phase is to understand the main problems of the organisation. This understanding has to be developed by working with several people in the organisation. In addition to collecting preliminary data, the consultant gives more detailed attention to OD strategy.
- c) **Specific intervention:** After planning the strategy for change, specific intervention should be designed/selected and implemented. An intervention is a planned structural group of activities to achieve the goals of OD. Such an intervention may be in the form of specific structural changes, working on conflicts on some aspects. Each intervention requires a detailed plan.
- d) **Building collaborative culture:** While the work on the intervention is going on, it is necessary to build a collaborative culture in the organisation i.e teamwork sharing of responsibilities common beliefs and mutual trust etc.
- e) **Development of internal resources:** Although this has been mentioned as the last phase, in fact, this runs throughout the four phases already mentioned. The consultant identifies internal resources in the beginning and he/she works with him/her in such a way that the internal resource person is strengthened both in terms of his/her acceptability as a consultant in his/her skills to work on various aspects of the OD programmes.

Check Your Progress

Note : a) Space is given below for writing your answers.

b) Check your answers with those given at the end of this unit.

- 11) Briefly describe the process of performance appraisal in your organisation.

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- 12) What is need of performance appraisal in your organisation.

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- 13) Organisation development is planned effort. Comment it

12.8 LET US SUM UP

We have observed that human resources of an organisation are its people who have sum total of accumulated stock of knowledge, skills, creative abilities, talents aptitude, value and belief etc. Human resources in our educational organisations include several functionaries namely teacher and Headmasters, Principals, Vice chancellors, Heads of Institutions, Heads of Deptts., Heads/Directors of Research units, Directors of Schools, Heads of Training Institutions, local and regional Administrators, Educational planners and Administrators at national level.

We have also discussed that education is a social system where human resources is increasingly viewed as vital because it supports the guiding goal and objectives of the organisation as whole. Realising the importance of human resources to an organisation, a new core of human resource management practices and philosophy is emerging and assuming significance in modern organisations which plays significant role in making the human resources vital, useful and purposeful.

We have also deliberated that the HRM is the qualitative improvement of human being who is considered the most valuable assets of an organisation – the sources, resources and end-users of all products and services. Management of human resource occupies a central sub-system of an organisation. Being the central sub system, it interacts closely and continuously with all other sub system of an organisation and ensures achievement of organisational goals and objectives.

Thus, we as educational administrators/heads at various levels (school, college, university, other higher education institution and research unit) is to adopt various approaches such as: i) human resources planning, ii) job analysis, iii) recruitment and selection, iv) staff development, v) staff motivation and reward management, vi) staff supervision and discipline vii) performance appraisal, viii) potential appraisal and ix) self renewal system for effective management of human resources.

12.9. UNIT END ACTIVITIES

1. As a principal of the school, develop the detailed techniques and strategies for training and performance appraisal of your staff. Collect feedback of yours teaching faculties and staff members and write a report highlighting their main features and analysis of the feedback.
2. Select any one technique that could be used for performance appraisal of teachers in your institutiion. Critically analyse its advantages and disadvantages. and write a report.

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12.11 ANSWERS TO CHECK YOUR PROGRESS

- 1) Ref. Section 12.3 and 12.4
- 2) a) Sound financial system.
b) efficient and effective human system.
- 3) a) Organisational level
b) Professional level
c) Social level
d) National level
- 4) Ref. Section 12.6
- 5) a) Forecasting
b) Supply analysis
c) Balancing supply and demand
- 6) The most frequently used tools are such as:
a) Expert panned discussion
b) Use of structural and unstructural questionnaires

- c) Task inventories
 - d) Check list
 - e) Observation of performance
 - f) Teacher diaries
- 7) a) Job description
- b) Advertisement of the job
 - c) Screening of the application
 - d) Defining behavioural characterise
 - e) Identifying and applying mechanism for selection
 - f) Assessing selection results
- 8) The operational proceeding for the staff development process program through a series of five steps: they are
- a) Formulating a guiding policy for staff development
 - b) Define goals and objectives
 - c) Planning the programme activities
 - d) Implementing programme activities
 - e) Evaluating the staff development process and implement appropriate changes
- 9) There are so many techniques to motivate staffs
- a) Delegation of authority
 - b) Encourage for participation
 - c) Communication
 - d) Recognition
 - e) Organise professional development programme
 - f) Introspection
- 10) Reward management in effective instruments for ensuring a high level of motivation of staff and fostering desirable values and norms in any system. When a person who does something unusual or extraordinary or some thing new and innovative should be encouraged through appropriate rewards. There are so many forms of rewarding – such as increase in salary, cash awards in participation, giving weightage to his contribution at the time of promotion decision, giving him higher responsibilities in the save job, making announcements about the contribution in-house journals, news papers etc. giving certificates, circulating his contribution to others in the system, sponsoring for study tour in other places, etc.
- 11) Ref. subsection 12.7.7
- 12) Ref. subsection 12.7.7
- 13) Ref. subsection 12.7.9

MES-044 Institutional Management

Block-1 Management of Curriculum

- Unit-1 Classroom Management (Instructional Management)
- Unit-2 Curriculum Transaction
- Unit-3 Management of Evaluation
- Unit-4 Management of Academic Resources
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Block-2 Management of Financial Resources

- Unit-6 Educational Finance: Meaning, Importance and Scope**
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Block-3 Management of Human and Administrative Resources

- Unit-10 Management of Student Support System
- Unit-11 Management of Administrative Resources
- Unit-12 Management of Human Resources

Block-4 Management of Infrastructure

- Unit-13 Concept, Importance, Need
- Unit-14 Management of Physical Resources
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Block-5 Total Quality Management

- Unit-16 Quality Control, Quality Assurance and Indicators
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