1

CONCEPT OF MANAGEMENT

Unit Structure

1.1 OBJECTIVES

The objectives of this unit can be summarised as below:

- ❖ Explain the meaning/concept of management
- ❖ Explain the principles of management
- ❖ Explain about the Concept of educational management
- ❖ Discuss about the need of educational management
- ❖ Describe about the nature of educational management
- ❖ Discuss about the scope of educational management
- ❖ Describe the Input-Process-Output model of Systems Approach
- ❖ Enumerate the functions of Management

1.0 INTRODUCTION

Many scholars consider Education to be the driving force behind economic development and social development in a country. For an education institution to function effectively, a competent management and administration system needs to be created. Educational management ensures the smooth operation of an educational system by managing its

day-to-day activities. Planning is another strong component of educational management and it proves to be conducive in removing any issue which may develop in the foreseeable future. It has been observed that by the 21st century, the major theories of management and administration were developed in accordance to the educational system. Many theories were adopted from the industry sector so that specific educational requirements could be met. Hence, it can be said that education; management and planning first started out as a field of study which depended on the other settings and eventually became established field with its own ideas. These ideas later progressed to alternative models like systems approach and many more which were gains through observation and experience of various educational institutions.

This this module 1 is written in the instructional mode where in it begins with an 'Introduction' to the topic followed by an outline of the 'Objectives'. The detailed content is then presented in a simple and an organized manner, interspersed with 'Check your progress' questions to test the understanding of the students, A 'Summary' along with the list of 'Key Terms' and a set of 'Questions and Exercises' is also provided at the end of the module for effective recapitulation.

1.2 CONCEPT OF MANAGEMENT

1.2.1 Meaning and Definition of Management

What is Management?

Etymology

The verb 'manage' comes from the Italian maneggiare (to handle, especially tools), which derives from the Latin word manus (hand). The French word mesnagement (later ménagement) influenced the development in meaning of the English word management in the 17th and 18th centuries.

Management is a universal phenomenon. It is a very popular and widely used term. Allorganizations - business, political, cultural or social are involved in management because it is themanagement which helps and directs the various efforts towards a definite purpose.

According to Harold Koontz,"Management is an art of getting things done through and with the people informally organized groups. It is an art of creating an environment in which people can performand individuals and can co-operate towards attainment of group goals".

According to F.W.Taylor, "Management is an art of knowing what to do, when to do and see that it is done in the best and cheapest way".

Management is a purposive activity. It is something that directs group efforts towards the attainment of certain pre - determined goals. It is the process of working with and through others to effectively achieve the goals of the organization, by efficiently using limited resources in the changing world. If course, these goals may vary from one enterprise to another. E.g.For one enterprise it may be launching of new products by conducting market surveys and for other it may be profit maximization by minimizing cost.

Management involves creating an internal environment. - It is the management which puts into use the various factors of production. Therefore, it is the responsibility of management to create such conditions which are conducive to maximum efforts so that people are able to perform their task efficiently and effectively. It includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules and regulations etc.

Therefore, we can say that good management includes both being effective and efficient. Beingeffective means doing the appropriate taski.e, fitting the square pegs in square holes and round pegs in round holes. Being efficient means doing the task correctly, at least possible cost withminimum wastage of resources

Management can be defined in detail in following categories:

1. Management as a Process
2. Management as an Activity
3. Management as a Discipline
4. Management as a Group
5. Management as a Science
6. Management as an Art
7. Management as a Profession

1.2.2 Principles of Management

Henri Fayol's – 14 Principles of Management

Introduction

A principle refers to a fundamental truth. It establishes cause and effect relationship between two or more variables under given situation. They serve as a guide to thought ' actions. Therefore, management principles are the statements of fundamental truth based on logic which provides guidelines for managerial decision making and actions. these principles are derived: -

a. On the basis of observation and analysis i.e., practical experience of managers.

b. By conducting experimental studies.

There are 14 Principles of Management described by Henri Fayol

1.   Division of Work.

2.   Balancing Authority and Responsibility.

3.   Discipline.

4.   Unity of Command.

5.   Unity of Direction.

6.   Subordination of Individual Interests to the General Interest.

7.   Remuneration.

8.   Centralization.

9.   Scalar Chain.

10.   Order.

11.   Equity.

12.   Stability of Tenure of Personnel.

13.   Initiative.

14.   Esprit De Corps.

Henri Fayol, a French industrialist, is now recognized as the Father of Modern Management. In the year 1916 Fayol wrote a book entitled "Industrial and General Administration". In this book, he gave the 14 Principles of Management.

1.Division of Work:

In practice, employees are specialized in different areas and they have different skills. Different levels of expertise can be distinguished within the knowledge areas (from generalist to specialist).

Personal and professional developments support this. According to Henri Fayol specialization promotes efficiency of the workforce and increases productivity. In addition, the specialization of the workforce increases their accuracy and speed. This management principle of the 14 principles of management is applicable to both technical and managerial activities.

2. Authority and Responsibility:

In order to get things done in an organization, management has the authority to give orders to the employees. Of course, with this authority comes responsibility. According to Henri Fayol, the accompanying power or authority gives the management the right to give orders to the subordinates.

The responsibility can be traced back from performance and it is therefore necessary to make agreements about this. In other words, authority and responsibility go together and they are two sides of the same coin.

3. Discipline:

This third principle of the 14 principles of management is about obedience. It is often a part of the core values of a mission statement and vision in the form of good conduct and respectful interactions. This management principle is essential and is seen as the oil to make the engine of an organization run smoothly.

4. Unity of Command:

The management principle 'Unity of command' means that an individual employee should receive orders from one manager and that the employee is answerable to that manager.

If tasks and related responsibilities are given to the employee by more than one manager, this may lead to confusion which may lead to possible conflicts for employees. By using this principle, the responsibility for mistakes can be established more easily.

5. Unity of Direction:

This management principle of the 14 principles of management is all about focus and unity. All employees deliver the same activities that can be linked to the same objectives. All activities must be carried out by one group that forms a team. These activities must be described in a plan of action.

The manager is ultimately responsible for this plan and he monitors the progress of the defined and planned activities. Focus areas are the efforts made by the employees and coordination.

6. Subordination of Individual Interest:

There are always all kinds of interests in an organization. In order to have an organization function well, Henri Fayol indicated that personal interests are subordinate to the interests of the organization (ethics).

The primary focus is on the organizational objectives and not on those of the individual. This applies to all levels of the entire organization, including the managers.

7. Remuneration:

Motivation and productivity are close to one another as far as the smooth running of an organization is concerned. This management principle of the 14 principles of management argues that the remuneration should be sufficient to keep employees motivated and productive.

There are two types of remuneration namely non-monetary (a compliment, more responsibilities, credits) and monetary (compensation, bonus or other financial compensation). Ultimately, it is about rewarding the efforts that have been made.

8. The Degree of Centralization:

Management and authority for decision-making process must be properly balanced in an organization. This depends on the volume and size of an organization including its hierarchy.

Centralization implies the concentration of decision-making authority at the top management (executive board). Sharing of authorities for the decision-making process with lower levels (middle and lower management), is referred to as decentralization by Henri Fayol. Henri Fayol indicated that an organization should strive for a good balance in this.

9. Scalar Chain:

Hierarchy presents itself in any given organization. This varies from senior management (executive board) to the lowest levels in the organization. Henri Fayol 's "hierarchy" management principle states that there should be a clear line in the area of authority (from top to bottom and all managers at all levels).

This can be seen as a type of management structure. Each employee can contact a manager or a superior in an emergency situation without challenging the hierarchy. Especially, when it concerns reports about calamities to the immediate managers/superiors.

10. Order:

According to this principle of the 14 principles of management, employees in an organization must have the right resources at their disposal so that they can function properly in an organization. In addition to social order (responsibility of the managers) the work environment must be safe, clean and tidy.

11. Equity:

The management principle of equity often occurs in the core values of an organization. According to Henri Fayol, employees must be treated kindly

and equally. Employees must be in the right place in the organization to do things right. Managers should supervise and monitor this process and they should treat employees fairly and impartially.

12. Stability of Tenure of Personnel:

This management principle of the 14 principles of management represents deployment and managing of personnel and this should be in balance with the service that is provided from the organization.

Management strives to minimize employee turnover and to have the right staff in the right place. Focus areas such as frequent change of position and sufficient development must be managed well.

13. Initiative:

Henri Fayol argued that with this management principle employees should be allowed to express new ideas. This encourages interest and involvement and creates added value for the company.

Employee initiatives are a source of strength for the organization according to Henri Fayol. This encourages the employees to be involved and interested.

14. Esprit de Corps:

The management principle 'esprit de corps' of the 14 principles of management stands for striving for the involvement and unity of the employees. Managers are responsible for the development of morale in the workplace; individually and in the area of communication.

Esprit de corps contributes to the development of the culture and creates an atmosphere of mutual trust and understanding.

Conclusion

The 14 principles of management can be used to manage organizations and are useful tools for forecasting, planning, process management, organization management,decision-making, coordination and control.

Although they are obvious, many of these matters are still used based on common sense in current management practices in organizations. It remains a practical list with focus areas that are based on Henri Fayol 's research which still applies today due to a number of logical principles.

1.2.3Nature, Scope and Need of Educational Management

Introduction

Educational management is a field of study and practice concerned with the operation of educational organizations. Educational management is centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin the management of educational institutions. Unless this link between purpose and management is clear and close, there is a danger of "managerialism . . . a stress on procedures at the expense of educational purpose and values". "Management possesses no super-ordinate goals or values of its own. The pursuit of efficiency may be the mission statement of management - but this is efficiency in the achievement of objectives which others define".

Meaning of Educational Management

The origin of the development of educational management as a field of study began in the United States in the early part of the twentieth century. Development in the United Kingdom came as late as the 1960's. Educational management, as the name implies, operates in educational organisations or institutions.

There is no single accepted definition of educational management as its development observed in several disciplines or fields like business, industry, political science, economics, administration and law. So, while defining the meaning of the term educational management can be said that, "Educational management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and expected goals or objectives.

It is being mainly a human endeavour should be properly planned without emphasizing the rigid application of mechanical and physical principles. It is fundamentally a social organisation where inter human relationships must play a major role. For success of educational management, there must be adequate freedom and flexibility on the one hand and necessary discipline and decorum on the other hand in the educational institution.

Thus, management of education or educational management implies the practical measures for ensuring the system to work for achieving the goals or objectives of an educational institution. So educational management operates in educational organisations or institutions.

There is no single accepted definition of educational management as its development has drawn heavily on several disciplines like economics, sociology and political science. But some specialists in this area have propounded their views in the form of giving their definitions on educational management which are given below.

Definitions of Educational Management:

"School management, as a body of educational doctrine, comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derived largely from the practice of successful

teachers. The writers in this field have interpreted these principles and precepts in various ways, usually by reference to larger and more fundamental principles of psychology, sociology and ethics". —Paul Monore

"Educational Management is theory and practice of the organisation and administration of existing educational establishments and systems." —G. Terrypage and J.B. Thomas

In the light of above discussion, it is clear to visualize that educational management is a comprehensive effort intended to achieve some specific educational objectives. It deals with the educational practices, whereas educational philosophy sets the goals, educational psychology explains the principles, educational administration tells how to achieve educational objectives and principles. It is the dynamic side of education.

It deals with educational institutions – right from the schools and colleges to the secretariat. It is concerned with both human and material resources which are essential. Because the degree of success of the educational management of any educational programme depends upon the degree of co-ordination and organisation of these resources.

Hence educational management in broader perspective says about:

➢ Setting directions, aims of objectives of educational organisations or institutions.

➢ Planning for progress of the programme.

➢ Organising available resources—People, time, material.

➢ Controlling the implementing process.

➢ Setting and improving organisational standards.

Nature of Educational Management:

It is the management of educational institutions to foster teaching and learning. As a field of practice, it has some aspects in common with other fields of management, such as public administration, hospital administration and business management. As a field of study emerged first at the Teacher's Training College of Columbia University and was followed shortly by graduate programme of Stanford University, University of Chicago and other institutions in the U.S.A. Indian Universities it had its place only in the 1670s. Since the 1950s educational tration has become a field of study in its own right. As an applied field it has much in common with other applied fields such as medicine, engineering, etc. It builds upon psychology, sociology, economics, political science and other behavioural sciences. For the part twenty to thirty years emphasis has increased on the development of theory and research in educational management. Also has increased understanding of educational Notes organization and the people working in them yet, there is much to be achieved.

With the beginning of 1970s a new era has emerged in the field of educational management. Changes have been taking place in all its aspects, conceptual as well as operational. At the conceptual level new terms, constructs and approaches are being introduced and used. Even the very nomenclature of the field seems to be changing. The terms educational management and educational organization are frequently being used in place of educational management.

(1) Dynamic Function

As a dynamic function, educational management has to be performed continuously, in an everchanging environment. It is constantly engaged in the moulding of the enterprise. It is also concerned about the alternation of environment itself so as to ensure the success of the enterprise. Thus, it is a never-ending function.

(2) Practicability

The school management must not be a bundle of theoretical principles, but must provide practical measures to achieve the desired objectives Whatever the objective that is decided must be made achievable and practicable to avoid frustration.

(3) Distinct Process

Management is a distinct process to be performed to determine and accomplish stated objectives by the use of human beings and other resources. Different form of activities, techniques and procedures, the process of management consists of such functions as planning, organizing staffing, directing, coordinating, motivating and controlling.

(4) Needed at All Levels of the Organization

According to the nature of task and the scope of authority, management is needed at all levels of the organization, e.g. top level, middle level and supervisory level. Like the executive the lowest level supervisor has also to perform the function of decision-making in way or another.

(5) System of Authority

Authority to get the work accomplished from others is implied in the very concept of management since it is a process of directing men to perform a task. Authority is the power to compel men to work in a certain manner. Management cannot work in the absence of authority since it is a rule-making and rule-enforcing body. There is a chain of authority and responsibility among people working at different levels of the organization. There cannot be an efficient management without well-defined lines of command or superior - subordinate relationships at various levels of decision making.

Scope of Educational Management:

By scope, we mean the area within which functioning of educational management takes place. The scope of educational management today is as vast as that of education itself. Any activity conducive to the, achievement of educational goal, is a part of educational management. Such activities could be at the school level, at the college level, at the university level or at the control level. Anything done to improve the quality of education at any stage may be ranging from the supply of material, human and financial resources to the highest cultural or academic needs-comes under the scope of educational management.

Hence, we shall consider the scope of educational management under the following heads.

1. Scope of educational management is very wide and includes history and theories of management sciences, roles and responsibilities of educational manager as well as managerial skills.

2. Its scope also includes a study of educational planning at macro level, its goals, principles, approaches and procedures and at micro level institutional planning and educational administration.

3. It also helps in decision and solving problem.

4. Co-curricular planning and time-table construction is also included in the scope of educational management.

5. Motivating staff and students is a part of the scope of educational management.

6. Its scope also includes conducting staff meetings and managing confliucts and stress.

7. Developing healthy and conducive school climate it also a part of scope of educational management.

8. Scope of educational management also includes organization of health and physical education, organization of exhibitions and fairs.

9. Its scope also includes maintenance of school records, evaluating students' achievements.

10. Financing and budgeting also comes under the purview of the scope of educational management.

Need of Educational Management:

Policy at the national level focuses on social, economic and cultural development. The best means to achieve the development in these spheres is through human resource development and education.

There has been tremendous advance in the field of technology- this can be made available to the society only through education.

Thus,

❖ Education has to make its curriculum more relevant to life and as per the needs of thechanging society in an effective and efficient manner.

❖ Education therefore has to be dynamic, so that it can contribute towards accomplishment of National development goals.

❖ Education must also enable students to bring about desirable social change.

And at the same time in order to fulfil the above stated role of education, effectively and efficiently, there is a need to manage education professionally and move beyond the traditional role of educational institutions. Thus, knowledge of the educational management is the need of the hour due to following aspects:

1. The knowledge of educational management theories, principles, concepts techniques skills and strategies, when applied to education will bring about effective and efficient functioning of educational institutions.

2. Scientific and systematic management of educational institutions is necessary to bring about qualitative changes in the educational system.

3. Knowledge of educational management is also necessary to train the present teachers to learn and run educational institutions professionally.

1.2.4 Systems Approach to Educational Management-Input-Process-Output, and Contingency Approach to Management

Introduction:

The term "system" means systematic analysis and development of any task/activity to take appropriate decision. Systems approach brings to the teaching-learning process a scientific approach for solving instructional problems and accomplishing desired objectives. In othex words, systems approach is a problem-solving method of analysing the educational process and making it more effective.

Let us try to understand the concept of a system with the help of some concrete examples. A watch is a system but the parts of the watch separated and kept in a tray do not constitute a system. Similarly, the human body has a digestive system for digesting the food and converting it into nutrients. Various parts of the digestive system put separately do not constitute the digestive system. Let us study various characteristics of system with the help of these two examples. You must have studied various those parts of the digestive system. They are also called components of the digestive system. You are aware that every part i.e. component of the digestive system contributes to and supports the functioning of the digestive system as a whole. Thus, one may say that a system consists of some components; each of these components contributes to and supports the functioning of the system. If one is suffering from toothache, the mouth component will not function properly which in turn will affect the functioning of other body systems including the digestive system. Or, if all the components are working in unison. the efficiency of the digestive system will increase. This happens because all the components of digestive system are interrelated. Change in one component in its structure or function-affects the functioning of all other components directly or indirectly and of the system as a whole. This means that various components of a system are interdependent. If one component of a system is affected the whole system gets affected. The components come together to form g whole. A car, a school library, a grinder are some other examples of system. The digestive system is geared to digest the food, the school library system creates interest in the students about reading and provides information, a grinder grinds the grains into flour.

From the above discussion three main *characteristics* of a system emerge. These are as follows:

1. A system has certain functions to perform.

2. A system has many components/ parts each of these may have a different function to perform butall of these together contribute to the function(s) of the system.

3. The components of a system are interrelated and interdependent.

Meaning of Systems Approach:

System approach is a systematic attempt to coordinate all aspects of a problem towards specific objectives. Webster's dictionary defines a system as "a regularly interacting or independent group of items forming a unified whole." The characteristics of a system of may be explained with the help of an example – various parts of the digestive system may be called as components of digestive system. Every component of the digestive system contributes to as supports in functioning of the digestive system as a whole.

In the context of education, system is a unit as a whole incorporating all its aspects and parts, namely, pupils, teachers, curriculum, content and evaluation of instructional objectives. The teaching-learning process is viewed as communication and control taking place between the components of a system. In this case, the system is composed of a teacher, a student and a programme of instruction, all in a particular pattern of interaction.

The System Approach focuses first upon the learner and then course content, learning experiences and effective media and instructional strategies. Such a system incorporates within itself the capability of providing continuous self-correction and improvement. It is concerned with all elements of instruction including media, including hardware and software. Its purpose is to ensure that the components of the organic whole will be available with the proper characteristics at the proper time to contribute to the total system fulfilling the objectives.

In the systems approach to instruction, the teacher has to plan completely the utilization of selected resource material and the classroom activities. The teacher should have a good overall view of the subject, know his/her limitations, know all about his/her pupils and the individual differences in their learning capacities and plan accordingly. The system approach involves continuous evaluation of learning outcomes and utilization of knowledge gained by analysis of results of evaluation to suitably modify the plan of approach to achieve the stated objectives.

Input-Process-Output Model of a System

In this model there are various components

1.   Inputs
2.   Process
3.   Output

1. **Inputs:** Following make up the inputs of any educational system:

- Human resources: Students, teachers, non-teaching staff.
- Material resources: Building, equipment, library-books.
- Financial resources: Fees, donations, grants
- Ideology: Values, knowledge, curriculum

2. **Processes:** There are two supporting processes in any educational system:

- Primary: Teaching-learning, evaluation
- Supporting: Planning, organizing, directing, controlling etc.

3. Output: It includes effective and efficient accomplishment of aims and objectives of education by-Utilising the inputs through processes. The desired outputs of any systems are

- Development of individual.
- Development of academic discipline through research.
- Development of society.

After the completion of this cyclical process of this model, Feedback is received. Feedback refers to the response to the output, enabling a system to modify its functioning. Feedback can be positive or negative in nature. Feedback can be stimulative; it can bring about corrective action leading to improvement.

This Input- Process-Output Model is explained through an example:

Let us now study how a system works. You have seen that every system has specific function. to perform or goals to achieve. These can be termed as outputs. In the case of a clock, the function or the goal is to show time accurately. Similarly, the school library may aim at providing its students one book per week. Now, in order to achieve this output, the school library, for example, requires some input such as certain minimum number of books.

This relationship of input and output is shown in Fig. 'A'

Figure 'A': Input-Output Model of a System.

But by just possessing a requisite number of books, the output will not be achieved. The librarian will have to plan and develop certain procedures for storing, issuing and returning books (and also for motivating users) These procedures form a part of the process. Now the above relationship of input and output is modified as shown in Fig. 'B'.

Figure 'B': Input-Process-Output Model of a System.

The librarian would also like to know whether the goal (output) of issuing at least one book per student per week is achieved or not. This implies that the librarian would have to compare the actual output with the expected output. If the difference between the expected and actual output is minimal, the system is effective and efficient. If this gap widens, the system becomes less effective and less efficient. If the gap widens a little more, the librarian would have to study the d problem area. He therefore, has to develop a feedback system which would give him information about this gap between the expected output and the actual output. This may be represented as shown in Fig. 'C'.
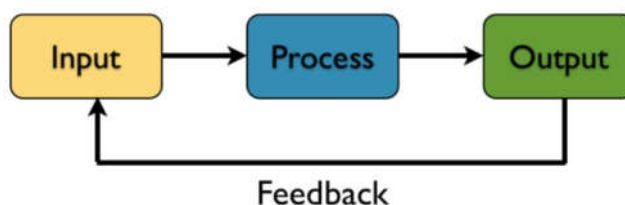

Fig. 'C': Feedback-based Model of a System.

One may have to modify the procedure (process) or the inputs (number of books, number of cupboards, number of library assistants, etc.) to achieve the expected output/goal. Or one may even like to rethink the expected output considering the constraints on the inputs.

In the educational system, the planned input (learning material) and process (learning strategies) are organised to cater to the needs of the students. The learning material is sequenced in such a way that it leads the student to achieve the desired standard of output i.e. terminal performance. Monitoring the system through feedback help improve, revise and evaluate each component of the system. This discussion shows that the system can be represented as an input-process-output model.

Advantages of Systems Approach:

1. Systems approach helps to identify the suitability of the resource material to achieve the specific goal.

2. Technological advance could be used to provide integration of machines, media and people for attaining the defined goal.

3. It helps to assess the resource needs, their sources and facilities in relation to quantities, time and other factors.

4. It permits an orderly introduction of components demonstrated to be required for systems success in terms of student learning.

5. It avoids rigidity in plan of action as continuous evaluation affords desired beneficial changes to be made.

Limitations of Systems Approach:

1. Resistance to change: Old ways are difficult to erase. There is always resistance to any new method or approach.

2. Involves hard work: Systems approach requires hard and continuous work on the part of school personnel. Some are not prepared for the extra load.

3. Lack of understanding: Teachers and administrators are still not familiar with systems approach. Though it has been successfully implemented industry, it has still to make headway in education.

Conclusion.

As systems approach is basically a process of problem solving, it can be applied to many areas in the field of education, such as instruction, research, management of educational institutions, curriculum development and so on. One may apply it to any problem situation as the process and the mode of thinking remains the same.

Contingency Approach to Management   Concept of Management

Introduction:

The contingency approach, often called the Situational Approach is based upon the premise that all management is essentially situational in nature. All decisions by managers will be affected (if not controlled) by the contingencies of a given situation. There is no one good way to address any decision. Contingencies arise from various environmental factors. As such, managers must take into account these contingencies when making decisions that affect the organization.

Contingency theory builds upon accepted elements of System Theory. It recognized that an organization is an open system made up of interrelated sub-units. It adds, however, that the behaviour of individual sub-units is contingent upon internal and external environmental contingencies.

These might include the relationship between two other sub-units or external systems. This is particularly true when these internal or external units/systems have an effect on the desired outcome of a sub-unit.

Characteristics of the Contingency Approach:

The primary characteristics of contingency theory include:

- **Non-universality of management theory** - There is no one best way of doing things.

- **Contingency** - Management decision making is contingent upon the situation.

- **Environment** - Managerial policies and practices to be effective, must adjust to changes in the environment.

- **Diagnostics** - Managers must possess and continue to improve diagnostic skills so as to anticipate and ready for environmental changes.

- **Human Relations** - Managers should have sufficient human relations skills to accommodate and stabilize change.

- **Information and Communication** - Managers must develop a communication system adequate to deal with environmental changes.

Advantages and Disadvantages of Contingency Theory

The primary advantages of contingency theory include:

- It provides a realistic view of management and organization.

- It discards the universal validity of principles.

- Managers are situation-oriented and not stereotyped.

- Lends itself to an innovative and creative management style.

The negatives of contingency theory include:

- It does not have a theoretical base.

- Executive is expected to know all the alternative courses of action before taking action in a situation that is not always feasible.

- It does not prescribe a course of action.

- A situation can be influenced by many factors. It is difficult to analyse all these factors.

Thus, it is concluded that, the contingency approach defines not only patterns of internal interaction but also suggests organization designs and management approaches most appropriate for specific situations.

1.2.5 Functions of Educational Management

Introduction:

Management has been described as a social process involving responsibility for economical andeffective planning ' regulation of operation of an enterprise in the fulfilment of given purposes.It is a dynamic process consisting of various elements and activities. These activities are differentfrom operative functions like marketing, finance, purchase etc. Rather these activities arecommon to each and every manger irrespective of his level or status.

Different experts have classified functions of management. According toGeorge &Jerry, "Thereare four fundamental functions of management i.e. planning, organizing, actuating andcontrolling".

According to Henry Fayol, "To manage is to forecast and plan, to organize, to command, ' tocontrol". WhereasLuther Gullickhas given a Keyword 'POSDCORB' where P stands for Planning, O for Organizing, S for Staffing, D for Directing, Co for Co-ordination, R for Reporting' B for Budgeting. But the most widely accepted are functions of management given by Koontz and O'Donnell i.e. Planning, Organizing, Staffing, DirectingandControlling

For theoretical purposes, it may be convenient to separate the function of management but practically these functionsare overlapping in nature i.e. they are highly inseparable. Eachfunction blends into the other ' each affects the performance of others.

1. Planning:

It is the basic function of management. It deals with chalking out a future course of action & deciding in advance the most appropriate course of actions for achievement of pre-determined goals. According to KOONTZ, "Planning is deciding in advance - what to do, when to do & how to do. It bridges the gap from where we are & where we want to be". A plan is a future course of actions. It is an exercise in problem solving & decision making. Planning is determination of courses of action to achieve desired goals. Thus, planning is a systematic thinking about ways & means for accomplishment of pre-determined goals. Planning is necessary to ensure proper utilization of human & non-human resources. It is all pervasive, it is an intellectual activity and it also helps in avoiding confusion, uncertainties, risks, wastages etc.

2. Staffing:

It is the function of manning the organization structure and keeping it manned. Staffing has assumed greater importance in the recent years due to advancement of technology, increase in size of business, complexity of human behaviour etc. The main purpose o staffing is to put right man on right job i.e. square pegs in square holes and round pegs in round holes. According to Koontz &O'Donell, "Managerial function of staffing involves manning the organization structure through proper and effective selection, appraisal & development of personnel to fill the roles designed un the structure". Staffing involves:

- Manpower Planning (estimating man power in terms of searching, choose the person and giving the right place).

- Recruitment, Selection & Placement.

- Training & Development.

- Remuneration.

- Performance Appraisal.

- Promotions & Transfer.

3. Organizing:

It is the process of bringing together physical, financial and human resources and developing productive relationship amongst them for achievement of organizational goals. According to Henry Fayol, "To organize a business is to provide it with everything useful or its functioning i.e. raw material, tools, capital and personnel's". To organize a business involves determining & providing human and non-human resources to the organizational structure. Organizing as a process involves:

- Identification of activities.
- Classification of grouping of activities.
- Assignment of duties.
- Delegation of authority and creation of responsibility
- Coordinating authority and responsibility relationships.

4. Directing:

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

- Supervision
- Motivation
- Leadership
- Communication

Supervision- implies overseeing the work of subordinates by their superiors. It is the act of watching & directing work & workers.

Motivation- means inspiring, stimulating or encouraging the sub-ordinates with zeal to work. Positive, negative, monetary, non-monetary incentives may be used for this purpose.

Leadership- may be defined as a process by which manager guides and influences the work of subordinates in desired direction.

Communications- is the process of passing information, experience, opinion etc from one person to another. It is a bridge of understanding.

5. Controlling:

It implies measurement of accomplishment against the standards and correction of deviation if any to ensure achievement of organizational goals. The purpose of controlling is to ensure that everything occurs in conformities with the standards. An efficient system of control helps to

predict deviations before they actually occur. According to *Theo Haimann*, "Controlling is the process of checking whether or not proper progress is being made towards the objectives and goals and acting, if necessary, to correct any deviation". According to Koontz & O'Donell "Controlling is the measurement & correction of performance activities of subordinates in order to make sure that the enterprise objectives and plans desired to obtain them as being accomplished". Therefore, controlling has following steps:

a.   Establishment of standard performance.

b.   Measurement of actual performance.

c.   Comparison of actual performance with the standards and finding out deviation if any.

d.   Corrective action.

> DID YOU KNOW
>
> Management is a collection of processes, including such things as decision-making, problem-   solving and action-planning. These processes involve the management of resources including human, material, financial and time. These processes are also known as the functions of managers.

1.3 CHECK YOUR PROGRESS

1. State the 14 principles of Henry Fayol

2.Input-Process-Output Model of systems Approach.

3.State the functions of Management.

1.4 SUMMARY:

❖   The verb 'manage' comes from the Italian maneggiare (to handle, especially tools), which derives from the Latin word manus (hand). The French word mesnagement (later ménagement) influenced the development in meaning of the English word management in the 17th and 18th centuries.

❖   *According to Harold Koontz,* "Management is an art of getting things done through and with the people informally organized groups. It is an art of creating an environment in which people can perform and individuals and can co-operate towards attainment of group goals".

❖   Management can be defined in detail in following categories:
Management as a Process
Management as an Activity
Management as a Discipline
Management as a Group

Management as a Science
Management as an Art
Management as a Profession

❖ ***There are 14 Principles of Management described by Henri Fayol***

1. Division of Work.

2. Balancing Authority and Responsibility.

3. Discipline.

4. Unity of Command.

5. Unity of Direction.

6. Subordination of Individual Interests to the General Interest.

7. Remuneration.

8. Centralization.

9. Scalar Chain.

10. Order.

11. Equity.

12. Stability of Tenure of Personnel.

13. Initiative.

14. Esprit De Corps.

❖ Management of education or educational management implies the practical measures for ensuring the system to work for achieving the goals or objectives of an educational institution.

❖ "Educational Management is theory and practice of the organisation and administration of existing educational establishments and systems." —G. Terrypage and J.B. Thomas

❖ Nature of Educational Management:
1. Dynamic Functions
2. Practicability
3. Distinct Process
4. Needed at All levels of the organization
5. System of Authority

❖ Scope of Educational Management:
The scope of educational management today is as vast as that of education itself. Any activity conducive to the, achievement of educational goal, is a part of educational management. Such activities could be at the school level, at the college level, at the university level or at the control level.

Anything done to improve the quality of education at any stage may be ranging from the supply of material, human and financial resources to the highest cultural or academic needs-comes under the scope of educational management.

❖ Need of Educational Management:

knowledge of the educational management is the need of the hour due to following aspects:

1. The knowledge of educational management theories, principles, concepts techniques skills and strategies, when applied to education will bring about effective and efficient functioning of educational institutions.

2. Scientific and systematic management of educational institutions is necessary to bring about qualitative changes in the educational system.

3. Knowledge of educational management is also necessary to train the present teachers to learn and run educational institutions professionally.

❖ System approach is a systematic attempt to coordinate all aspects of a problem towards specific objectives. Webster's dictionary defines a system as "a regularly interacting or independent group of items forming a unified whole." The characteristics of a system of may be explained with the help of an example – various parts of the digestive system may be called as components of digestive system. Every component of the digestive system contributes to as supports in functioning of the digestive system as a whole.

❖ Input-Process-Output Model of a System

In this model there are various components

1. Inputs
2. Process
3. Output

❖ The contingency approach, often called the Situational Approach is based upon the premise that all management is essentially situational in nature. All decisions by managers will be affected (if not controlled) by the contingencies of a given situation. There is no one good way to address any decision. Contingencies arise from various environmental factors. As such, managers must take into account these contingencies when making decisions that affect the organization.

❖ According to Henry Fayol, "To manage is to forecast and plan, to organize, to command, ' to control". Whereas Luther Gullick has given a Keyword 'POSDCORB' where P stands for Planning, O for Organizing, S for Staffing, D for Directing, Co for Co-ordination, R for Reporting' B for Budgeting. But the most widely accepted are functions of management

given by Koontz and O'Donnell i.e., Planning, Organizing, Staffing, Directing and Controlling.

1.5 KEY TERMS:

Management, Educational Management, Systems Approach, Continceny Approach.

1.6 QUESTIONS:

1. Explain the principles of Henry Fayol

2. "Educational Management is the need of the hour". Explain.

3. Explain Input-Process-Output model of Systems Approach.

4. Explain the concept of Contingency Approach.

5. State the functions of Management.

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2

THEORIES OF MANAGEMENT AND LEADERSHIP

Unit structure

2.0   OBJECTIVES

- To understand the concept of leadership

- To evaluate the X & Y theory

- To appreciate the motivation theory

- To understand the scientific management

- To appreciate the difference between a manager and a leader

- To explore different leadership styles

- To understand leadership management

2.1 INTRODUCTION

Just as management knowledge is supported by various theories, the leadership function of management too is authenticated by various theories. While the behavioural theories of leadership focused on discovering the constant relationship between leadership behaviours and the group performance, the contemporary theories emphasized the significance of situational factors (such as stress level, job structure, leader's intelligence, followers' traits, etc.) as well.

This unit deals with the concept of leadership, its styles and different theories of management specially pertaining to leadership.

2.2 MANAGEMENT

2.2.1 McGregor's Theory of X & Y

1.   Introduction to McGregor Theory

Douglas McGregor was born in the year 1960. He was a great a thinker, leader, management and leadership theorist. Douglas postulated over three decades ago that every leader has core assumptions about human nature and these assumptions influence the style of leadership practiced by the leader. His views on leadership are of great significant value because he was the 1st to apply behavioral science findings to the world of business and leadership. Douglas McGregor postulated the core leadership assumptions namely Theory X and Theory Y to assist leaders to question their underlying assumptions and perceptions about people.

2.   Understanding Theory X and Theory Y

• Douglas McGregor work is established in motivation theory. Mr. McGregor postulated 2 theories on human management and leadership which are Theory X and Theory Y.

• Theory X advanced the view that human beings have an innate dislike for work. They can only be made to get results at work by the application of coercive methods and by direction. Theory X stresses on the authoritarian style of leadership where results are the focus of leadership and it is more work-centered than people-centered.

• Theory Y approach to management is more people-centered. Here the individual is valued and appreciated. Theory Y submits that when workers are given the right kind of environment, they can reach their highest potential and can be of great value to their organizations.

• A few numbers of authors consider McGregor's work as a basic theory of motivation, whereas others feel it is a philosophy of human nature and fits more logically into a discussion of leadership than basic motivation theories.

McGregor's Theory X & Y	
Theory X	Theory Y
Work Avoiding	Work is natural
Need to control	Capable of self-direction
Avoid responsibility	Seek responsibility
Workers seek security	Can make a good decision

Figure 1: Tabular representation of McGregor's Theory X & Y

- McGregor's ideas about leadership and managerial behavior had a great effect on management and leadership thinking and practice. Traditional leadership had been hierarchical and highly controlling where employees always looked up to leaders and depended on them.

- This could be very disempowering and a waste of human talent and potential. McGregor thought that if leaders did not scrutinize certain core assumptions they have about people; it could restrict their appreciation and view of the strength of the human capacity for growth, collaboration, and development.

3.   Choosing a Management Style
- McGregor postulated, that leaders who hold Theory X assumptions believe that people are lazy, abhor responsibility and not motivated and therefore need to be coerced before they will work and show commitment.

- Such a leadership assumption leads to very close supervision and control of workers and siphons the ingenuity of workers and results in a lack of motivation in workers.

- Leaders, who practice Theory Y assumptions, on the other hand, involves workers to engage in joint problem solving, to understand the needs of team members and to integrate personal needs of achievement with organizational objectives.

- Although with such an approach the leader facilitates and initiates the control process, it is done with the involvement of the workers in mind and can be encouraging and motivating for them.
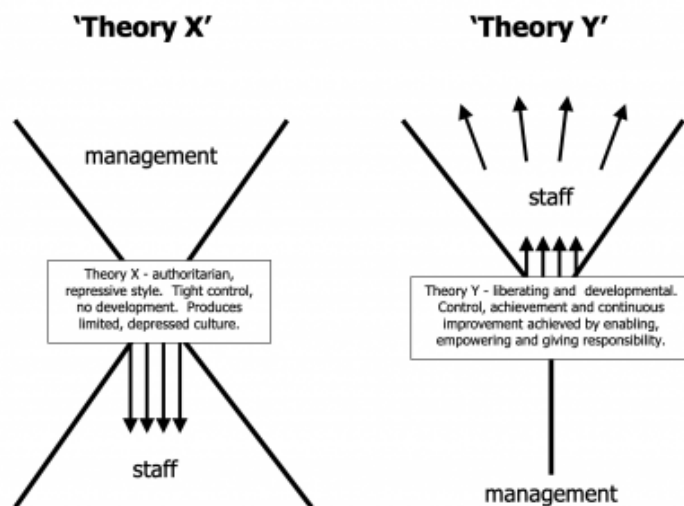
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Figure 2: Management and staff relation using X & Y Theories

2.2.2 VROOM'S EXPECTANCY MOTIVATION THEORY
a. Introduction

Victor Vroom's expectancy theory of motivation is a process theory of motivation. It says that an individual's motivation is affected by their expectations about the future.

b. Motivation Theory

Specifically, Vroom says that an individual's motivation is affected by how much they value any reward associated with an action (Valence), how much they believe that by putting effort into something they will be able to generate good results (Expectancy) and how much they believe that generating good results will result in a reward (Instrumentality).

It's important to note that rewards could be intrinsic or extrinsic. Extrinsic motivations are external things such as money and promotion. Intrinsic motivations are internal things such as a sense of fulfillment and achievement.

M = V x I x E

Vroom says that an individual's motivation is product of factors viz:

Valence: How much they value the potential rewards associated with the specific results or behaviors,

Expectancy: How much they believe that their additional effort will help them achieve the target results of behaviors, and

Instrumentality: How much they believe the rewards will actually appear should they achieve the desired outcomes or behaviors.

From an individual perspective this means that if any of these factors are lacking, you may lack motivation.

If, as an individual, you find yourself feeling unmotivated in the world of work, it's worth stepping back and considering these factors. It may be that one or two of them are lacking for you. For example, you may not value the intrinsic or extrinsic rewards associated with the work you are doing. Similarly, you may simply believe that you don't have the ability to achieve an outcome that would trigger a reward.

If you assess your motivation through the lens of Vroom's expectancy theory, you may identify root causes for your lack of motivation. In turn, this might help identify actions you could take to restore it. As ever, you may need help from others to restore your motivation. you may benefit from discussing your thoughts with a peer, friend or even your line manager.

Vroom's Expectancy Theory of Motivation for leaders and organizations

Vroom's model helps make clear that leaders or organizations need to:

1 – Provide rewards that individuals value

These could be intrinsic aspects designed into rewarding role descriptions, they could be recognition, they could be new opportunities or they could be financial rewards. In fact, they could be a huge range of things. The important point is that you find the right rewards for your people.

2 – Set achievable objectives for individuals

The objectives you set don't need to be easy. But they do need to be in the power of your team members to achieve. This may mean that the individuals in your teams need to be empowered to achieve things and it may mean that they need to be supported to do so. It also means that the system that you are asking them to operate within isn't stacked against them.

3 – Provide promised rewards when they are earned

This is all about trust. To be trustworthy in this context you need to provide the implicit and explicit outcomes and rewards that you have agreed to provide. If you don't do this, trust will be broken. When trust is broken individuals will cease to be motivated by your proposed rewards.

2.2.3 HERZBERG'S THEORY

a. Introduction

In 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg, the opposite of

"Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction".
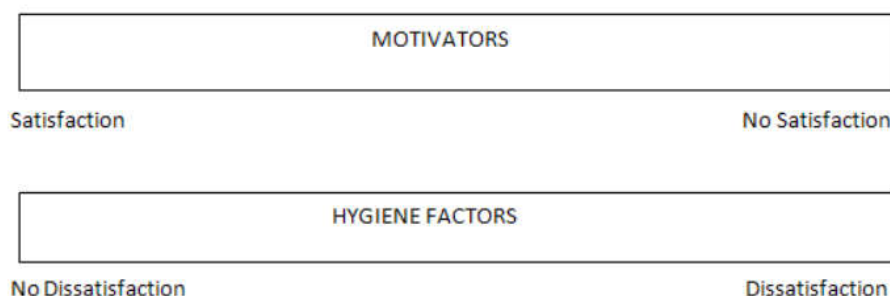

Figure 3: Herzberg's view of satisfaction and dissatisfaction

b.   Herzberg classified these job factors into two categories-

Hygiene factors-

Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent / if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfies or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include:

Pay –

The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.

Company Policies and administrative policies - The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc.

Fringe benefits –

 The employees should be offered health care plans (mediclaim), benefits for the family members, employee help programmes, etc.

Physical Working conditions –

The working conditions should be safe, clean and hygienic. The work equipment should be updated and well-maintained.

Status –

The employees' status within the organization should be familiar and retained.

Interpersonal relations - The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.

Job Security –

The organization must provide job security to the employees.

Motivational factors-

According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit.

i.   **Motivational factors include:**

Recognition - The employees should be praised and recognized for their accomplishments by the managers.

* *Sense of achievement -* The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.

* *Growth and promotional opportunities -* There must be growth and advancement opportunities in an organization to motivate the employees to perform well.

* *Responsibility -* The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

* *Meaningfulness of the work -* The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.

ii.   **Limitations of Two-Factor Theory**

The two factor theory is not free from limitations:

* *The two-factor theory overlooks situational variables.*

Herzberg assumed a correlation between satisfaction and productivity. But the research conducted by Herzberg stressed upon satisfaction and ignored productivity.

- ***The theory's reliability is uncertain.***

Analysis has to be made by the raters. The raters may spoil the findings by analyzing same response in different manner.

- ***No comprehensive measure of satisfaction was used.***

An employee may find his job acceptable despite the fact that he may hate/object part of his job.

The two factor theory is not free from bias as it is based on the natural reaction of employees when they are enquired the sources of satisfaction and dissatisfaction at work. They will blame dissatisfaction on the external factors such as salary structure, company policies and peer relationship. Also, the employees will give credit to themselves for the satisfaction factor at work. The theory ignores blue-collar workers. Despite these limitations, Herzberg's Two-Factor theory is acceptable broadly.

iii.   Implications of Two-Factor Theory

- The Two-Factor theory implies that the managers must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction.
- Also, the managers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better.
- This theory emphasize upon job-enrichment so as to motivate the employees.
- The job must utilize the employee's skills and competencies to the maximum.
- Focusing on the motivational factors can improve work-quality.

2.3 SCIENTIFIC MANAGEMENT

1.   Introduction

The scientific theory of management focuses on individual efficiency and productivity. The father of this theory is Fredrick Winslow Taylor (1890-1940), from his text Principles of Scientific Management (1911). His proposal was to apply principles of the scientific method to the practice of management. His influence is such that the scientific theory of management is often referred to as Taylorism.

2.   Scientific Management Theory

- The objective of the scientific theory is to increase production within an organization by increasing the productivity of the individual.

- Taylor envisioned one best way to perform an organizational task.

- Taylor's research focused on repetitive, routine tasks - rather than complex or problem-solving activities. Each task was carefully specified and measured.

- If these tasks could be standardized they could be made more efficient. For example, these types of activities could be largely automated through the introduction of technology.

- Taylor employed timing measures to routine tasks to identify efficiencies and reduce wasted effort. He also sought to optimize equipment or resources employed in these routine tasks. By customizing equipment (or technology) he was able to add efficiency to individual effort.

- Further, Taylor proposed an award and punishment system to incentivize efficient practice. Employees who adapted to efficient techniques were rewarded as a result of higher productivity. Employees who were unable or unwilling to adapt were punished.

3. Taylorism, can be summarized as follows:
- Use the scientific method in planning activities - replace any existing practices or rules of thumb.
- Separate the planning function from the actual work activity.
- Standardize the process, time, equipment, and costs across all processes.
- Workers must be selected and appropriately trained for his/her respective role.
- Time, motion and fatigue figures should be employed to determine the allocation of effort between workers.
- Cooperate with or facilitate workers in the execution of their responsibilities.
- Work must have functional supervisors who have the knowledge to oversee the respective field of work.
- Responsibilities should be specifically allocated between workers and managers.
- Provide financing incentives as motivation for employee productivity increases.
- As you can imagine, this system is based upon principles of comparative advantage. Individuals are prepared to perform specific tasks as part of a greater process. This specialization allows for greater efficiency.

4. Negative aspects of Scientific Management Theory
- Taylor's principles functioned well for routine tasks, such as assembly lines or production facilities. These principles did not function as well in organizations where knowledge and decision-making are central at each level of the value delivery process. This is particularly true for service-based (rather than product-based) industries.

- Further, Taylor's principles garnered significant criticism for their effect on workers. Many argued that it treated humans as beasts of burden, dehumanizing them. It often leads to poor working conditions in which

employers reaped greater benefits while employees earned very small increases in compensation.

- While the scientific theory focused exclusively on efficiency, it did little to understand the employee or to develop the manager as a leader. Naturally, these shortcomings lead to subsequent innovations in management theory.

2.4 THEORIES OF MANAGEMENT AS APPLICABLE TO EDUCATIONAL MANAGEMENT

2.4.1 MODERN MANAGEMENT THEORY

In 1954, Peter Drucker introduced Management by Objectives (MBO) which is a modern approach / philosophy / idea towards Management wherein effectiveness of institutional and individual performances is judged in terms of contributions made by them to achieve a goal. Drucker was considered a management visionary for his recognition that dedicated employees are key to the success of any corporation, and marketing and innovation should come before worries about finances. Below, we look at some of his key theories.

Decentralisation

A common theme across much of Drucker's enormous body of work was his firmly held belief that managers should delegate tasks in order to empower employees, the decentralisation of management. As he saw it, many business leaders would attempt to take on all responsibilities as a display of power or to maintain a level of control, with the suggestion that they were the only ones capable to undertake those responsibilities. In his ground-breaking 1946 book, 'Concept of the Corporation', Drucker stated decentralization was a good thing as it created smaller teams where people would feel that they could make an important contribution. His suggestion to achieve this was to move businesses away from having one central office toward having several more independent, smaller ones.

MBO

MBO is an acronym for Management by Objectives, and was a phrase coined by Drucker in his 1954 book 'The Practice of Management'. MBO is a measurement by which the performance of employees is considered. The process involves superiors and their subordinates working together to identify common goals, defining each employee's area of responsibility and expected results, and using these as a plan for a team and to measure its performance. In this way, an organisation's goals and plans flow top-down and those same goals become personal objectives for each member of the organisation. The system was formulated by Drucker but it was actually one of his students of the class he taught at New York University, George S. Odiorne, who further developed the idea. It went on to be

popularised by companies like Xerox, DuPont, Intel, and Hewlett-Packard, who all became great advocates of the practice.

SMART Method

Following on from MBO, Drucker suggested the SMART method as means of checking the validity of a planned objective. The first known mention of this principle was in a 1981 issue of the 'Management Review' by George T. Doran. However, it was Peter Drucker who recommended that managers who are implementing MBO goals use this handy mnemonic as the criteria to verify that those objectives are specific in their aim, measurable in order to track progress, assignable to a specific person, realistic in their attainability, and time-related to confirm when its completion should be expected by.

Knowledge worker

In his 1959 book, 'The Landmarks of Tomorrow', Drucker suggested "the most valuable asset of a 21st-century institution, whether business or non-business, will be its knowledge workers and their productivity". More of a term than a theory, knowledge workers are workers whose value is found in their expertise, such as architects, software engineers, lawyers, and those who engage in problem-solving or creative thinking. Whereas in the 20th century organisations focused on the productivity of manual work, Drucker anticipated that in the future (from 1959, remember) knowledge work would become increasingly vital with a focus on handling and using information. He believed that by understanding the needs of the knowledge worker, managers can implement leadership practices that are both consistent and lasting.

Even today, Peter Drucker's legacy lives on. It is testament to his far-seeing ideas that they are still considered the standard practice in nearly every business in the Western world.

2.4.2 THEORY Z (by Professor William Ouchi)

1.   Introduction

Management professor William Ouchi developed the Theory Z—a development beyond Theory X and Theory Y that blended the best of Eastern and Western management practices. Ouchi's theory first appeared in his 1981 book, Theory Z: How American Management Can Meet the Japanese Challenge. The benefits of Theory Z, Ouchi claimed, would be reduced employee turnover, increased commitment, improved morale and job satisfaction, and drastic increases in productivity.

2.   Theory Z

Theory Z stresses the need to help workers become generalists, rather than specialists. It views job rotations and continual training as a means of increasing employees' knowledge of the company and its processes while building a variety of skills and abilities. Since workers are given much

more time to receive training, rotate through jobs, and master the intricacies of the company's operations, promotions tend to be slower. The rationale for the drawn-out time frame is that it helps develop a more dedicated, loyal, and permanent workforce, which benefits the company; the employees, meanwhile, have the opportunity to fully develop their careers at one company. When employees rise to a higher level of management, it is expected that they will use Theory Z to "bring up," train, and develop other employees in a similar fashion.

3. Assumptions of Theory Z

Ouchi's Theory Z makes certain assumptions about workers.

• One assumption is that they seek to build cooperative and intimate working relationships with their coworkers. In other words, employees have a strong desire for affiliation. Another assumption is that workers expect reciprocity and support from the company. According to Theory Z, people want to maintain a work-life balance, and they value a working environment in which things like family, culture, and traditions are considered to be just as important as the work itself. Under Theory Z management, not only do workers have a sense of cohesion with their fellow workers, they also develop a sense of order, discipline, and a moral obligation to work hard. Finally, Theory Z assumes that given the right management support, workers can be trusted to do their jobs to their utmost ability and look after for their own and others' well-being.

• Theory Z also makes assumptions about company culture. If a company wants to realize the benefits described above, it need to have the following:

A strong company philosophy and culture: The company philosophy and culture need to be understood and embodied by all employees, and employees need to believe in the work they're doing.

Long-term staff development and employment: The organization and management team need to have measures and programs in place to develop employees. Employment is usually long-term, and promotion is steady and measured. This leads to loyalty from team members.

Consensus in decisions: Employees are encouraged and expected to take part in organizational decisions.

Generalist employees: Because employees have a greater responsibility in making decisions and understand all aspects of the organization, they ought to be generalists. However, employees are still expected to have specialized career responsibilities.

Concern for the happiness and well-being of workers: The organization shows sincere concern for the health and happiness of its employees and their families. It takes measures and creates programs to help foster this happiness and well-being.

Informal control with formalized measures: Employees are empowered to perform tasks the way they see fit, and management is quite hands-off. However, there should be formalized measures in place to assess work quality and performance.

Individual responsibility: The organization recognizes the individual contributions but always within the context of the team as a whole.

4. Limitations of Theory Z

- Theory Z is not the last word on management, however, as it does have its limitations.

- It can be difficult for organizations and employees to make life-time employment commitments.

- Also, participative decision-making may not always be feasible or successful due to the nature of the work or the willingness of the workers.

- Slow promotions, group decision-making, and life-time employment may not be a good fit with companies operating in cultural, social, and economic environments where those work practices are not the norm.

2.4.3 THE LEARNING ORGANISATION (by Peter Senge)

1. Introduction

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

2. Senge's 5 Disciplines

The five disciplines of learning organizations are as follows:

1. Building a Shared vision
2. Systems Thinking
3. Mental Models
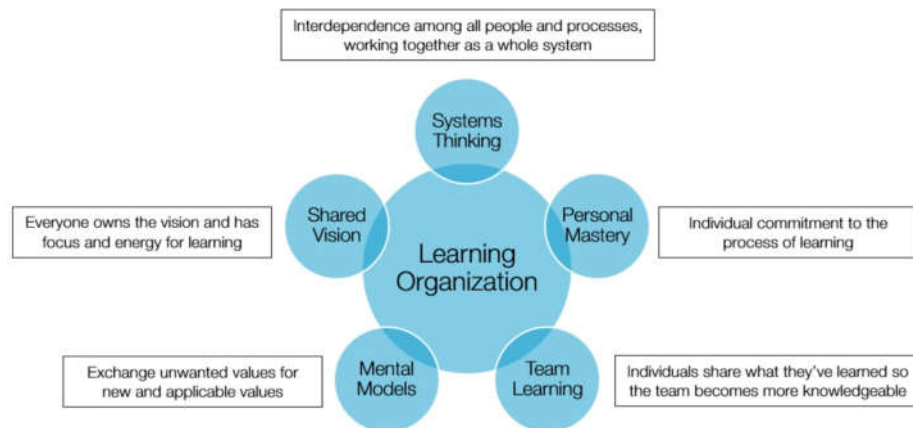4. Team Learning
5. Personal Mastery

Figure 4: Peter Senge's 5 disciplines

1. Building a Shared vision

- In learning organizations, the vision should be created through interaction with the employees in the enterprise. Many leaders have personal visions that lack transferring them to a shared vision.

- The only way to create a shared vision is by compromising the organization's and individual's visions. People who do not share the same vision might not contribute as much to the organization.

- The effect of sharing the same vision is that employees do tasks because they want to do so instead of they are told to do so. It changes the relationship with the company, and it turns its performances in a learning mechanism.

2. Systems Thinking

- Instead of focusing on individual issues, systems thinking reflects the observational process of an entire system. Managers have to understand that every action and consequence is correlated with another.

- Many times it happens that managers focus on individual actions, and therefore, forget about seeing the big picture.

- When the correlation is understood, it enables us to see interrelationships and patterns of change in particular situations. Managers will be able to determine cause and effect.

3. Mental Models

- According to Peter Senge, the employees must identify the values of the company and what the business is all about.

- A correct understanding of who we are will enable us to visualize where to go and how to develop further. The organization has to be

flexible in accepting changes to new mental models and a new image of the company.

- The most successful companies are those who can learn and adapt to new models to become faster than its competitors.

4. Team Learning

- To accomplish excellent functional team dynamics, team-learning is a primary importance. It is the discipline by which personal mastery and shared vision are brought together.

- It is crucial for the workforce to consider its colleagues as team members instead of rivals. It is the first step to set up dialogues wherein people dare to be vulnerable and express their real personality. The working environment should be safe where honest mistakes are forgiven. Otherwise, no learning can be experienced.

5. Personal Mastery

- Personal mastery occurs when an individual has a clear vision of a goal, combined with an accurate perception of reality. The gap between the vision and reality drives the employee to practice all necessary related activities to realize the vision.

- This creative tension depends on a clear understanding of current reality. For this reason, for personal mastery and the related discipline of a shared vision, looking at, and sharing the truth is a crucial fundamental.

- However, employees could believe they lack the competencies to achieve their goals. A vicious circle might have established and could be difficult to remove. According to Peter Senge, we should train our subconscious mind because it can handle more complex problems quicker than what our consciousness can.

- When people believe in their own powerlessness, it will hold them back from realizing their vision. For this reason, we should train the subconscious mind to tackle the stress and problems in reality.

3. Application of the Five Disciplines of Learning Organizations

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

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

- In addition, if an organization starts to work on System Thinking to identify common problems, its employees need to understand the Mental Models. Since all disciplines are linked to another, it does not matter where to start.

- It does not mean that the organization has to focus on all disciplines at the same time. By focusing more narrowly on one or two disciplines and work to the others will gain competitive advantages for the organization.

- On the other hand, the five disciplines of learning organizations focus on long-term growth for both internal and external the organization. Typical events within the organization are the discussion about urgent tasks that could affect the operations.

- The real threat in this scenario is the focus of the small event because the organization has to focus on the long-term growing process that keeps it competitive.

- Another example is the desire from management that the team is pulling in the same direction. According to Chris Argyris, a former professor at Harvard Business School, most organization reward those who follow senior's management views.

- Employees who ask questions or stir the view into another direction may be penalized. As described, management should focus on Building a Shared Vision via strategic planning.

- Thus, transferring management vision into a shared vision by compromising both the organization's and individual's vision.

4. Conclusion
- The key point of understanding and applying the five disciplines of learning organizations is that they are all interrelated. Each discipline cannot stand independently.

- Even though the focus can be set at one or two disciplines before preceding to the other, the interrelation will enable the organization to identify complexities and opportunities both internal and external the organization.

- For this reason, the implementation of the five disciplines of learning organizations will lead to a continuous learning process, and therefore, created a learning and competitive organization. However, some disabilities such as the experience of a traditional hierarchy in the organization can make the implementation challenging.

2.5 LEADERSHIP MANAGEMENT

2.5.1 Roles

1. Strategist

- As a leader, your work involves developing a plan for your company and the work you and your team members do. Your responsibilities include outlining specific goals for your company and determining the steps you and your employees need to take to achieve them. You should also establish what metrics you will use for evaluating whether you have achieved your goals and plans.

- Figuring out what success looks like will help you hone your strategy and the steps you will take to achieve it. Clearly define the best measures to evaluate specific goals, too. What kind of data will you generate? How can you use it to measure your efforts?

2. Communicator

- Communication is crucial for all organizational leaders—and really any employee at any stage in her career. You need to be able to communicate your ideas to your employees, the public, and your managers.

- You will also communicate with people on a regular basis; even sending a quick email, running or participating in a meeting and making a phone call are forms of communication.

- Whether you're a new manager relaying plans for the company, implementing organizational change or simply communicating day-to-day procedures and expectations, effective communication is one of the most important skills a leader can have.

3. Innovator

- You didn't rise to the top solely because you possess strong skills in your industry—although that is surely the case. Your capacity for innovation helped get you there, too.

- Good leaders don't just continue to do things the way they've always been done or sit back and let "followers" carry out the responsibilities; they continually develop new ideas. Not all your ideas will pan out, but failure is part of the innovation process.

- In order for a business to thrive and grow, change needs to take place—and you are the one who should drive that change.

4. Coach

- Leaders certainly have their moment in the spotlight, but effective managers also give their employees time and opportunities to shine.

- Part of being a team leader or company leader means you should help your employees grow and thrive in their roles. That means giving feedback—both positive feedback when they've done something particularly well and constructive criticism when you notice a skill or task upon which they can improve—, offering direction and celebrating success, even if it's not your personal victory.

5. Delegator

- This one goes hand-in-hand with coach. A leader can't and shouldn't do everything. If you're good at your job, you'll know your own limitations and recognize when somebody else could be doing a task or project better than you could.

- Furthermore, you'll understand that others need to learn because it takes many people to run a successful organization, and you need to give them a chance to develop their own skills, even if you may have already mastered them.

6. Adaptor

- Management is not without its hiccups and bumps along the road. All leadership positions require a fair degree of flexibility. If a plan isn't panning out the way you wanted or expected it to, you need to be capable of recognizing that and changing course when it becomes necessary.

- No one likes admitting defeat, but part of being a leader means that you have to stop wasting time and resources on something that just isn't going to pan out.

- You also need to adapt to changing environments. Sometimes market trends force a company to adapt and change with the times. For instance, new technologies are changing the way industries across the board perform their work, and as a leader in your industry, you need to make sure your company keeps up with trends. You don't want to be the one lagging behind.

7. Networker

- Networking, networking, networking. It is a crucial aspect of any professional's life, and none more so than a leader. Depending on your specific leadership position and function, you may be the face of your company; if that's the case, or even you're not at the very top, you need to constantly promote your company and its values. Networking isn't just important for your company's growth; it's also essential for your personal growth.

Conclusion (of Roles of Leadership)

No one said being a leader is easy, and with so many different roles you have to fill at a given time, it can feel like you are working around the clock. But great leaders who manage to juggle their responsibilities can accomplish great success for both themselves, their employees, and their organization. Take your responsibilities seriously, spending time and care on each individual role. It will be well worth it when you achieve your vision.

2.6 DIFFERENCE BETWEEN LEADERS AND MANAGERS

It is possible to be a manager and a leader at the same time. But keep in mind that just because someone is a great leader doesn't mean they'll be a great manager or the other way around. So, what factors distinguish these two roles? Moving ahead in this leadership vs management article, we explore those factors.

1. Differences in Vision

• Leaders are considered as visionaries. They set the pathways to excel the organizational growth. They always examine where their organization stands, where they want to go, and how they can reach there by involving the team.

• In comparison, managers set out to achieve organizational goals by implementing processes, such as budgeting, organizational structuring, and staffing. Managers' vision is bound to the implementation strategies, planning, and organizing tasks to reach the objectives set out by leaders. However, both of these roles are equally important in the context of business environments and necessitate associative efforts.

2. Organizing vs Aligning

• Managers achieve their goals by using coordinated activities and tactical processes. They break down long-time goals into tiny segments and organize available resources to reach the desired outcome.

• On the other hand, leaders are more concerned with how to align and influence people than how to assign work to them. They achieve this by assisting individuals in envisioning their function in a wider context and the possibility for future growth that their efforts may give.

3. Differences in Queries

• A leader asks what and why, whereas a manager focuses on the questions how and when. To do justice to their duties as a leader, one might question and challenge the authority to reverse decisions that may not be in the better interests of the team. If a firm has a stumbling

block, a leader will be the one to step up and ask, What did we learn from this? and Why has this happened?

- On the other hand, managers are not required to assess and analyze failures. Their job description emphasizes asking How and When, which assists them in ensuring that plans are carried out correctly. They prefer to accept the status quo and make no attempt to change it.

4. Position vs Quality

- A manager is a role that frequently refers to a specific job within an organization's structure, whereas the term leader has a more ambiguous definition. Leadership emerges as a result of your actions. You are a leader if you act in a way that inspires others to do their best. It makes no difference what your title or position is. On the other hand, a manager is a job title that comes with a fixed set of responsibilities.

2.7 LEADERSHIP STYLES

1.   Autocratic leadership

This is defined by a top-down approach when it comes to all decision-making, procedures and policies within an organisation. An Autocratic Leader focuses less on collecting input from team members and tends to make executive decisions that others are expected to follow.

The phrase most illustrative of an Autocratic Leadership style is "Do as I say". This command-and-control approach is used less and less in organisations today, however, it may be appropriate in certain situations. You might use an Autocratic Leadership style when crucial decisions need to be made as a matter of urgency and there's no time to wait.

One example of when the Autocratic Leadership style could be effective is if there was a fire in the building where one person needs to direct everyone safely out without being questioned.

The pros of Autocratic Leadership include:

- Can be efficient, especially when it comes to decision-making.
- One person taking charge can keep teams cohesive and consistent.
- Can reduce an individual's stress by the leader making decisions quickly.
- May make everyone's individual roles clearer since they are delegated specific duties and are not encouraged to step outside of that role.

The cons of Autocratic Leadership include:

- Can stifle creativity, collaboration, innovation and diversity in thought.
- Highly stressful because the leader feels responsible for everything.
- Often resented by individuals as the leader lacks flexibility and often does not want to hear others' ideas, leaving them feeling that they don't have a voice.

2.   Authoritative leadership

Authoritative Leaders take the time to explain their thinking to others, they don't just issue orders. Most of all, they allow people choice and autonomy on how to achieve common goals.

Leaders using this leadership style are often confident people, who map the way and set expectations, while engaging and energising followers along the way. This style may also be called Visionary Leadership. The phrase most illustrative of an Authoritative Leadership style is, "Follow me". Authoritative Leaders help people see where the organisation is going and what is going to happen when they get there.

One example of when the Authoritative Leadership style could be effective is in changing and uncertain times, as these leaders give a clear vision of what needs to be done to succeed.

The pros of Authoritative Leadership include:

- Motivating for the team.
- Beneficial for building strong relationships and encouraging collaboration.
- Empowers team members with autonomy to do their jobs.
- Can lead to more creativity and innovation.

The cons of Authoritative Leadership include:

- Pressure on the leader, who needs to lead by example.
- Can cause feelings of instability by disrupting the status quo.
- May not be a good culture fit for a more "traditional hierarchical" organisational culture.

3.   Pacesetting leadership

Pacesetting Leadership focuses on performance and achieving goals. Leaders expect excellence from themselves and their teams, and will often jump in to make sure that goals are met.

Whilst the pacesetter style of leadership is effective in getting things done and driving for results, it is an approach that can cause stress to the leader and team members in the long run working under this kind of pressure. Pacesetters set the bar high and push their team members to run hard and fast to the finish line. The phrase most illustrative of a Pacesetter Leadership style is "Keep up!".

An example of when this leadership style is most effective is when an energetic entrepreneur is working with a like-minded team developing and announcing a new product or service ahead of the competition.

The pros of Pacesetter Leadership include:

- Highly self-motivated and a strong desire to succeed.
- Reaching time critical, short-term results.
- Leading teams that need little direction or co-ordination.
- Inspiring high performance, high pace and high quality.

The cons of Pacesetter Leadership include:

- Values results more than anything, including the team.
- Detrimental for employee engagement and motivation in the long run.
- Individuals can feel stressed, overwhelmed and receive little or no feedback or development.
- Group of people in a meeting

4. Democratic leadership

This is the most participative leadership style. A Democratic Leadership style gets people to do what you want to be done but in a way that they want to do it. It motivates individuals by empowering them to take a full part in the decision-making process. Ideas and suggestions can be brought forward by any team member, and the Democratic Leader facilitates and asks questions until there is consensus in decision-making.

The Democratic Leader is still the one making the final decision or approving the decision of the team. The phrase most illustrative of a Democratic Leadership style is "All for one and one for all". An example of when this leadership style is most effective is when you want to generate trust and promote team spirit and cooperation from individuals, such as when reviewing and improving business processes and gaining "buy-in" for change.

The pros of Democratic Leadership include:

- Creativity and innovation are encouraged, valuing the process of generating new ideas.
- Collaboration creates strong solutions for complex issues.
- High employee engagement and involvement.
- Higher productivity.
- A strong feeling of team accountability.

The cons of Democratic Leadership include:

- Can cause confusion, delays and conflict.
- Can lack focus and direction.
- Some team members' ideas and opinions may get more attention than the ideas of others, causing resentment.
- Collaborative decision-making is time-consuming.
- The team may have limited expertise or experience to contribute fully.

- Employees can get too used to being involved in decision-making and expect to be included in all decisions, even when it is not appropriate, possibly causing conflict.

5.   Coaching leadership

A Coaching Leader gives people direction to help them develop and utilise their abilities to achieve their full potential. They are focused on bringing out the best in their teams by guiding them through obstacles to achieve their goals.

Coaching Leadership depends heavily on the leader's ability to direct and support. They will give directions to help team members develop their skills, and this takes time and excellent communication skills to provide constructive feedback on the individual's performance, which is a core part of Coaching Leadership.

The phrase most illustrative of a Coaching Leadership style is "What else could you try?" An example of when this leadership style is most effective is when the leader takes time to manage and develop talent, setting clear objectives and providing motivational feedback to improve performance.

The pros of Coaching Leadership include:

- Encourages two-way communication and collaboration.
- Helps people improve their skills so that they can perform at their best.
- Individuals don't have to guess what is required from them, the objectives and goals are clear.
- Having support makes meeting performance expectations motivating for individuals.
- Helps to identify weaknesses, and transform them into strengths.
- Enables organisations to develop talent and grow a highly skilled workforce.
- Promotes trust and empowerment.

The cons of Coaching Leadership include:

- Requires a lot of one-to-one time and patience.
- Doesn't always lead to the fastest, most efficient results.
- The leader must have confidence, experience and the ability to give meaningful feedback or the effect could be negative.
- Leaders often have to prioritise achieving their own goals, and coaching takes a lower priority which can be demotivating for the team.
- Team members are not committed to the process.
- Team members are resentful, defensive or disregard the feedback given in coaching.

6. Affiliative leadership

This style, also known as Collaborative Leadership, is all about encouraging agreement and forming cooperative relationships within and between teams. It strategically and explicitly focuses on people, gaining loyalty and support to get tasks done.

Affiliative Leaders recognise and reward the personal characteristics and behaviours used to carry out tasks as much as the delivery of the task itself. In other words, not only what is done but how something is done. They encourage and develop positive working relationships between often diverse and conflicting groups and motivate individuals by supporting them during highly monotonous or stressful times.

The phrase most illustrative of an Affiliative Leadership style is "People come first". An example of when this leadership style is most effective is when leading a cross-functional project team to encourage collaboration with other teams, departments and outside contractors to accomplish a shared goal.

The pros of Affiliative Leadership include:

- Offers more opportunities for diversity.
- Builds trust within an organisation.
- Strengthens cross-functional working relationships.
- Recognises and rewards people skills.
- Teams handle emotional challenges better.
- Employees experience less stress and higher autonomy.

The cons of Affiliative Leadership include:

- Potential for power struggles between departmental leaders.
- Task-orientated individuals see interpersonal relationships as inappropriate, unnecessary or distracting.
- Can hamper results, prioritising people over the task in hand.
- Underperformance can be overlooked, resulting in low standards.
- Can foster a sense of favouritism and frustration.
- Lacks clear direction in times of crises.
- A teaching style of leadership

7. Laissez-faire leadership

This leadership style is at the opposite end of the continuum from Autocratic Leadership. When taken to the extreme the hands-off leader may end up appearing indifferent and remote. However, a Laissez-faire Leader trusts people to know what to do and works well when leading highly skilled, experienced individuals and teams who are motivated self-starters.

Laissez-faire Leaders still provide their teams with the resources and tools they need to succeed but they remain generally uninvolved in the day-to-day work. The phrase most illustrative of a Laissez-faire Leadership style is "let you do" which is also the literal translation from French.

An example of when this leadership style is most effective is when the leader is confident in the abilities of their team and empowers them to carry out their roles, providing them with timely feedback on headway so that the leader can monitor progress and achievement.

The pros of Laissez-faire Leadership include:

- Encourages trust between team members and leader.
- Inspires independent thinking and acting.
- Less fear of failure.
- Can lead to increased creativity and innovation.
- Empowers individuals.
- Promotes the concept of self-managing teams.

The cons of Laissez-faire Leadership include:

- Often hard for leaders to "let go" enough.
- Leaders can appear too distant and unapproachable.
- Can result in low productivity.
- Not effective with unskilled or unmotivated individuals.
- Conflict can occur between team members.
- Team members may vie to fill the leadership void.

2.8 SUMMARY

For managers to be successful in their role, they need to have leadership skills. And for leaders to lead successfully, they must be able to manage their peers, employees, and stakeholders well. Leadership and management are not the same, but they go hand in hand with each other. It is essential that a manager helps their peers feel empowered, inspired, and engaged. Thus, knowing these leadership theories will help sharpen leadership skills and create an environment that fosters productivity and increases engagement.

There have been several studies conducted that focus on leadership, and this has led to an increase in leadership theories as well. Most of these theories are put forth by researchers, philosophers, and cognitive experts who study what goes into making a successful leader. With the help of these theories, you will understand the traits and behaviours that may help an individual develop their leadership skills and manage their team in a better way.

2.9 EXERCISE

1.   Discuss the McGregor's Theory of X & Y.
2.   Elaborate on Vroom's Expectancy theory of motivation.
3.   What is Herzberg's theory?
4.   What is scientific management? What are its advantages?
5.   Discuss the modern management theory by Peter Drucker.
6.   What are the Senge's five disciplines? elaborate.
7.   What are the different roles of a leader? elaborate.
8.   Differentiate between leaders and managers.
9.   Discuss any two leadership styles.

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3

INSTITUTIONAL PLANNING & MANAGEMENT

Unit Structure

3.1 OBJECTIVES

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

● Define Institutional Planning.

● Explain importance and scope of Institutional Planning.

- Explain the procedure and techniques of Institutional Planning.

- Discuss the concept of Curricular & Co-Curricular Programs.

- Analyse the importance of event management to the Educational Institutions.

- State the use of ICT and MIS in the school and college plant infrastructure.

3.2 INTRODUCTION

The main focus of this unit is to understand the concept of institutional planning and management. The unit deals with the concept and importance of institutional planning. We are going to discuss the procedure and techniques of Institutional Planning. It describes the various aspects of Curricular & Co-Curricular Programs. This unit explains the importance of event management to the Educational Institutions as well as effective use of ICT and MIS in the school and college plant infrastructure.

3.3 INSTITUTIONAL PLANNING

Institutional Planning is the basic grass root level of the bigger educational planning. Each institution has its own ideology for implementing the activities and functions for achieving the institutional goals. The main purpose of Institutional Planning is to improve the school / college activities and practices. It is based on the principle of best utilization of the resources available in the schools / colleges as well as community.

3.3.1 Concept

Institutional planning is the program of development of the educational institutions. This is mainly on the basis of the needs and requirements of any educational institutions. The important factors of bringing about improvements in educational institutions are planning of various school /college activities in a systematic manner, achieving the desired objectives, optimum use of the resources available in the schools / colleges as well as community, proper time management and enhancing the education system.

Definition of Institutional planning:

According to M.B Buch. "Institutional planning is a programme of development and improvement prepared by an educational institution on the basis of its felt and the resources available or likely to be available, with a view to improving the school programme and school practices. it is based on the principle of optimum utilisation of the resources available in the school and the community."

The objectives of institutional planning should be match with the national objectives of educational development. Institutional planning requires for both quantitative and qualitative educational development. It deals with

the present status of educational institution, persistent educational goals and objectives and the optimum utilization of available facilities/ resources.

3.3.2 Objectives of Institutional Planning

The objectives of institutional planning are as follows:

1. To improve the structure of the educational institutions.
2. To provide direction for effective functioning of educational institutions.
3. To develop extensive program for improvement of the educational system by utilizing the available resources in an effective manner.
4. To provide opportunities to the members of the local communities, students and the school/ college staff to regard educational institutions as joint and co-operative ventures and to bring about improvements in them.
5. To provide autonomy to the teachers to create innovations in teaching learning process(methods and approaches) for bringing about improvements in education system.
6. To impart concrete and practical approaches in educational planning.
7. To create a democratic environment to enable school staff, students and parents to take part in the formulation and implementation of the plans.

3.3.3 Importance of Institutional Planning

- **Provide proper directions** – Through institutional planning, the individuals are able to identify their educational goals and objectives in a very clear manner. When giving appropriate directions the individuals for carring out the functions of planning, organizing, directing, leading, coordinating and controlling in a well-organized manner.

- **Maximum Utilization of Resources** – It is necessary to make an effective use of the available resources to accomplish the desired goals and objectives of the educational institutions. The most important resources are:

  1. **Human resources**: to upgrade knowledge, skills and abilities that are required to carry out various tasks and functions.

  2. **Financial resources**: Proper usage of financeto make effective investment and expenditure on machines, equipment and other materials for improvement of education system.

- **Providing equal opportunities to Learners** – It is essential to make provision of opportunities to the learners to render an effective contribution. It is important to generate awareness among the learners in terms of innovative methods / techniques that are taking place and how they would prove to be useful to them. When the students are

pursuing their course, the teachers shouldprovide equal opportunities to express their ideas.

- **Strengthening Human Efforts** – Institutional planning helps to promote a democratic environment which include, principals, teaching faculty, administrative staff, students, parents, and community are participating in the process of institutional planning. The principals encourageparticipation and communication of all teaching and non-teaching faculty, students and community members in various school activities which promotes strengthening of human efforts.

- **Encouraging Teamwork** – When one has to achieve the desired goal or an objective, the individuals are able to work in co-ordination and integration with each other. It is essential for them to create good rapports and interactions with each other. Hence, institutional planning encourages teamwork among the stakeholders which enables them to form good relationships, carry out responsibilities in a well-organized manner and experience the feeling of cooperation.

- **Improve the School Environment** –while doing institutional planning, there should be provision of adequate infrastructure, materials, equipment, technology, tools, facilities etc.Thus it helps to improve the school environment.

- **Enrichment of Academic Facilities** – The academic facilities can be improved by initiating appropriate institutional planning. Instructional strategies should be suitable to the needs and requirements of the students. The students are able to enhance academic concepts and learning, through workshops, seminars and projects. It will render a significant contribution in enabling the students to understand difficult academic concepts and enhance their skills and abilities.

- **Equality and Accountability** – Institutional planning helps in implementing equality and accountability in academic, managerial and administrative policies. When the tasks and activities are planned and organized, then it is apparent that priority is given to the ones, which are more important, then the resources should also be allocated to the ones, which are more important.

- **Enhancement of the Community** – When institutional planning takes place, then bringing about welfare of the community. In educational institutions, teachers are providing training to the students in terms of social work activities such as provision of free classes for academic subject and extra-curricular activities as well as contributions are made to underprivileged group in terms of food items, clothing, stationary, books and other requirements as such.

3.3.4 Scope

In an institution, the process of planning is needed for ensuring the proper functioning and achieving the desired goals. The following are some of the scope that institutional planning influences in the functioning of an institution:

- Planning is necessary for improving the administrative set up in an institution. The planning programmes should be conducted for increasing the effectiveness of staff meetings, improving administration, improving principal- teaching and non-teaching faculty relationships, maintaining the democratic environment in a school etc.
- For organising co-curricular activities, planning is required for better use of leisure time by teachers as well as the learners in the school. It is necessary to find out new ways or choose the new programmes for developing good habits among the students.
- Planning is necessary in a school for removing various bad habits like absenteeism, lack of discipline, lying, distraction, etc.
- Institutional planning influences on the Education Organisations and community relationships. The planning is made to utilize the community resources for bringing about better improvement in an institution. For example, arranging talks or interactions by the members of the community (different professionals)
- For maintaining a democratic environment in the school and for developing the qualities like leadership, tolerance as well as self-discipline and self-control among the learners, planning process is necessary. For example, giving more responsibilities to pupils, involving themin the planning and executing anyactivity, motivating students to generate innovative ideas etc.

3.3.5 Procedure and Techniques

The major steps in institutional planning are analysis, survey, improvement, implementation and evaluation. Putting into operation these steps in a well-organized manner would help in achieving the desired academic outcomes. The steps of institutional planning have been stated as follows:

1. Analysis

The first step of institutional planning is conducting an analysis of the educational institution as below,

- ➢ **The school environmental conditions**: needs and requirements of the teachers and other staff members as well as leaners.
- ➢ **Availability of infrastructure**: building accommodation to the students
- ➢ **Civic amenities**: teaching-learning methods, teaching materials, transportation facilities, patternof examinations, evaluation techniques etc.

➢ **Availability of other school facilities:** libraries, laboratories, play-grounds and sports equipment, organization of workshops, curricular and co-curricular activities.

It is necessary to identification of the areas, which are required to get improved and planning of resources in an appropriate manner. If there are any flaws and inconsistencies, then it is necessary to formulate measures and procedures to bring about improvements in them.

2. **Survey**

On the basis of the analysis conducted, next step is to carry out the survey of the existing resources and also the ones that would be available in future.

For example: admission of students, infrastructure facilities, examination.

It is necessary to ensure that the classroom environment should be well-maintained. Within the classroom, there should be availability of teaching-learning materials, infrastructure, furniture, sufficient facilities and friendly environmental conditions.

The resources surveyed are classified into three categories.

1.   The school resources are the infrastructure, equipment, technology, teaching-learning materials, books, and other facilities.

2. Resources available through the Government are, monetary resources, policies and schemes that are beneficial to the individuals in enhancing their academic performance.

3. The resources available in the community are render an effective contribution in enriching the academic outcomes of the students.

3. **Improvement**

The educational institutions are required to prepare a list of programs, along with the details. For eg. (i) long-term or short-term program (ii) certain goals and objectives to achieve. (iii) improvement programs need to be specific in terms of utility of the institutions (iv)financial implications

In order to bring about improvements and progressions, the individuals need to ensure that they make effective use of their skills and abilities to generate the desired outcomes. The tasks and activities that are carried out should be clearly stated in terms of the resources required, effective utilization of the resources, time required for accomplishing task and the expected outcome.

4. **Implementation**

In the implementation stage consider certain aspects as below:

➢ available resources and materials should be utilized in a suitable manner;

> principals, teachers, and non-teaching staff should work in integration and co-ordination with each other

> equal rights and opportunities should be provided to all individuals

> The heads/ principals are required to supervise, guide and lead the individuals in the right direction. The other individuals need to ensure that they carry out their tasks and activities, as explained to them by their superiors by following the rules and instructions.

> It is necessary for the individuals to possess time management skills.

3. **Evaluation**

Evaluation is one of the important stage, when any task or activity is put into operation. Evaluation takes place in qualitative as well as in quantitative terms. The evaluation procedures have the main objective to ensure whether pre-planned activities have been accomplished and to what extent. Necessary feedback is required to get obtained from all the stakeholders and beneficiaries of the programsto identify the flaws and inconsistencies and financial status and cost should be measured in terms of the output received.

3.4 CURRICULAR & CO-CURRICULAR PROGRAMS

Every activity in school life plays a significant role in overall development of the child. Curricular andCo-curricular activities are an essential part of school life. They help in enhancing learning process of the learners at school. All the school activities are necessary which is important for every student to participate. Curricular and cocurricular programs are designed and balanced with academic curriculum so that every child gets opportunity to enhance his/her skills and abilities.

3.4.1 Concept

Curriculum can be identified through both curricular and co-curricular activities. Let's see the difference between Curricular & Co-Curricular activities:

Curricular	Co-Curricular
• Activities that are carried out inside the classroom, in the laboratory or in the workshop and have reference to the prescribed courses are called 'curricular activities'. • These activities are a part of the over-all instructional programme.	• Co-curricular activities are those activities, which have indirect reference to actual instructional work that goes on in the classroom. • Co-curricular activities are important for developing social skills, intellectual skills, moral values, personality and character appeal among the students.

• For Example: Classroom activities, Laboratory activities, library work, workshops	• For example: Sports, Debate, Art, Music, Drama, Debate and discussion, Competitions, Exhibitions, Celebration of festivals

3.4.2 Need:

Both curricular and co-curricular activities are important for overall development of the students. So it is essential to know the need of these two types of activities.

1. Organisation of curricular activities enables students to be active in the classroom and the organisation of co-curricular activities brings mental health and proper physical development among the students through organizing games and sports.

2. Proper organisation of curricular activities develops good study habits among the students. And the co-curricular activities develop all round development of the students for enhancing their abilities and skills.

3. Organisation of curricular activities provide both theoretical and practical knowledge to students in their taught subject matters and co-curricular activities provide scope to apply the obtained knowledge in different situations.

4. Proper organisation of curricular activities enable the students to have their academic genius by acquiring mastery over their subjects of study. And co-curricular activities provide ample scope for the students for social adjustment through different social activities.

3. Organisation of curricular activities give a sound theoretical knowledge and understanding about useful, responsible and democratic citizenship to the students in the classroom situation. This becomes possible through academic treatment of civics and politics.

3.4.3 Schedules and Resources

Following precautions should be taking care while scheduling the curricular and cocurricular activities in the educational institutions:

• Arrange and organise curricular and cocurricular activities within the school hours. So that the students can take part in them.
• Do not organize the activities throughout the year so that teachers as well asstudents are overloaded.
• Provision for wide variety of activities should be made to cater to the individualdifferences among students.
• Co-curricular activities should be integrated with the classroom teaching-learning activities which make learning more effective.
• To meet financial assistanceschool can explore sponsorship.
• Workload should be adequately distributed among staff.

- Performance in cocurricular activities should get adequate weightage in overallevaluation.
- Assessment of student performance should not be done merelyon academic aspects but the co-curricular activities should also be evaluatedtoward final grades and promotions.
- Adequate rewards, incentives should be associated with co-curricular activities.The awards need appreciation in form of certificatescan be a great motivation.
- Before launching programme of any activity (co- curricular) it should be approved democratically by the staff. It is school's responsibility to provide sufficient resources for accomplishing the activity. For example, funds, expertise, require infrastructure and equipment etc.
- Any activity should be introduced only when the school has a need for it and when its students are interested in it. The number and type of activities to be developed in any educational institution or school should be determined by the size of enrolment and the needs of the school activities should not be over organised even in a large school.
- Activities that are organised in the school should be achieving social, moral and other worthwhile values as far as possible. The number of activities which allows students to take part in different activities in an academic year should be according to their needs and requirements.

3.4.4 Time management

Time management is the process of planning and controlling how much time to spend on specific activities. Good time management enables an individual to complete more tasks in a shorter period of time, lowers stress and energy which leads to success. Following are few benefits of time management:

1. Stress relief: Making and following a task schedule reduces anxiety. As you check off items on your "to-do" list. This helps you avoid feeling stressed out with worry about whether you're getting things done.

2. Extra time: Good time management gives you extra time to spend on hobbies.

3. More opportunities: Proper time management leads to more opportunities and less time wasted on trivial activities. The ability to prioritize and schedule work is extremely desirable for any educational organization.

4. Ability to realize goals: Individuals who practice good time management are able to better achieve goals and objectives, and do so in a shorter length of time.

Tips for Effective Time Management

1. Set clear goals: Set goals that are achievable and measurable. Use the SMART method when setting goals. In essence, make sure the goals you set are Specific, Measurable, Attainable, Relevant, and Timely.

2. Prioritize the task: Prioritize tasks based on importance and urgency. For example, divide your daily tasks as below:

Important and urgent (Do these tasks right away)	**Important but not urgent** (Decide when to do these tasks)
Urgent but not important: (Delegate these tasks if possible)	**Not urgent and not important**: (Set these aside to do later)

3. Set a time limit to complete a task: Setting time constraints for completing tasks helps you be more focused and efficient. Making the extra effort to decide on how much time you need to allot for each task can also help you recognize potential problems before they arise.

4. Take a break between tasks: When doing a lot of tasks without a break, it is harder to stay focused as well as motivated. Take some break timebetween tasks to clear your thoughts and refresh yourself.

3. Organize yourself: Write down the deadlines for each task that are part of completing it on time. Determine what is important and what deserves your time. Avoiding non-essential tasks/activities save more of your time to be spent on genuinely important things.

7. Plan ahead: Make sure you start every day with a clear idea of what you need to do – what needs to get done that day and write out your "to-do" list for the next day.

Thus time management skills increase your productivity, help you to reduce stress and prioritise your time. Effective time management clarifies your goals and motivate you to accomplish tasks successfully.

3.5 EVENT MANAGEMENT

Event management is a process which require the use of management skills. It involves visualizing concepts, planning, budgeting, organizing and execute events. It requires creative and technical skills to create and deliver a focused event for a target audience.

Events have been defined as 'occurrences designed to communicate particular messages to targetaudiences'. Event is a celebration of an idea that is conceptualizedkeeping in mind the target audience with whom live interaction takes place toachieve the desired outcome.

3.3.1 Concept

Event management means the production of an event. A number ofpeople with different skills and roles are involved in its execution. Thereis considerable interaction among people and their responsibilities. Itencompasses all activities involved in planning, organising, staffing, leading, executing and evaluating.

Dr. J. Gold blatt defines special Event as "A unique moment in time celebrated with ceremony and ritual to satisfy specific needs".

For eg: Celebrating acultural activity, all operations such as venue, stage, arranging the infrastructural facilities and networking with other activities such asadvertising, public relations etc. fall under the previewof event management.

3.3.2 Importance to Educational Institutions

Event management place a very important role in planning to execute the events in any education institution. Proper planning and management are vital to the success of any event. Itwill look forward to every basic and small detail in task and will take every precaution for risk in advance. An event is full of uncertainties and an effective event managementskills determine the risk, possibility of occurrence and the implementation of planning to remove the risk.

Let's see why Event Managementis importance to any educational institutions:

1. Detailed planning – In evet management believes in detailed planning from tip to toe. All the imagined ideas have to be put down on paper to make it a plan. In the education institution, event management committee rechecks the planning procedure and left no stone unturned to make it successful. For example, to ensure no risk in event, it ensure flexibility, team building and assigns different roles and responsibilities to the team according to their interest to complete the task productively.

2. Improvethinking Ability – In the event management, bring in a lot of knowledge, experience and creative into play organising any event, experienced event organising committee and their team come up with creative and interesting ideas incorporate in the event or any occasion, they bring out the best solutions on the basis of educational institution's brief and theme of any event.

3. Smooth Execution – Handling a large scale event could be messy affair, to ensure smooth execution of different activities in eventand to avoid burden of risk in events. The education institutions should have an event management committee who has been allotted to different tasks in an efficient manner.

4. Enhance team building: Organizing and handling an event can never be a one man show, it is a team/ buildingefforts and one should be prepared to work in co-ordination with other people and teams.Thus, Proper event management planning is vital for any successful event. Event management encompasses all aspects of the event, from its initial conception and idea generation stage through to the timetable and execution of the events itself which enable the education institution to accomplished the event successfully.

3.6 SCHOOL AND COLLEGE PLANT INFRASTRUCTURE BY USING OF ICT AND MIS

Developing and providing access to ICT infrastructure as well as Management Information System(MIS) have been an important aspect in the education. The infrastructure includes wireless network, hardware, ICT-enabled learning environments, and electricity are basic requirements.

Concept of Management Information System (MIS)

A Management Information System or MIS is a central data repository capable of gathering, organizing, and storing student data but also processing and analyzing it and generating various reports from it.

Management Information System (MIS) is a system that monitors the performance of education programs offered by the organization and manages the distribution and allocation of educational resources. It manages plans and strategize to implement work processes to execute the education system efficiently.

MIS provides administrators and teachers with the information they need for effective planning, policy development, and assessment. It provides provision for recording and collecting information and also manages the school's strategic goals and direction. The student software also manages student and staff academic activities, finance & other important administrative information.

USE OF ICT and MIS IN SCHOOL ADMINISTRATION

Information and Communication Technology (ICT) and MIS play a vital role in supporting powerful, efficient management and administration in education sector. It is specified that technology can be used right from student administration to various resource administration in an education institution.

1. Student Administration

Usage of admissions, student registration / enrolment, Availability of time table / class schedule in electronic form, maintenance of attendance, communication of academic details of students to their parents, notifications about hostel accommodation and transportation etc.

2. Staff Administration

Usage of computers for recruitment and work allotment of staff in the institution, Automation of attendance and leave management of staff members, for performance appraisal, communication with staff, e-circulars from the institution regarding official matters etc.

3. Examination and Evaluation

Usage of ICT for scheduling / allocation of halls for examinations, Distribution of information in the institution, to apply for university

examinations, for the processing and display of results, to make fee payments electronically etc.

4. Record Keeping

The school records are official transcripts or copies of proceedings of actions, events, other matters kept by the school administrator. School records could be viewed as authentic registers or instruments or documents of official accounts of transaction or occurrence which are preserved in the school's office. Therefore, every school must keep certain specified records.

Some Important School Records:

• **Admission and Withdrawal Register:** This is a permanent record book into which is entered information regarding the entry and exit, including the details of the education and progress of each pupil that ever passes through the school.

• **Attendance Register:** An attendance register is a book in which the presence or absence of students in a school is recorded on a daily basis. It is a statutory record that must be kept by every school.

• **Log Book:** The log book is a historical record of events that have significant effects on the schools' activities.

• **The Visitors Book:** The book is meant for recording the visits of important personalities, including officials and from the ministries of education or other related government agencies or any other school related visitors.

• **Staff and Students' Personal records:** It is necessary that the school should have as much information on every teacher and student as possible.

• **Cumulative Record:** Students' cumulative record is an information about students' cognitive, affective and psycho-motor development.

• **Students' Report Sheet/Card:** It keeps data on students' academic performance in termly basis.It assists in monitoring students' academic progress.

• **Lesson Notes/Plan:** It gives information on what a teacher plans to teach the students at a period of time.

• **Scheme and Record of Work Book**: It reflects estimate of academic work which teachers expect to accomplish in each subject based on number of lessons they will have during each term.

• **Transfer and Leaving Certificate**: Transfer and leaving certificate is the formal exit of the student after completion of course or leaving during the course of study in a school.

• **Library records:** The library will have many records like stock register, issue register etc. Many of the routine function of the library can be automated using library management software.

• **Stock register:** it is the record of all equipment and materials available in the school including the laboratories.

• **Cash Register:** It is a record of financial transactions in schools.It gives information about income and expenditures.

Following are the importance of keeping school records with Information and Communication Technologies (ICT) and MIS:

• **Administrative Efficiency**: With the help of information and communication technologies such as computers, digital libraries, e-mail, internet and so on where information are stored and disseminated, principals can do better in keeping records, and become effective and efficient in performing their prescribed roles as administrators.

• **Availability of Information**: Information and Communication Technologies will help maintain adequate and accurate records in our schools and make it available with ease.

• **Easy Retrieval**: It also leads to easy accessibility and dissemination of information on school records, will become available for national planning, financial budgeting, effective implementation of the educational programs and policies.

• **Infrastructure required:**

Hardware	Software
• Desktop computers	• Content management systems (CMS)
• Servers	• Customer relationship management (CRM)
• Data centers	
• Hubs	• Enterprise resource planning (ERP)
• Routers	
• Switches	• Operating systems
• Facilities	• Web servers

Facilities
It provide space for networking hardware, servers and data centers. It also includes the network cabling in office buildings to connect components of an IT infrastructure together.

Network
Networks are comprised of switches, routers, hubs and servers. Switches connect network devices on local area networks (LAN) like routers, servers and other switches. Routers allow devices on different LANs to

communicate and move packets between networks. Hubs connect multiple networking devices to act as a single component.

Server

A core hardware component needed for an enterprise IT infrastructure is a server. Servers are essentially computers that allow multiple users to access and share resources.

Server room/data center

Organizations house multiple servers in rooms called server rooms or data centers. Data centers are the core of most networks.

Successful ICT initiatives meet three objectives: Availability, Access, and Demand. ICT is important in schools and educational institutions as it assists in carrying out their activities and functions such as record keeping, research work, instructional uses, presentations, financial analysis, examination results management, communication, supervision, MIS, teaching learning activities (content, curriculum, instruction, and assessment), and general school management functions. Thus Educational ICT tools and MIS are useful for creating an effective learning environment.

3.7 SUMMARY

Through this unit, we have learnt, concept, Procedure and techniquesof institutional planning. We have discussed about the difference between Curricular & Co-Curricular Programs as well as schedule and resources in details. We have leant that the time management is an important factor in school activities. We studied importance of event management to educational institutions. We have discussed onbenefits ofICT and MISin education institutions in several ways: enhancing learning in classroom; improving school management and related tasks; improving responsibilities, efficiency and effectiveness in school activities; introducing usage of Power Point presentations and internet.

3.8 QUESTIONS

1. Define Institutional Planning? State its Importance and scope.

2. Explain theprocedure and techniques of Institutional Planning.

3. Compare between Curricular & Co-Curricular Programs with example and explain the strategies for effective time management.

4. Discuss the role of event management in the Educational Institutions.

3. Explain the use of ICT and MIS in the school or college plant infrastructure.

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4

ORGANIZATIONAL CLIMATE

Unit Structure

4.1 INTRODUCTION

Organization climate is defined as the element of a professional environment that has a strong influence on the action and performance of the employees working in that workplace. It indicates whether the expectations and beliefs of the individuals are fulfilled.

It is an organizational climate that separates one company from the other by giving it a distinct personality.

4.1.1 Meaning

Organizational climate is a concept that was introduced in the year 1940s and has been able to describe the patterns that have an impact on human behaviour as well as workplace behaviour.

It is a reflection of the perceptions that an employee has about his work environment. Organizational climate is also known as corporate climate as it quantifies the culture of a corporation. It has a significant impact on job satisfaction, productivity and motivational levels of the employees in the organization.

4.1.2 Definition :

According to Forehand and Gilmer, "Climate consists of a set of characteristics that describe an organisation, distinguish it from other

organisations are relatively enduring over time and influence the behaviour of people in it."

According to Campbell, "Organisational climate can be defined as a set of attributes specific to a particular organisation that may be induced from the way that organisation deals with its members and its environment. For the individual members within the organisation, climate takes the form of a set of attitudes and experiences which describe the organisation in terms of both static characteristics (such as degree of autonomy) and behaviour outcome and outcome- outcome contingencies."

According to Dr. Wayne Hoy (1990), organizational climate of a school is a set of internal characteristics that distinguishes one school from another and influences the behavior of its members. It is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of the behavior in schools.

4.2 TYPES OF ORGANIZATIONAL CLIMATE

The different types of organizational climate that results because of the culture of an organization are

1. People-Oriented Climate

The organizational culture that includes a core set of values and puts its onus on care and concern for the employees' results in people-oriented climate

2. Rule-Oriented Climate

The organizational culture that provides for featured benefits and puts its burden on attention to details by all the members' result in rule-oriented climate

3. Innovation-Oriented Climate

The organizational culture that introduces new ways and processes to develop new and innovative things results in innovation-oriented climate

4. Result-Oriented Climate

The organizational culture that gives preference to values and puts its onus on refining every detail of the processes to refine and achieve results is known as result-oriented climate

4.3 CHARACTERISTICS OF ORGANIZATIONAL CLIMATE

The characteristics of Organizational climate are

1. General expression

Organizational climate is the general expression or the perception of the individuals about its organization as it depicts their thoughts and impression about the internal environment in the company

2. Unique identity

It is the organizational climate that gives the organization a unique or distinct identity

3. Multi-dimensional concept

Organizational climate is considered as a multi-dimensional concept where its numerous dimensions include the degree of conflict, leadership style, authority structure and autonomous nature

4. Intangible concept

An crucial characteristics of organizational climate is that it is considered a qualitative or intangible concept as it is quite challenging to explain its components in measurable units

5. Enduring quality

Organizational climate is built over a certain period and is the representation of the enduring quality of the internal environment of the company that is experienced by its employees

4.4 FACTORS AFFECTING ON ORGANIZATIONAL CLIMATE

- The structure of the organization including rules, regulations and constraints
- Feelings of helpfulness in the work environment
- Perception of the relative risk in the work situation
- The level of conflict and tolerance the work environment can tolerate
- Being confident of the appropriate records
- Individual responsibility of an employee
- Working with cooperative individuals
- Opportunities that have an impact on personal initiative
- Working with a competent superior
- Functions objectives, goals and mission in the organizational context
- Operating procedures of an organization
- Degree of centralization
- Leadership styles and decision-making process has a direct impact on the organizational climate
- Physical space characteristics and employee safety has an impact on organizational climate
- Organizational values and organizational climate are interlinked

4.5 IMPACT OF ORGANIZATIONAL CLIMATE

Organizational climate has been directly linked with the performance of the employees as it has an impact on their job satisfaction. The four mechanisms through which organizational climate impacts the behaviour of the employee is

1. Evaluation of self as well as others

Evaluation of self or someone else will affect human behaviour. It is a fact that organizational variables including psychological and physiological variables are used in the evaluation process

2. Constraint system

It is easy to influence human behaviour through a system of rewards and punishments.The organization can use the constraint system in both a negative and positive way by giving out viable information about the behaviour and attitude that will be ignored, punished and rewarded. It is generally used in case of employees that are interested in various behavioural outcomes.

3. By acting as stimuli

The organizational factors act as stimuli in influencing human behaviour. The stimuli have an impact on the arousal levels that ultimately affect the participation and performance level of the employees

4. Helping the employees to form perception

Organizational climate has a vital role to play in higher levels of productivity, better human relations and greater employee satisfaction. It influences employee behaviour by assisting in forming important perceptions and impressions of the organization

4.6 DIMENSIONS OF ORGANIZATIONAL CLIMATE

The dimensions that represent the climate of organizational are

1. Inter-Personal Relationships

The informal groups in an organization can work both ways as it can displace the goals and objectives of the company as well as prove beneficial for the organization.

One of the essential dimensions of organizational climate is that the interpersonal relationships are often reflected through the formation and operation of these informal groups

2. Dominant Orientation

This is a crucial component or dimension that helps to determine organizational climate. When the dominant orientation is subjected to the rules and regulations of the organization that are already in place the

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organizational climate will be influenced by control whereas if the purpose of dominant orientation is to produce excellence, then it will be affected by the achievement

3. Organizational structure

It is one of the major components of organizational climate that serves as the groundwork of interpersonal relationships between the lower and higher levels of employees.

Who will work under whom and which superiors are responsible for which subordinates are clarified at the beginning through the organizational structure? It is a proven fact that decentralization encourages participation in decision-making whereas centralization has the opposite effect

4. Individual autonomy

A critical dimension or component of organizational climate is individual autonomy. It means that if individuals are given enough authority, power and freedom, it will lighten the workload of higher executives and bring forth efficiency in operations

5. Conflict management

Intra-group and inter-group conflicts are an integral part of an organization, and the organizational climate to a higher degree is dependent upon how these are managed.

In case the conflicts are handled the work environment effectually will show cooperation and harmony, and if not, then the workplace will show non-cooperation and distrust.

6. Organizational control system

Another component of organizational climate is the organizational control system which can be either flexible or rigid. A rigid control system will not have much scope for self-regulation and will result in an impersonal environment in the organization

7. Communication

The communication system of a place has a direct impact on its organizational climate. The determinants are type, flow, direction and dispersing of the flow of information.

The proper communication system in an organization means that employees at the junior level are free to express their suggestions, reactions and ideas to others

8. Relations-oriented or task-oriented management

Another dimension of organizational climate is relations-oriented or task-oriented management. The dominant or aggressive style of the managers

or leadership is reflected via task-oriented management and will show their autocratic behaviour.

In this scenario, the employee morale is low because they know for a fact that they will have to show desired results or face repercussions. In case the manager or supervisor is relation-oriented in an organization, the organizational climate will be supportive.

The needs and requirements will be given importance, and this will felicitate team spirit and bonding

9. Rewards and punishment

Another dimension of organizational climate is the concept of rewards and punishment. In case the reward system is directly linked with productivity and performance, then it will encourage healthy competition amongst the employees.

Everyone will work hard and try to give their best to earn promotions or other incentives and benefits as rewards. In case the distribution of rewards is considered bias then it will lead to low employee morale

10. Risk-taking

Another dimension of the organizational climate is risk-taking. When the employees can try out new ideas without any hesitation, it results in innovative ideas and a better work environment

4.7 HOW CAN WE SHAPE ORGANIZATIONAL CLIMATE?

In one of the few studies that have explored this aspect, Grojean et al. (2004) suggest ten ways to shape and influence organizational climate:

1. value-based leadership

2. setting an example of desired behaviour

3. establishing clear expectations

4. setting aligned policies and practices

5. forming formal socialization activities

6. providing feedback, coaching, and support

7. recognizing and rewarding behaviour that supports values

8. recognizing individual differences in employees

9. providing for personalities, and

10. striving for inter-person congruence and person-environment fit.

Shaping organizational climate requires leadership interventions. These behaviours together work as leadership strategies for ethical organizational climate. Interventions that are aimed to improve leadership behaviours lead to improvement in the perception of organizational climate which in turn, improves the organizational performance.

Climate and culture are often used interchangeably by school leaders. However, the literature differentiates these inter-related concepts in important ways. Climate describes the shared perceptions of the people in a group or organization, while culture includes how people feel about the organization and the beliefs, values, and assumptions that provide the identity and set the standards of behavior (Stolp & Smith, 1995).

4.8 ORGANIZATIONAL CULTURE

Organizational culture is the set of underlying beliefs, values, principles, and ways of interacting within an organization. It defines and creates a unique environment to work in. Things like an organization's expectations, vision, philosophy, image, interactions within the office and outside of the office also define what the organization's culture is all about. Organizational culture defines what every employee's behavior should be and how they should interact with the rest of the organization. It defines how you feel about working for the organization.

Organizational culture is quite complex. Every company has its unique personality, just like people do. The unique personality of an organization is referred to as its culture.

Organizational culture/corporate culture includes-

- The ways the organization conducts its business, treats its employees, customers, and the wider community,

- The extent to which freedom is allowed in decision making, developing new ideas, and personal expression,

- How power and information flow through its hierarchy, and

- How committed employees are towards collective objectives.

4.9 DEFINITIONS:

According to Elizabeth Skringar, "Organizational culture is shaped by the main culture of the society we live in, albeit with greater emphasis on particular parts of it."

According to Abdi Osman Jama, "An organization is a living culture that can adapt to the reality 4s fast as possible."

Organizational culture is a system of shared orientations that hold the unit together and gives it a distinctive identity. Three symbol systems communicate the basic contents of an organization's culture: stories, icons, and rituals.

The subtle differences between climate and culture are important for any leader to understand. Effective superintendents attune themselves to the climate and culture of the schools and district to foster a safe, orderly environment that is student-centered, high performing, and embraces continuous improvement.

4.10 DIFFERENCE BETWEEN ORGANIZATIONAL CULTURE AND CLIMATE?

• Organizational climate can be clearly identified with the perceptions of individuals regarding the quality and characteristics of the organizational culture.

• Culture represents the true image of the organization, whereas climate represents individuals' perceptions, although there might be differences between each of their ideas.

• Organizational culture is concerned with the macro vision of an organization, whereas organizational climate is very much concerned with the micro image of the organization.

• According to Rosario Longo in 2012, the relationship between the organizational culture and climate can be indicated as follows:
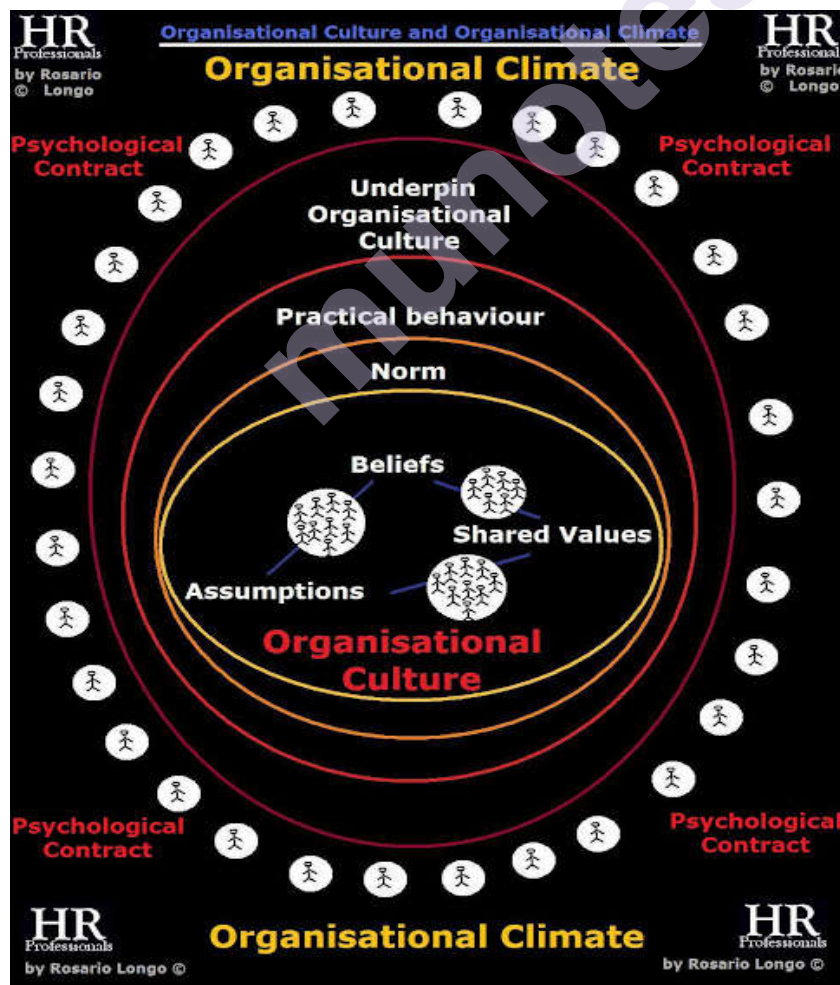
Understanding how climate vs culture affects work environment will help you make an informed decision regarding your future work environment and career goals. Finding a leadership style and climate that fits your personality and skills will give you greater job satisfaction and help you establish yourself as a valuable employee.

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PROJECT COURSEWORK IN EDUCATIONAL MANAGEMENT

List of Project Titles for the Semester V Project Report:

1. Use of ICT and MIS for Resource Management, in two colleges, in Mumbai.

2. Use of ICT and MIS for Records-Keeping, Results-Making and Administration

3. Application of Theories of Management in two secondary schools, in Mumbai.

4. Application of Theories of Management in two schools or colleges, in Mumbai.

5. Change Management in two autonomous colleges, in Mumbai.

6. Organisational Climate in two secondary schools, in Mumbai.

7. Organisational Climate in two colleges, in Mumbai.

8. Managing Diversity in Educational Organisations

This unit deals with the project coursework in educational management. The purpose of this unit is to understand the implementation of the various management concepts in the education context. YOU are expected to study management concepts thoroughly. Visit various educational institutions as a part of your project course work and collect information about above topics. Write a project report to keep in mind the guidelines discussed in this unit. YOU may add you ownpoints as well.

PROJECT 1. USE OF ICT AND MIS FOR RESOURCE MANAGEMENT, IN TWO COLLEGES, IN MUMBAI.

Points: Introduction about topic, Brief information about the institution, Explanation on use of ICT and MIS for Resource Management in the institution, Conclusion.

(YOU may include some of your own points in the report apart from those mentioned above.)

The following is the prescribed format of a report that you must refer while preparing the report:

Introduction:

Today the world is framed by evolution in the field of ICT. Every education institution realizes that ICT and MIS isvery useful for their

academic work. Most institutions implement ICT and MIS intheir resource management practices to enhance speed, ease of operation, accuracy, time saving, effective decision making,and transparency in their work. Using ICT and MISfor Resource Managementwill help to facilitate and enhance the administration of the institution towards achieving the goals of the education and increase thevalue of resources.

Information about the Institution:

➢ **Name of the Institution:**ABC Education Institute
➢ **University Affiliated:**Mumbai University
➢ **Type of Institution:** Co-education/ only women / Minority (Choose appropriate option)
➢ **Location:**Mumbai

Use of ICT and MIS for Resource Management in the College:

ICT and MIS is useful in education; for digital literacy and developing all kinds of resources, in infrastructure development, for e-governance, in administration and finance. ICT has a direct role to play in the education sector. It can bring many benefits to educational institutions as well as to the community.

1. Admission – Our institute MIS admissionmodules helps in admission process ofall students of the instituteare required to complete the admissionformality by filling up onlineadmission forms writing all theacademic and other information on thisforms. The module helps to provide information about various academiccourses and also helpsin making merit list as per our college norms.

2. Examination process – Management information system in information communication technology take care of the examactivities in the form of preparation of exam schedule, appointmentof examiners, collection of thequestion papers, collection andcompilation of continuous evaluationmarks, end semester marks anddeclaration of results.

3. Administrationwork–Through MIS we update the information related to recruitment, selection, attendance, monthly salary payment, training and development of all employeesof our college.

4. Academic Activities – The MIS and ICT help in maintaining the information related tothe students roll numbers, their coursedetails. record of onlineattendance of all lectures andpractical's conducted and other curricular - cocurricular activities in a systematic manner.

5. Time Table –Preparation and display of academiccalendar and timetable with the help of MIS of our college.

6. Maintain leave records–Maintain online leave records of all faculty membersof our institute for eg. differenttypes of leaves, information goesfor necessary approval of the same, record of total number ofleaves consume by the facultythroughout the year and the balanceleave available with faculty.

Conclusion: Thus, Information and Communication Technology (ICT) and MIS play a vital role in supporting powerful, efficient management and administration in education sector. It is specified that technology can be used right from student administration to various resource administration in our institution.

PROJECT 2. USE OF ICT AND MIS FOR RECORDS-KEEPING, RESULTS-MAKING AND ADMINISTRATION

YOU are expected to keep in mind the following points while gathering the information about above topic (YOU may add you ownpoints as well)

Points: Introduction related to your topic, Use of ICT and MIS for Records-Keeping, Use of ICT and MIS for Results-Making, Use of ICT and MIS for Administration, Conclusion.

Introduction:

Records for any organization are important documents which provide insightinto its developmental process. Records are accuratelymaintained in educational institutions as they are evidences of the growth of institution over aperiod of time.ICT has become an essential part of education sector, accordingly this integration in school improvement is not only for the purpose of teaching and learning, but also for educational management use, it has become one of the most effective factors in the school improvement. So let's see how ICT can help the school administrators improve various administrative tasks of schools.

(i) USE OF ICT AND MIS FOR RECORDS-KEEPING:

Admission Register:

➢ A permanent and important record book of all the students who are admitted to the school
➢ Information of the learners like birth certificate, grade card/mark sheet of the last class attended, transfer certificate(TC), the exit of the student, if there have been any withdrawals due to any reason etc.

Attendance Register:

➢ Record of the presence or absence of students in each and every class and section on a daily basis.

Log Book:

➢ The log book is a systematically maintained record of events thatoccur in the school over a period of timethat a historical chronological record of the school events which have significanteffect on the school's activities is maintained. For example, celebrations, cocurricular activities etc.

Staff and Students' Personal Files:

➢ It is necessary that the school should haveas much information on every teacher and student as possible without violatingtheir privacy.

Cumulative Record Card:

➢ Students' cumulative record card keeps all theinformation of the students' development over the period the student is in theschool.

➢ It documents students' cognitive, affective and psycho-motor growthand development which are cumulatively recorded and maintained in this card.

Students' Report Card:

➢ Student's report card contains information aboutchild's academics progress. It also contains child's participation in school activities,his/her general behavior in school, his/her health condition, participation incurricular and co-curricular activities and other important information.

Staff Timetable Book and Movement Book:

➢ Electronic devices are commonly used for markingattendance and departure time for all employees which promotes regular attendance and punctuality

Library Records:

➢ Maintained separately by the Librarian,like stock register, issue register, etc. Now a day many of the routine activitiesof Library are done using library management software.

➢ CDS/ISIS which standsfor Computerized Documentation Service / Integrated Set of Information Systems includes modules for acquisition,circulation, cataloging, serials, authorities, flexible reporting, label printing andmuch more.

Stock Register:

➢ It has the record of all equipments and materials available in theschool including the laboratories.

Cash Book:

➢ It is a record of all financial transactions occurring day-to-day in theschool. Money received by the school from different sources like fees, fines,donations, stipends, scholarships, grant-in-aid, etc. are entered on the credit side.On the debit side, the expenditures like the salaries of the teachers,scholarships, provisional expenditure incurred, deposits made in the Treasury, bank transactions.

(ii) USE OF ICT AND MIS FOR RESULTS-MAKING:

➢ The examination process of ICT has making it more effective and efficient. Use of ICT in evaluation involves theuse of digital devices to assist in the construction, delivery, storage or reportingof student assessment tasks, responses, grades or feedback.

➢ ICT is used to createtests, record, provide immediate feedback, give grades, analyze them students'responses with reference to the quality and relevance of student's response besideshelping teacher with learner's analytics.

➢ The use of Virtual Labs has helped students learn and theirperformance can also be assessed in virtual labs.

(iii) USE OF ICT AND MIS FOR ADMINISTRATION:

1. Student Administration

✓ Use of electronic media by students to apply for admissions
✓ Use of computers for student registration / enrolment
✓ Availability of time table / class schedule in electronic form
✓ Use of computers for maintenance of attendance of students
✓ Communication of academic details of students to their parents through e-media

2. Staff Administration

✓ Use of computers for recruitment and work allotment of staff in the institution
✓ Automation of attendance and leave management of staff members in the institution
✓ Use of electronic media for performance appraisal
✓ Communication with staff using e-media
✓ e-circulars from the institution regarding official matters

3. Office Administration

✓ Use of e-media for scheduling / allocation of halls for examinations
✓ Dissemination of information in the institution through e-media
✓ Use of e-media by students to apply for university examinations
✓ Use of e-media for the processing and display of results of students
✓ Facility for students to make fee payments electronically

Conclusion: School record keeping is all about information collection, storage, retrieval, use, transmission, manipulation and dissemination for the purpose of enriching communication, decision-making and problem solving ability in the school system. It is therefore necessary that this process be as accurate and accessible as possible. Using ICT in keeping school records will help to maintain adequate and accurate records in our schools and make it available with ease.The digital administration saves money, time and space. It makes information retrieval and sharing easier.

It also boosts productivity besides saving time from paper work and the cost of paper is eliminated.

PROJECT 3. APPLICATION OF THEORIES OF MANAGEMENT IN TWO SECONDARY SCHOOLS, IN MUMBAI.

PROJECT 4. APPLICATION OF THEORIES OF MANAGEMENT IN TWO SCHOOLS OR COLLEGES, IN MUMBAI.

(YOU are expected to write application of one of the theories of management. You can explain the implications of that management theoryin two secondary schools or college or you can add your own points afterthorough study about theories of Management.)

Points: Information about the Education Institution (School / College), Introduction of any one Theory of Management in brief,Application of Theories of Management in the Education institution, Conclusion.

Information about the Institution:

➢ **Name of the Institution:**XYZ Education institution
➢ **University Affiliated:**Name of School Board/ University
➢ **Type of Institution:** Co-education / only women / Minority(Choose appropriate option)
➢ **Location:**

Introduction of any one Theories of Management in brief:(Which is included in your syllabus)

Peter Senge's theory of learning organization.

Peter Senge's theory of a learning organization as a group of people who are continually enhancing their capabilities to create what they want to create has been deeply influential. Learning organizations as those organizations that encourage adaptive and generative learning, encouraging their employees to think out of the box and work in combination with other employees to find the best answer to any problem.

There are five characteristics of a learning organization theory of management:

Personal mastery	Mental models
how the individual looks at the world	an individual's deeply ingrained assumptions
Shared vision	**Team learning**
encourages experimentation and innovation among multiple members	more than one person acting together
Systems thinking	
looking at the whole picture rather than the individual problem Within each of these characteristics there are three levels of approaches, including	

Practice: what the individual does, which is the lowest level

Principles: what the individual does in keeping with the guiding ideas of the organization

Essences: what the individual automatically thinks in terms of the whole organization, which is the highest level of mastery

Application of Theories of Management in the Education institution:

Personal mastery: In our institution, Principal and all the faculty members learn constantly from everything they do. We use our own experience and that of others to improve their performance. We learn from our successes and also from our failures. Continuous learning is systemically built into the organization's function and infrastructure. The value of continuous learning is adopted, driven and demonstrated by the Principal and our management. The continuous learning is expected and rewarded by our institution. In our organization, communication is open and everybody is informed about the school functions.

Mental models: Our Principal as well as management demonstrate they are learning constantly by communicating what they are learning, Faculty members of our institution are rewarded for learning with recognition, growth jobs, promotionand even financial compensations. Becoming and sustaining a true learning organization, our management has lot of hard work and dedication, and it provides time, energy and resources too. Thus employees feel job satisfaction and proud to be a part of the institution.

Shared vision: The principal of our institution, encourage employees at all levels to collect information across all boundaries, being sure that information is shared – not forgotten or stored – and encouraging casual information sharing as a way of organizational life.

Team learning: Our management constantly invents and implements new technology and by recognizing the value of their stakeholders. Our institution continuously improves educational system and promote new things always with the learners at the center of its focus. They seek feedback from their colleagues on ideas they have or actions they've taken. They routinely give feedback to others and also give ideas and suggestions to their associates on a regular basis. This dynamic activity assures that to promote team learning.

Systems thinking: To create atrue learning organization, our principalbelievein the value of continuous learning, and heclearly communicate the value the organization places in learning by words, and more importantly by their actions.Our Principal gives important to following things which help to develop system thinking ability among the faculty members.

- conduct reviews meetings after any program
- Talk freely about various learning experiences.
- Share information about what they have learnt.

- encourage experimentation and innovation.
- Work to remove any conflict to learning that might appear.
- Force to stay open to learning, even in difficult conditions

Conclusion: The emphases on building a shared vision, team work, personal mastery and the development of mental models and the way runs the notion of dialogue through these does have the potential of allowing workplaces to be more pleasant and creative. Also it allows us to approach a more holistic understanding of organizational functions.

PROJECT 5. CHANGE MANAGEMENT IN TWO AUTONOMOUS COLLEGES, IN MUMBAI.

(YOU may include some of your own points in the report writing apart from those mentioned below)

Points: Information about the Education Institution (Autonomous colleges),Introductionabout change management, report on change management in autonomous colleges, Conclusion.

Information about the Institution:

➢ **Name of the Institution:**XYZ Educational Institution
➢ **University Affiliated:**Mumbai University
➢ **Status:** AcademicAutonomous
➢ **Location:**Mumbai

Introduction:

What is change management?

Change management is a systematic approach to dealing with therevolution of an organization's goals, processes or technologies. The purpose of change management is to implement strategies for effecting change, controlling change and helping people to adapt to change.Change impacts the whole organization and all of the people in it. With good Academicchange management, we can encourage everyone to adapt to and embrace our new way of working.

Report on change management in autonomouscollege

Based on the Principles of Change Management, following modification scan be possible through autonomous status of the college:

1. Understand Change: (Why you need to change? What will the benefits of the change be to the organization?)

✓ The special status is provided by UGC as a reward for institutions that have maintained high standards, and as a step towards a liberalised education sector.
✓ Autonomy status permits the college with greater potential to improve its quality of education.

✓ Autonomous college can figure out what changes could be brought about in courses, syllabus and teaching methods.

2. Plan Change: (How will you predict the impact of the change that you need to make? What goals do you need to achieve?)

✓ It enables the autonomous college to design its own curricula and devise its own methods of teaching. It also enables the college to design its own method of evaluation.For eg: certificate courses, add on courses, self-finance diploma courses etc.
✓ Autonomy gives the freedom to take an experimental and unconventional approach in teaching learning process.
For eg: With autonomy, freedom to recruit more foreign faculty and this could be a great boost for academic excellence and quality research work

3. Implement Change: (how exactly are you going to make change happen?)

Autonomous colleges are granted to do following changes in their education system:

✓ To formulate its own curricula based on relevance
✓ To revise existing curricula based on relevance
✓ To introduce new courses based on relevance and demand
✓ To make changes in examinations pattern as well as evaluation techniques
✓ introduce new systems like the choice-based credit system
✓ To form criteria for recruitment and placement

4. Communicate Change: (The change that you want to implement has to be clear and relevant, so people understand what you want them to do and why they need to do it.)

Academic autonomy is considered to benefit higher education as it enables the college tokeep up with its potential without being forced by the common systems proposed bythe university. The university also plays an important role in ensuringthat the quality of existing as well as newly introduced courses is good. Academicautonomy enables colleges to revise and update curricula, and is thus aimed to improve the quality of education bylarge measures.

Conclusion: Thus communication, support and technicalhelp, as well as the development of ashared understanding of the innovation, allcontribute to a successful change effort.At the core of successful changemanagement is the positive impact onstudent learning outcomes that teachersexperience when implementing aninnovation.

PROJECT 6. ORGANISATIONAL CLIMATE IN TWO SECONDARY SCHOOLS, IN MUMBAI.

PROJECT 7. ORGANISATIONAL CLIMATE IN TWO COLLEGES, IN MUMBAI.

(YOU may include some of your own points in the report apart from the mentioned below)

Points: Information about the Education Institution (Secondary school/ college in Mumbai),Introduction**,** Concept of Organisational Climate, report on Organisational climate in secondary school/ college, Conclusion.

Information about the Education Institution:

➢ **Name of the Institution:**XYZ Educational Institution
➢ **University Affiliated:**Mumbai University
➢ **Type of Institution:** Co-education / only women / Minority
➢ **Location:**

Introduction

The organisational climate is measured by performance of the education institution, communication, reward system, responsibility and conflict resolution, organisational structure, motivational level, decision making process, support system, belief and value system, etc. ofthe members of the institution.

Concept of Organisational Climate

According to Bowditch and Buono, "Organisational culture is connected with the nature of beliefs and expectations about organisational life, while climate is an indicator of whether these beliefs and expectations are being fulfilled."

Factors of Organisational Climate are:

• Organisational Structure Mission, goals and objectives, function etc.)	• Opportunities for exercising individual initiative
• Individual Responsibility	• Communication
• Rewards	• Organisational Values and Norms
• Warmth and Support	• Opportunities for exercising individual initiative
• Tolerance and conflict	• Continuous feedback and reinforcement
• Management Support	• Organisational Values and Norms
• Organisational Structure (Mission, goals and objectives, function etc.)	• Leadership styles, communication, decision making

Report on Organisational climate in secondary school/ college

Organisational climate influences to a great extent the performance of the employees because it has a major impact on motivation and job satisfaction of individual employees. Organisational climate is directly related to the efficiency and performance of the employees.

▪   **Enhancing the teaching learning process**: our management and principal are supportive and equipped with moderntechnologies, the learning process becomes more interesting and the creative, problem solving, etc. skills of thestudents is enhanced.

▪   **Enhancing the communication skills**: Healthy and honest communication system in our school supports improvement in theoverall climate of the school. It strengthens the bond between the teachers, students, parents, principal and management.Enhances the feedback system of the institution and build trust among members.

▪   **Training and education**: Our school arranges training programmes to improve the competencies of the teachers. It will help them to become aware of the modern technologies andinnovations in the education and imply them in their teaching process.

▪   **Recognition and rewards:**Our management recognise of the outstanding work done by the teachers with appreciate with attractive rewards. It helps to boost their confidence as well as it willact as a positive reinforcement.

▪   **Open Communication:** Healthy communication between teachers, principal and students are always encouraged in our school. Our school environment is where anyone can interact with each other freely.

▪   **Continuous feedback and reinforcement:**After every activity our principal gives feedback, continuous positive reinforcement to the teachers as well as students for their skill development and for maintaining their interest and enthusiasm. The principal uses the emotions in a constructive manner to get teachers and students deeply involved in school activities andattaining their respective goals.

CONCLUSION:

Each school is characterizedby its own climate. The establishment andmaintenance of an open and positive climate in schools is quite necessary in improving teachers as well as students' performance. The school is the ideal place where the character of the students is strengthened, where the attitude towards teachingand learning is established, where the purpose for the future is developed.

PROJECT 8. MANAGING DIVERSITY IN EDUCATIONAL ORGANISATIONS

(YOU are expected to write about all the challenges in managing Diversity in Educational Organisations. List it down and try to elaborate it and if possible, give examples. You may add your own opinion, views)

Points: Introduction**,** Concept of Managing Diversity, report on Managing Diversity in Educational Organisations,Conclusion.

Introduction: Today organizations are deeply affected by globalization and changes in the demographic structure of the society. The rapid development intechnology involves more trained and skilled staff and also needsimproving intercultural collaboration skillsin the organization. Organizations managing effectively a diverse employee are capable of increasing organizational innovationand creativity, reaching more people and society. Educational institutions with a focus on diversity can graduate well trained employees capable ofmanaging diversity and resolving diversity related workplace conflicts.

Concept of Managing Diversity

In 21st century diversity has affected nearly every aspect of educationsuch as access and equity, teaching methods and student learning, quality,management, research priorities, social relevance, autonomy, finance etc. The education institutionshave a great responsibility to develop awareness among its students about valuing, managing and leveraging diversity by being an active andproductive member of the society. Diversity enhances teaching and learning effectiveness, as well as institutional behavior. crosscultural, leadership and technical competencies amongst our intuition. In a number of ways students' learning engagement process outcomes andperformance/ learning outcomes are enhanced by increasing critical thinking,problem-solving ability and sense of social responsibility.

Managing Diversity in Education Sector

Diversity in education represents a broad range of ideas and initiatives to createlearning environments that are safe, inclusive and equitable for as many identities aspossible. Diversity has affected every aspect ofeducation such as access and equity, teaching methods and students learning,quality, management, research work, social aspect, autonomy, finance etc.Initially positive action and equal opportunity policiesrecognized race, religion, gender color and national origin,

In India presently significant educational reforms are taking place with aperspective to expand both the primary as well as higher education for life-longcontinuing education and easy access to quality education through ICT. But thereal challenge lies in acquisition of land, building the institution, infrastructure,recruitment of faculty, setting up laboratories etc., which are complex and timeconsuming processes. They must clearly

specify how theissue of diversity has been addressed by. With regard to the public purpose of education system, such as

1) To improve the quality of teaching and learning so as to ensure thedomain knowledge as well as soft skills required for the workplace.

2) To provide access to quality education and equal opportunity to allraces, ages, ethnicities and socio-economic backgrounds and ensure thecommitment for active participation in civic and social life.

3) To educate and prepare high quality teachers and educational leadersfor all levels of education.

4) To undertake high quality research and scholarship as well as promoteits implementation for social benefit.

5) To bring the benefit of acquired knowledge and skills to the communitythrough outreach, partnership and service.

Conclusion: Empowering teachers and students to become global citizens is a challengingprocess that begins with the critical examination ofinstitutional practices. Thus,the educational institutions need to revisit and redefine their missions and vision in the light of new challenges of globalization and clearly specify how to addressthe diversity issues. They must plan out how diversity is defined, valued,measured, incorporated into planning, execution and evaluation process by their institute in order to sustain in the global competition.

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