UNIT – 1

SCHOOL MANAGEMENT

School Management: Concept, definition, meaning, characteristics and scope –Participatory and non- participatory management – Planning, organizing and controlling in educational management- Resource Management: Human resource, Material resource, financial resource.

The term 'Management' derives from the word 'manage,' which derives from the French word'manage,' which means 'housekeeping. In common usage, the term 'management' refers to a specialised group of individuals whose responsibility it is to direct the efforts and activities of others toward common goals. The term "management" is extremely inclusive. It extends well beyond organisation and administration. Management is the process of bringing people together to achieve desired objectives. Management includes planning, organising, allocating resources, leading or directing an organisation, and exercising control over it. Management refers to the use of means and resources to achieve specific objectives. According to Koontz, "management is the art of getting things accomplished through and with a formally organised group of people."

School is a happy home, a sacred shrine, a social hub, and a miniature version of the state. The school is one of the formal institutions intentionally established by man to meet some of the essential needs of human society. School Management is the administration of a school's affairs. Management of a school entails implementing the desired educational policies. It considers all aspects of the school and incorporates them into a cohesive whole. Good school administration inspires the greatest efforts from teachers and students. According to the Indian Education Commission (1964-1966), "India's destiny is shaped in the classroom." Schools are to be the first-rate

nurseries for the education of children in democratic citizenship, which India needs to ensure the long-term viability of its democracy. "In School Management, a school is not a physical structure. It is a meeting place for two souls, the instructor and the student. It is spiritual development".- K.Joshi

AIMS AND OBJECTIVES OF SCHOOL MANAGEMENT:

School Management is

- To reflect and preserve fundamental values.
- To implement educational futures. To manage social transformation.
- To gain from experience.
- To implement modernization.
- To propagate science.
- Adopting technology.
- In order to achieve National Integration.
- To shape one's character and values.

Attributes of school administration:

Objective Based:

Objective Based means to achieve Education and Schooling objectives. Every school has specific goals. The school organises men and resources to achieve these goals. Planning, organising, direction and control, decision making, and evaluation must all be focused on achieving the goals.

Quality of Education:

Good school management is concerned with the quality of education being given in schools.

Headmaster:

The Headmaster is a democratic school leader. The individual must maintain rapport with both the teachers and the students.

The best use of resources:

The optimal use of school resources is to enhance the school's efficiency. It makes optimal use of the available material resources.

Joint Enterprise:

School Management includes all personnel associated with the school, including teachers, supervisors, students, and parents.

Professional Growth:

School Administration brings out the best in teachers and supervisors and promotes their professional development.

Efficiency and Improvement:

The School management is committed to school-wide improvement and effectiveness.

Continuous process:

Management of schools is an ongoing procedure. It is perpetually focused on the institution's improvement, growth, and expansion.

Input-Output Model:

The input-output model applies to School Management. It considers the efforts exerted and the results obtained.

Community oriented:

As the school's purpose is to serve society, school management is aware of social needs and demands.

Multidisciplinary:

Management is multidisciplinary in nature. Although management has developed as a distinct field of study, it draws on the knowledge and concepts of numerous other fields, including psychology, sociology,

economics, etc. Management integrates concepts from multiple disciplines and applies them to the organization's operation.

An applied branch:

Despite the fact that management is a distinct field of study, school management has not yet developed into a separate field. It is a branch of applied management. It employs management techniques and principles to achieve the school's desired objectives.

Flexibility:

Management of schools should adhere to rigid principles. It must be adaptable.

Practicability:

Management of schools should not be a collection of abstract principles. The school should establish goals that are attainable. It should include feasible measures for achieving the objectives..

Humane:

The nature of school management is humane. It involves teachers, students, parents, and members of the community. It is concerned with the well-being and growth of individuals in the school setting. The human element is the most important aspect of school administration.

Both science and art:

School management is both science and art. It cannot be regarded as pure science. It is not as exact as natural or physical sciences are. It can be called 'inexact science' or 'pseudo science'. Management is also an art. As a science school management is concerned with the 'why' of a phenomenon. As an art it is concerned with the 'hoe' of it. School management emphasizes not only scientific principles but it is also based on institution, experience and common sense.

SCOPE OF SCHOOL MANAGEMENT:

By scope, we refer to the sphere in which school administration functions. Today, the scope of school administration is comparable to that of education itself. Any activity that facilitates the attainment of educational objectives is part of school administration. These activities may take place at the school, college, university, or control levels. Any action taken to improve the quality of education at any level, from the provision of material, human, and financial resources to the highest cultural or academic needs, falls under the purview of school administration.

Goal Development:

The educational system is a subsystem of a society, so the society not only provides human and non-human resources, but also has certain expectations that the educational system will achieve a particular objective. Since society is in a constant state of flux, both its needs and its goal specifications are subject to change. The educational process must be responsive to these changing expectations, and through the school management system, those involved in the management process can continuously examine, evaluate, and modify the educational goals.

Programme Planning and Actualization:

According to Philips, it is "the process of establishing in advance an action plan to implement National Policies by the most expedient means and ends." "Planning selects alternatives, explores routes, and determines possible or probable outcomes of actions before the executive and the organisation commit to any" The objectives established by the management system become the basis for programme planning and execution. Programmes represent the intended educational engagement opportunities for students. The management system is accountable for the development and execution of programmes. The management system must therefore

provide technological support for the educational process in the form of consultations and services.

Organization:

Education has had a significant problem with organisation. If conventional biases and prejudices can be replaced by decisions made logically and scientifically, with the achievement of goals as the only consideration, modern organisational principles and techniques will provide a foundation for the effective distribution and coordination of functions.

Delegation of Authority and Responsibility:

The various levels of decision-making in a society must be functional, as opposed to conventional or emotional. The organisation of education at the national, regional, and institutional levels requires an examination of the validity of both centralization and decentralisation of Authority and Responsibility in relation to geographical, linguistic, political, and personal content problems.

Motivation:

Barnard has elucidated the notion that the willingness of organisational members to work towards the achievement of organisational goals is an essential trait of management in general. The teaching behaviour system performs the majority of management's duties. School administration can only expect to facilitate student learning in particular directions if faculty members are highly motivated. Since the instructional supervisory behaviour system interacts with the teaching behaviour system, it is assumed that the interaction will increase the motivation of both teachers and supervisors to contribute to the achievement of the management's goals.

Problem solving:

Examining the relationships between predicted learning outcomes, learning engagements, and actual learning must be an ongoing process in education. Failure to attain the desired learning outcomes or engagement opportunities necessitates verifications, explanations, and "new" attempts with "new" ideas. Thus, human problem-solving becomes the central focus of the educational organization's efforts to improve teaching and learning. It requires the specification of goals, conditions for achieving goals, and systematic methods for receiving feedback on the efficacy of goal achievement. The facilitation of human problem-solving in the teacher-student behaviour system is the primary function of instructional supervisory behaviour..

Professional Development:

Educational institutions are characterised by the fact that, as professionals, teachers have typically attained a relatively high level of training and specialisation. Increased student enrolment, new information about teaching and learning, technological advancements, and the expanding educational needs of members of our society are all factors that have contributed to the enhanced preparation, specialisation, and general competence of teachers.

Evaluation and Educational Outcomes:

The assumption is that school management is a subsystem of society. The society specifies certain expectations for the educational subsystem in order to meet its specific needs. It is essential for the educational institution and society to be continuously aware of the extent to which these specific educational needs are being met. This is accomplished through the method of evaluation. Since educational goals are achieved through the teacher-student behaviour system and instructional supervisory behaviour interacts directly with these systems, it is reasonable for the system to provide an external evaluation of the teacher-student systems' output.

TYPES OF SCHOOL MANAGEMENT

School Management is an organisational behaviour system designed to improve the learning environment for students. It aims to facilitate the release of the human potential of organisational members so that a more competent staff is available to conduct the human interaction known as education, which can be addressed in schools. Participatory and non-participatory management systems determine how best to release human potential.

Participatory Management:

Participatory Management adopts the "Power With" philosophy and welcomes group members' assistance in collaborating on programme enhancement planning. It discusses how students and stakeholders participate in the management of educational institutions, including the planning, coordinating, directing, projecting, staffing, and documentation of the educational process. In addition, participatory management is a significant decision-making process.

Participatory Management is a style of management that requires personnel cooperation. It aims to foster initiative and commitment within work teams. To accomplish this, the manager must delegate portions of his authority, and the teams must decide jointly on which solutions to implement. It is essential to establish a relationship of trust between the teams, in which respect and collaboration are emphasised. Work evaluation is also required for this method to be effective.

The different axes of Participative Management:

-Delegating power:

It is necessary to give employees some authority. As soon as possible, they must be able to make decisions at their level, with the option to consult their manager.

Motivating teams:

Participatory Management should encourage employee involvement in the corporate decision-making process. When establishing rules and limits, the employee must be able to demonstrate his involvement and motivation. Teams need to communicate and collaborate as much as possible in order to be more effective. By encouraging listening and comprehension of the issues, teammates will develop mutual trust, which will benefit the company's operations and the internal growth of the teams.

Advantages:

- Employees are more engaged in their work because they can express and maximise their ideas more effectively. They will also receive numerous directives and feedback regarding their actions.
- Indeed, this mode of operation is based on the evaluation of each employee's work, and as a result, group members are more motivated to achieve recognition.
- As a result of their assigned responsibilities, employees have a greater sense of belonging to the institution, which increases their engagement.
- This will result in increased team cooperation and knowledge sharing. The company will have a genuine collaborative culture that will have a positive effect on the company's performance. Employees will have greater independence; they will be able to complete more work without consulting their manager. The exchanges will be facilitated by this collaborative spirit. Employees will be less hesitant to suggest novel ideas to their coworkers and superiors.
- Participative management can be an effective method for energising teams, fostering commitment, and encouraging initiative. It requires some preparation to implement, but the positive effects are real and plentiful. Above all else, it is essential to establish a corporate culture

based on collaboration and individual recognition. Managers will only need to delegate a portion of their authority and establish boundaries and rules to be followed.

Non-Participatory Management:

The belief of a non-participatory management system is that its affairs should be managed without the participation of the group members involved in the process. Here, the management system believes in a "Power Over" situation and uses its power, position, and authority to compel individuals to do what it deems necessary. The authorities in this region believe they are aware of what constitutes a good learning environment and have insight into how the educational process can facilitate correct learning. When a problem arises, the management system decides and instructs the staff on how to proceed. It exercises authoritarian forms of authority.

In management without participation, leadership is authoritative. This management centralises decision-making. Is uses uni - dimensional communication system. The characteristic of non-participative management is a focus on the upper class. People involved in the management system are viewed as members of a divinely appointed service and as representatives of the ruling class, whereas an educator is viewed as a mere schoolmaster near the bottom of the social hierarchy. However, the management system makes recommendations, develops policies, recommends courses and textbooks, and suggests solutions to "educational" problems.

participatory Management Vs Non-Participatory Management:

Participatory Management   Non-Participatory Management

- Participatory Management is adaptable and focused on the individual.

- Decisions originate from within.
- It gives each member freedom and dignity.
- Motivation originates internally.
- The emphasis is on the individual contributions of members.
- The manager resembles a leader more.
- It encourages creativity and innovation, resulting in increased productivity.
- It is founded on sharing and learning from the experiences of others.
- It is a progressive management system.
- It requires participation from the general populace. Therefore, it depends on the power of the people.
- Everyone on staff works 'with' the manager.
- Management without participation is rigid and bureaucratic.
- Everything originates from the sky.
- Members must abide by the rules and directives
- The manager is in charge of providing motivation.
- The manager is in the spotlight.
- The manager resembles an administrator more.
- It emphasises discipline and order.
- There is no sharing of experiences, and members must accept the manager's decision.
- It is a conventional management system.
- It involves executive decision-making. The manager is omnipotent.
- All employees are subordinate to the manager.
- The manager exercises authority over the employees.
- Management depends on the cooperation of all parties involved.
- The manager has authority over the employees.
- The success of management is contingent upon the managerial abilities and experiences.

FUNCTIONS OF EDUCATIONAL MANAGEMENT

Alberts defines management as a process that employs the functions of planning, organising, staffing, directing, controlling or coordinating, reporting, and budgeting human and material resources in order to accomplish predetermined objectives. Luther believed that management process components are sequential and sequentially related to the form cycle. Using the acronym 'POSDCRB', he indicated the sequential components.

Modern educational management has expanded the role and responsibilities of managers in order to govern large corporate institutions comprised of numerous units with enormous potentials and synergy. Planning, organising, leading, and controlling are contemporary functions of educational administration.

Planning:

Planning is the process of establishing objectives and determining how to achieve them. Planning creates a more complete mental image of something. Thus, planning involves deciding beforehand "what to do." It requires consideration and choice regarding future action. It requires logical reasoning, foresight, creativity, and sound judgement. Planning enables one to accomplish tasks in an organised and productive manner. It enables an organisation to deal with uncertainty and change.

Organizing:

Organizing refers to the systematic arrangement of various aspects of the activities of a small or large institution in order to achieve its intended goals. It is crucial to organise the roles and responsibilities of personnel in a hierarchical fashion, define their authority, responsibility, and accountability, and mobilise the necessary material resources. The essential steps in the process of organisation are as follows:

- Determination and enumeration of activities.

- Grouping and assignment of activities.
- Assignment of fixed responsibilities to specific individuals.
- Delegation of authority.

Leading:

The head of the institution, the board of directors, or the executive council should direct and motivate the staff under their authority to function effectively and accomplish the institution's goals and objectives. Supervision and criticism are not the only responsibilities of leadership. Two dimensions comprise leadership.

Task oriented:

- Demonstrating the utmost concern for goal achievement. Human factors: demonstrating concern for the well-being of employees.
- The three most important leadership qualities are:
- Utilizing intellectual abilities, manipulating tools and techniques effectively, and adhering to proper procedures.
- Ability to maintain human relationships.
- Capacity to objectively evaluate problems encountered and the results of any given plan or procedure.
- Thus, the responsibility of leadership encompasses not only completing tasks within the allotted time, but also securing the willing cooperation and loyalty of employees, providing them with the necessary guidance at every stage, and motivating them to continuously advance toward the goals.

Controlling:

Control is the regulation of operation in accordance with planned objectives. Control is necessary to ensure that operations are directed toward achieving organisational goals. The manager is responsible for ensuring that every task's

timetable and standard specifications are adhered to by constantly monitoring the performance of his subordinates. If norms are not strictly adhered to, the subordinate's performance must be corrected through the implementation of corrective measures. Among the corrective measures that can be taken are:

- Enhancing the work environment and infrastructure
- Introduce the necessary modifications to the used materials and adopted procedures.
- Examining the subordinates' level of skills, commitment, and motivation.
- Periodically discussing with the employees the accepted norms of the institution as well as the progress or setbacks encountered at various points in time.

Resource Management

A resource is a source or supply that produces a benefit. Based on their availability, resources can be categorised. These resources are both renewable and non-renewable. The term management refers to the individuals who oversee an organization's operations. The administration of an organisation is management. A Resource Management is the timely and efficient development of an organization's available resources. Such resources may consist of financial resources, inventory, human skills, production resources, or information technology. As technology has become an integral part of our daily lives and as a result of its usefulness, there are an increasing number of educational technology resources. The primary focus of resource management is the management of both human and material resources. Human resources consist of students, parents, educators, and all other personnel employed in the field of education at the local, regional, and state levels. Money, buildings, grounds, equipment, and instructional materials are examples of material factors. All of these factors

that have an impact on the educational process must be incorporated so as to achieve educational objectives. Human Resource Management, Material Resource Management, and Financial Resource Management are the primary types of Resource Management.

Human Resource:

Human Resource Management is also referred to as Personnel Management, Manpower Management, staff management, and personnel administration, among other terms. Human resource is the lifeblood of any institution. The school system's human resource includes teachers, support staff, students, parents, community members, and a multitude of other interest and social groups. Human resources is responsible for planning, organising, coordinating, controlling, manipulating, and maintaining other forms of resources; its administrative and foresight abilities place it in front of other forms of resources. According to Likert, "all activities of any institution are initiated by its constituents." Human resource has the following objectives:

- Supply of personnel at a low price.
- Environment and talent development
- Maintaining the health of component personnel and fostering relationships between them.
- Satisfying the material and spiritual needs of employees to create the necessary alignment between their personnel goals and the organization's objectives.

Material Resource:

Physical resource is another name for the material resource. This resource consists of the structure, machines, raw materials, vehicles, and other tools that can facilitate the activities and processes of the organisation. Material resources in the educational system would include classrooms or lecture

halls, staff offices, vehicles, health centres, libraries, laboratories, etc. Preventive maintenance, routine maintenance, emergency repairs, and predictive maintenance are some of the functions of schools' material resources. This resource should aim to provide these fundamental necessities to schools, as they are essential for every student.

Financial Resource:

Financial resources are the funds required to operate a school efficiently. In school administration, funds are required for the acquisition of necessary facilities, equipment, electronics, and communication devices. In addition, funds are required to pay administrative, academic, and non-academic personnel. The implementation of plans and policies is responsive to the availability of funds. Financial management includes the acquisition of funds, their allocation, monitoring their use for accountability purposes, and the production of financial reports for the relevant stakeholders. Financial management is therefore an integral part of the responsibility of an education manager, as schools would struggle to achieve their objectives without sound financial management practises. The primary purpose of these resources is to improve school education by providing children with a quality education. The administration staff

- Budget-appropriate allocation of funds to a variety of activities.
- Authorize the expenditure of school funds. » Determine the school budget in consultation with other stakeholders, such as department heads and senior teachers.

UNIT – II

MANAGEMENT APPROACHES

Types of Management approaches: Man power approach – Cost-benefit approach – Social demand approach – Social justice approach – Rate of

return approach – Intra-educational extrapolation approach – Demographic projection model.

Management is essential to the formation of any organisation. In order to arrive at the most realistic, output-optimized planning model, it is necessary to adopt a variety of approaches and techniques during the educational planning process.

Types of management approaches

There are various strategies for educational planning. Each planning approach has distinctive characteristics. Several significant educational management approaches include: the manpower approach; the cost-benefit approach; the social demand approach; the rate-of-return approach; and the intra-educational extrapolation approach.

Man power approach

It is also known as the "Human Resource Development Approach," which takes into account the fact that the social system requires various types of educated and trained individuals with well-defined knowledge, attitudes, and abilities. This strategy focuses on forecasting the labour requirements of the economy. It emphasises the output of the educational system to meet future labour demands. As an educational planning strategy, it aims to:

- Estimate the required number of graduates by education level in the economy
- Estimate the number of teachers at different levels and types of education.
- Asses the existing curriculum and give recommendations for change

In this approach, an attempt is made to predict future needs for educated labour in order to meet future Gross National Product (GNP) or industrial production goals. The planners would then indicate the directions of development for the educational sector over the same period of time,

based on their forecasts of the educated manpower requirements. The fundamental steps of this exercise are as follows:

- Predicting the directions and magnitude of growth for each individual economic sector.
- Evolving norms for employing personnel in each sector of the economy, taking into account both present and future technological options for each sector.
- Translating the physical goals for the development of each sector into manpower needs using sector-specific manpower standards.
- Calculating the educational equivalencies of the required workforce.
- Analysing the implications of educated manpower requirements estimates for educational development, based on assumptions regarding enrolment rates, transition probabilities, and wastage and stagnation rates at each level of education.

Advantages of manpower approach

• It enables educational planners to compare the gaps and imbalances in the education output pattern to the available positions on the labour market.

• Planners are therefore able to identify areas of overproduction or underproduction of the labour force.

• This allows planners to redirect resources from educational programmes whose skills are in low demand to those whose skills are scarce on the labour market.

• Since the approach focuses on a country's manpower requirements, it effectively directs educators and policymakers on how roughly the educational qualification of the labour force should evolve in the future.

• This enables planners to convert occupational pyramids of the labour force into educational structures that indicate the level of formal education required for each occupational category.

• It aims for self-sufficiency in manpower resources, which is crucial for meeting manpower needs; we plan for the entire nation and not for specific regions.

Negative aspects of the manpower approach

• It disregards optimal resource allocation, cost-benefit analysis, and the social aspects of education in favour of a narrow focus on producing labour force.

• It ignores the educational requirements of the unskilled and semi-skilled labour force, which constitutes the majority of the labour force, focusing instead on the high-level manpower required in the modern sector of the economy.

• It disregards the costs involved or the capacity of their nation to finance its labour development.

• The strategy relies on the existing labour market rather than maximising the utilisation of available human resources. It may therefore overestimate labour requirements when the available labour is not optimally utilised.

Social Demand Method

The social demand approach is based on an evaluation of the educational needs of society. In principle, it represents the aggregate demand for education among all individuals in the society. It is not always possible, especially in large societies, to assess individual educational needs. In practise, the social demand approach relies on projections of past demographic and enrolment trends at various educational levels. The social demand approach is therefore capable of revealing the number of students with various types of professional preparation that may be anticipated based on a given set of target data. Social demand projections for education depend on given levels of: • incomes of educated people, • tastes and preferences of households for education, • demographic characteristics such

as fertility and mortality, • direct costs of education, • student grants, and • existing standards for admissions to various levels of education.

In addition to these limitations, there are recurrent issues with the data base on demographic aspects at disaggregated levels such as district, block, and village, as well as data on wastage and stagnation in education, and the intensity of use of existing educational facilities.

Rate of Return Approach

Critics of social demand approach argue that the decision to choose more or less of education, beyond a legal school-learning age, is made by an individual who attaches a positive value to the present and the future and the future benefits of education. Aggregate of individuals demand for education, which is construed as the social demand for education, should then be based on an aggregate of individuals assessment of benefits of education-reflecting the social benefits. This brings us to the rate of return approach to education. Rate of return approach looks upon education as a contributor to productivity and in this sense, it is expected to facilitate investment decisions in education – whether or not the student should undergo more schooling, or whether or not the state should invest more and expand educational facilities. Like in the rate of return analysis of any investment, rate of return on investment in education is used to expand educational facilities, until schooling equalises:

• on the one hand yield of investment in different types of education, and

 • Conversely, the return on investment in education relative to other sectors of the economy. However, the analysis is limited to formal education only. Estimating the rate of return requires the calculation of the internal rate of return, which equates the present value of future returns with costs incurred shortly after the investment decision is made. Thus, there are three parameters involved in calculating the rate of return.

- Costs of education,

- Returns to education, and

- Discount rate (used in discounting future returns to arrive at present value).

A variety of conceptual issues are involved in the estimation of these three parameters.

a) Costs of Education

Economic analysis of investment in education has a simple two-element taxonomy of cost: Direct costs and indirect costs.

Direct costs

Again, there are two components to direct costs: private and public expenditures on education. Private expenditure on education consists of items such as tuition fees, the cost of books, additional room and board expenses, and out-of-pocket expenses incurred by individuals pursuing an education. Estimating costs for these items is relatively straightforward. Government spending on the creation, expansion, and upkeep of educational facilities constitutes public expenditure on education. Public expenditures can be separated into recurring and nonrecurring categories. Recurring expenditures include items such as salaries of teaching and non-teaching staff, maintenance expenses, office expenses including contingencies, library books, lab equipment, and student welfare expenditures. Expenses that do not recur include building and sports complex costs, etc.

b) Returns to Education

Returns to education may be categorised into three types: Direct monetary benefits, indirect monetary benefits and non-monetary benefits.

i) Direct monetary benefits

Direct financial benefits of education are the additional lifetime earnings that can be attributed to education. Observed earnings differentials of any education programme, such as college education, can at best approximate the true earnings differential attributable to college education. This is due to the fact that intelligence, family wealth, parents' education and earnings, and motivation all play a significant role – more so than education itself. Isolating the effect of all these factors and estimating the true earnings differential attributable to any given level of education is difficult. Education is merely a filter for an economist when analysing the process of human capital formation. Even on this point, there is no consensus among academics regarding the filtration function of education. Given this, it is questionable whether the rate of return to education could be used as an effective tool for making investment decisions within the education sector as well as among other sectors of the economy that include the education sector.

Ii) Indirect monetary benefits

Education influences earnings from the first job significantly. Initial education is not a prerequisite for all subsequent job earnings. They rely on the skills and experience gained through on-the-job training and other forms of in-service training. Thus, additional earnings attributable to this training are indirect results of the initial education. However, the nature of the on-the-job/in-service training received does not have to be identical for all individuals with the same level of initial education. In calculating returns to a given level of education, isolating the effect of such training on future earnings from the lifetime earnings to a given initial education is a difficult task.

iii) Non-monetary benefits

Some non-monetary benefits accrue to the individual who pursues an education. For instance, education may alter and modify tastes, preferences,

and perspectives, resulting in cultural advancement. Similarly, education may enable individuals to obtain more fulfilling jobs with greater prestige, independence, and less stress and strain.

Social Justice Approach:

This strategy aims to make longer-lasting special provisions for socially, economically, and educationally disadvantaged communities. It is also known as social planning and social development planning. The approach asserts that a country's educational system can be shaped in accordance with its social or national objectives. The national policies and constitution of a nation describe these objectives and social development in broad terms. Education plays a crucial role in achieving many of the goals that have been set. Therefore, it is essential that the educational system contribute to the achievement of these objectives. Consequently, educational planning must take into account these anticipated social development goals to be achieved through education. Prior to achieving social development, social justice must be realised.

It would be a social justice approach to educational planning to make provisions for achieving this goal. Social justice is the provision of development resources and opportunities for all members of a society. Article 45 of the Indian Constitution, for instance, requires the state to provide free and mandatory education for all children under the age of fourteen. Special provisions for the education of children from economically and socially disadvantaged communities would be an attempt to provide justice to this segment of society. Incorporating these factors into educational planning demonstrates the adoption of a social justice perspective.

Intra-educational Extrapolation Approach:

23

The intra-educational extrapolation model bases planning on available data and focuses on one programme (or a programme aspect) at a time. This strategy focuses on equal opportunity to meet the educational needs of disadvantaged citizens and minorities. This strategy involves estimating the quantitative effects on the entire system. It entails establishing goals for a specific characteristic, feature, or aspect of the educational system.

Consequently, if the objective was to achieve universal primary education up to a certain grade level by a certain year, education planners would "extrapolate" from the data the ways in which the supply of teachers, the construction of new buildings, and the production of new textbooks would need to be scheduled to ensure the objective is met. This type of analysis requires various types of flow statistics as a crucial instrument. For instance, the Indian Constitution provides free and mandatory education for children ages 6 to 14. Sarva Shiksha Abhiyan (SSA) was launched to realise this amendment in a time-bound manner, i.e. to achieve Universalization of Elementary Education (UEE). With the assistance of such programmes, the government intends to establish new schools in areas devoid of educational facilities and to strengthen existing educational structures. Through maintenance grants and school improvement grants, the government seeks to provide for a variety of needs. Educational planning seeks to expand educational infrastructure, which necessitates the provision of necessary facilities.

Democratic projection model

Even the most restricted intra-educational projections require a rough estimate of the size and age distribution of a given population at a future time. However, the estimation of demographic changes has become an independent source of planning criteria. Demographic projection models have illustrated the development of the population in terms of occurrences.

Included in the process of projection are development, production, and distribution. Planning at every stage is impossible without demographic projections because they provide crucial information about the population for which planning is required.

They provide the most fundamental parameters for estimating the population that will be served by a future educational system. As a criterion for educational planning, an estimate of the size of the age cohort that will be served by a certain level of the educational system at a specific future time is utilised. In the majority of societies, the size of an age cohort is reasonably predictable at least five or six years before it enters the first year of formal schooling and many years before secondary or tertiary institutions are attended. Principal sources of error in this approach to educational planning are points in the educational system where members of a given age group can and do choose among various educational options (e.g., between more vocational or more academic form of schooling).

UNIT – III

EDUCATIONAL ADMINISTRATION

Educational administration: Definition, aims, objectives, scope, types and functions – Relationship between educational management and educational administration – Theories of educational administration - Meaning and nature of leadership - Styles of leadership Measurement of leadership.

Administration

Administration is commonly understood to consist of the administrative duties performed by administrators. It is the procedure by which an organisation makes decisions. Administration is the process of directing and controlling life (or human behaviour) in any social organisation, such as a business, government agency, private company, family, or school. In the administration of a school, for instance, the headmaster makes decisions and takes action to accomplish the desired objectives.

Meaning:

Educational Administration is the process of integrating the appropriate human and material resources that are made available and made effective in order to achieve the goals of an educational institution's programme. Administration does not refer to a specific process or action. It encompasses a variety of processes, including planning, organising, directing, coordinating, controlling, and evaluating the performance. The identical situation exists in educational administration. The concept of educational administration applies to any educational organisation with specific purposes or objectives to achieve.

Objectives of Educational Administration:

Integration and coordination of all physical and human resources and educational elements are necessary for educational administration. Additionally, it requires a high level of efficiency based on human empathy, understanding, knowledge, and skill. The majority of the physical resources consist of building equipment and instructional materials.

The human resources consist of students, teachers, administrators, and parents. The additional elements include various aspects of educational theory and practise, such as the philosophy of education, the objectives of

26

education, the curriculum, the method of instruction, the role of the teacher, the rules, etc.

These elements are "parts made whole" and have been brought into a harmonious relationship with one another. Therefore, the purpose of performing such essential tasks is to achieve the objectives of educational administration.

These are:

1. To provide proper education to students:

It seeks to highlight the fact that a quality education does not have to be expensive, as is the case in modern public schools. Rather, it refers to the right type of education provided by the right kind of instructors at a reasonable price. This objective also entails a qualitative and quantitative expansion of education.

2. To Ensure Adequate Utilization Of All Resources:

It is necessary to ensure adequate utilisation of all available human, material, and financial resources in order for the educational program's various goals to be adequately realised.

3. To Ensure Professional Ethics And Professional Development Among Teachers:

As teachers are the senior and more mature human elements necessary to accelerate the programme in a timely manner, they play a crucial role in this regard. They will be encouraged and given the opportunity to develop and test innovative instructional ideas and participate in service-learning programmes. In this context, it is conceivable that educational administration should seek to instil in teachers a desire for hard work, dedication, and commitment to their jobs.

4. organise educational programmes

To organise educational programmes that introduce students to the art of democratic living and provide them with an excellent education in democratic citizenship.

Similar to general administration, educational administration aims to preserve and improve community relations. To accomplish this, the government should solicit community support and cooperation for quantitative expansion, qualitative improvements, and a fair and efficient examination system.

To organise co-curricular activities for the development of students' talents and the work efficiency of educators.

The most important goal of administration is to get the work done effectively, efficiently, and to the satisfaction of the individuals and the benefit of society.

To prepare students for entry into a variety of professions and life paths.

To train students to develop a scientific mindset and an objective perspective on all aspects and activities of life.

To ensure the improvement of the quality of education, instruction must be enhanced to provide students with a quality education. Supervision and guidance of teachers on a regular basis contribute to the quality of instruction in schools.

Educational administration's remit:

The educational administration's jurisdiction encompasses all levels of education. This includes: a. Pre-primary or pre-school Education and b. Elementary or primary Education.

Secondary School Education.

d. Secondary or Postsecondary Education and e. Tertiary or Higher Education.

Educational administration determines the nature and structure of administration for all of the aforementioned levels of education.

2. It encompasses all types of education, including:

a. Formal Education; b. Non-formal Education and Adult Education; c. General Education; d. Vocational Education; e. Special Education; f. Teacher Education; g. Integrated Education; and h. Technical and professional Education, such as Engineering, Medical, MBA, and Computer Education.

Here, the educational administration establishes administrative systems in accordance with the goals and characteristics of all levels of education.

3. It includes all types and strategies of management that encompasses the following:

a. Democratic Administration

b. Autocratic Administration

c. Nominal Administration

d. Real Administration

4. Educational administration covers the following aspects relating to management in its jurisdiction:

a. Planning

b. Organizing

c. Directing

d. Coordinating

e. Supervising

f. Controlling and

g. Evaluating

5. Educational Administration takes place at various levels such as:

a. Central level

b. State level

c. District level

d. Block level and

e. Institutional level

Out of these above levels, educational administration has its ground reality and importance at the institutional level. Because it is the practical ground to test the significance of educational administration in practice.

For this, the following activities and programmes come under the scope of educational administration at the institutional level:

a. Deciding the purposes of the institution or school.

b. Planning for academic or curricular and co-curricular activities.

c. Preparing the time table and the time schedules for various activities.

d. Assigning duties and responsibilities to the staff members.

e. Organizing curricular and co-curricular programmes.

f. Directing and motivating the staff of the institution.

g. Coordinating by efforts of people to achieve the purpose.

h. Exercising control over the staff.

i. Conducting periodical reviews about the progress, achievements and failures of the institution.

j. Taking measures for staff development.

k. Maintaining order and discipline.

l. Management of materials.

m. Management of finance.

n. Maintaining records and registers up to date.

o. Maintaining human relationships.

p. Supervision of the work of teachers and other employees.

q. Giving feedback to the teachers performing well and taking remedial measures for teachers not performing well.

Basic Functions of Educational Administration:

Administration of any programme is predicated on the achievement of predetermined purposes and objectives. This is made possible through the efficient utilisation of both human and material resources with the goal of enhancing the program's quality. This necessitates various aspects of management that are commonly recognised as administrative functions. In order to simplify, we can say that proper management of a programme necessitates a number of functions that are considered administrative. These include:

a. Planning

b. Organizing

c. Directing

d. Coordinating

e. Supervising

f. Controlling and

g. Evaluating

Types of Educational Administration/Management:

1This type of educational management refers to the centralization of educational administration, supervision, and control, which results in educational management, on the one hand, and the division and distribution of educational administration, supervision, and control, which results in educational management, on the other.

Among these two types of educational management, decentralised educational management is the acknowledged type in the contemporary educational system.

Under centralised educational management, all educational management-related authorities and responsibilities are vested in a single entity. This individual may be a genuine or symbolic leader. Assume that in the realm of higher education, the Director of Higher Education is the true executive head, in charge of all authorities and responsibilities. Other associate officials who remain silent are the additional Director, Deputy Director, and Assistant Director.

External and Internal Educational Management: 1. External Educational Management: External management of educational programmes refers to the components, circumstances, and supporting agencies that provide opportunities and facilities for the seamless management of educational programmes from an external perspective. External administration of educational programmes refers to the individuals or entities involved indirectly in its management from a humanitarian perspective.

Internal Educational Administration is the management of any educational programme entrusted to those who are actively and internally involved in the management of the programme. It includes the headmaster/principal of the institution or school, as well as other teaching employees, students, and non-teaching staff.

3. Democratic Educational Management: As a widely accepted system, democracy has a significant impact on the formation of societies, as it permits individuals to assume a subordinate position in life. In addition, democracy facilitates the transformation of ideologies in numerous fields, including law, economics, government reform, and daily life. As a result of this characteristic of democracy, many cultures have adopted a democratic ethos.

4. Authoritarian/Authoritarian Educational Administration

The management style of Authoritarian/Autocratic Educational Management is characterised by a strong central authority and a hierarchical structure. This management style is characterised by a top-down decision-making process in which decisions are made by the central authority and imposed on lower-level staff and teachers.

In this type of management, there is little room for creativity, innovation, or independent decision-making, and the primary emphasis is on maintaining control and ensuring that policies and procedures are adhered to. The central authority makes decisions based on their own expertise and discretion, and there are few opportunities for input or feedback from lower-level employees or other stakeholders.

Authoritarian/Autocratic Educational Management can be effective at maintaining order and control in educational institutions and can be useful in situations requiring prompt decisions and action. It can also result in low employee morale and motivation, as well as a lack of innovation and creativity.

5. Innovative Educational Administration:

Creative Educational Management is a management strategy that fosters and encourages creativity in educational institutions. This strategy emphasises the

use of unconventional and innovative solutions to address challenges and enhance the educational experience for students and faculty.

Creative Educational Management acknowledges the significance of continuous improvement and encourages educators and administrators to explore new ideas and methods. It also emphasises collaboration and the participation of all stakeholders in the decision-making process.

Total Quality Management (TQM) is a management philosophy and method that emphasises continuous improvement and the participation of all stakeholders in the quality improvement process. TQM aims to increase customer satisfaction and meet or exceed customer expectations through a process of continuous improvement involving all employees.

ADMINSTRATIVE PROCESSES

Major processes:

Administration evolved from the concept of management, which is still favoured in business. It encompasses both major and minor processes and refers to administrative planning and thought. Planning, organisation, direction, and control are the four major processes.

1. Planning

This is a prediction. It is the process of establishing goals and objectives and determining how to achieve them.

2. Organizing

This is the process of gathering and assembling both human and material resources. To achieve organisational objectives, personnel and materials must be acquired.

3. governing

This includes the various techniques used to motivate and influence employees to perform subpar work. One could motivate workers or students by offering promotions and increased enrolments in exchange for their hard work.

4. Controlling

This is the method used to evaluate the outcome of a plan. One assesses or evaluates in order to determine whether personnel and the system as a whole have contributed to achieving the intended objective. The most important source of information for the personnel manager during the controlling process is the feedback received.

Minor process

One of the earliest administrators, Henri Fayol, focused on what he preferred to refer to as management elements. This consists of planning, organising, commanding, coordinating, and controlling (POCCC). The application of these elements began with industrial production. They are also utilised in the public sector.

Two additional administration advocates, Luther Gulick and Lyndall Urwick, applied Fayol's theory. Luther in particular suggested that all administrative duties should be organised according to the POSCORD principle. This includes planning, staffing, directing, coordinating, reporting, and budgeting.

POSDCORD is an acronym designed to highlight the general responsibilities of a chief executive or personnel manager.

Difference between educational administration and educational management

THEORIES OF EDUCATIONAL ADMINSTRATION

A theory is considered to be a hypothesis that has been verified and has the potential to explain and predict events, thereby generating new

knowledge. According to F.N. Kerlinger, a theory is a collection of interconnected propositions that explain and predict a particular phenomenon. J. Nwankwo defines a theory as something that clarifies a confusing situation. A theory in educational administration provides the most accurate mental image of how an organisation operates and helps to explain the incomprehensible phenomena of organisation behaviour. Theories are developed in order to comprehend what is. Or the mechanism of what is taking place behind the scenes of an organisation. In educational administration, theories are utilised to guide action and seek solutions to worker-related problems. In order for administrators to effectively manage the efficiency of their organisations and their employees, they must study a number of theories.

The theories in educational administration include:

 The organization theory

 The human theory

 The needs hierarchy theory

 The motivation hygiene theory.

THE ORGANIZATION THEORY

This theory is used in analysing the social human behaviour of an individual in a social system such as a school, or a church or a family. A social system has two major dimensions. These are:

 a) The institutional dimension and

 b) The personal dimension

a) Institutional dimension

This is made up of role and expectations. A role is a position, identity or what is expected of a person in a certain position or job. Expectations are the responsibilities that an individual's obligations imply.

b) The personal dimension

This factor comprises personality and need dispositions. Personality is an individual's dynamic organisation. Disposition are inclinations. This simply means that any group or institution assigns members or employees specific responsibilities to act or perform. Along with roles, members or employees are expected to fulfil certain obligations. A teacher, for example, has the responsibility of teaching. On the one hand, the school, parents, and students want the teacher to instruct well, but on the other hand, teachers have personal needs that they wish to satisfy.

It is the responsibility of the school administration to comprehend the human nature of each of his instructors in order to assist them. To achieve this, he must understand both his role expectations and his need dispositions. One of the responsibilities of the school administrator is to balance the needs of the institution with those of the employees. This must be accomplished in a manner that addresses the institution's and staff's needs. The administrator must ensure that these demands are both organizationally productive and personally satisfying.

2. THE HUMAN THEORY

Douglas MCGregor put up this theory. He investigates the attitudes of individuals toward employment. His research revealed certain assumptions or views about labour held by individuals or workers. He defined these assumptions or views about work held by individuals or workers. He divided these hypotheses into two categories, which she designated as theory X and theory Y.

Theory X

According to Douglas McGregor, people grouped in theory X held the following assumptions about work

1. Work is distasteful to most people (Human beings hate work and will avoid it if possible)

2. Most people lack ambition and have little desire for responsibility and prefer to be directed

3. Most people have little capacity for creativity in solving organizational problems.

4. Motivation occurs only at physiological and safety levels

5. Most people must be closely controlled and threatened with punishment to achieve organization objectives (those who dislike work must be threatened to work)

Implications of the application of Theory X

Rigid patterns. Theory X in rigid patterns of control. This type of control is applied in many ways. First the theory advocated close and careful supervision. Second , it relies on many detailed directions such as demanding complete compliance from the workers. Third, if employers feel the workers do not perform their duties they threaten them. Two major threats are used: firing and withdrawing of pay.

Wrong attitudes: administrators who use this theory X approach have adopted wrong attitudes towards the workers. They consider workers to be unreliable, irresponsible and immature. They use external control as means of dealing with workers.

Problem: the major problem with theory X is its insistence on centralized power. All decisions are made and channelled from the top. The workers do not have any say in matters which affect them. When this attitude is

extended to a school, it shows up in teacher dominated classroom. In a situation where a teacher dominates, students do not have any say. The teacher does whatever he chooses to do. He might arbitrarily decided to punish a student by giving them underserved low grades. The second problem with theory X is that it concerns itself exclusively with the high productivity of the organization. This is done at the expense of the workers. They are exploited and their morale becomes low. The management or administration treats workers as if they were mere tools. This kind of treatment fails to motivate the workers who do not feel that they have any reason to try to achieve the organization goals.

Characteristics of managers or administrators who accept theory 'X' assumptions

• Closely control and supervise employees as a way to deal with workers who they consider to be irresponsible and immature (authoritative and coercive centralized rule)

• Administrators threaten to withhold pay or terminate those who perform poorly.

• Administrators emphasize production at the expense of the workers feelings.

Characteristics of employees under theory X

Low morale, poor quality performance, poor relationship with employers.

Theory Y

According to McGregor, people under theory "y" have the following m assumptions.

1. Work is as natural as play only if the conditions are favorable

2. Self control is important in achieving organizational goals

3. The capacity for creativity in solving organization problems is widely distributed in the population.

4. Motivation occurs at the social, psychological as well as psychological and security levels.

5. People can be self directed and creative at work if properly motivated

Implications of the application of Theory Y

Analysis of the application of McGregor theory Y revealed that most administrators were supportive of and facilitating to their workers. They supported and sought information from their workers. For example a school head who was Y oriented was concerned with the welfare of his teachers and willingly listened to their problems.

On the other hand the teacher was student oriented. That is like the school head, the teacher gave students freedom to express their ideas. He gavethem support in their class work.

Decentralization of activities. Theory Y revealed that the organization not only applied the principle of the decentralization of power but also delegated authority to the workers. That is responsibilities within the organization were shared among the workers. Besides, the workers were given authority to a certain extent. For example, the workers were delegated (given) a large measure of self control, self direction, freedom to act or participate, responsibility and recognition for achievement. Because of this they were highly motivated. There are many ways of doing that. For example teachers allowed the students enough freedom to exercise considerable control over their own work. On the other hand teachers facilitated the learning process as much as possible. They did not assume exclusive control over the learning

process. Another important thing as regards decentralization of activities was that people were treated as mature people. The administration shared the

organizational responsibilities with the workers because it regarded them as responsible and mature.

Characteristics of administration who apply Theory Y

- They listen to their employees ideas

- They give employees chance to facilitate organizations management

- Work together as a team with employees to solve problems and meet organizations responsibilities

- Decentralization of activities – employees are given opportunity to exercise self control and direction

- The managers avoid excessive external control and treat workers as mature and avoid use threats.

Characteristics of employees under theory Y

- Supportive attitudes encourages workers to work hard and be loyal to achieving organizational goals

- Have high morale and thus increased productivity in their performance.

- They promote positive employers and employees relationship

3. THE NEEDS HIERARCHY THEORY OR HUMAN MOTIVATION THEORY

This theory was developed by Abraham Maslow. He wanted to understand the factors which motivated people to work. He looked at the needs people have. He came up with five needs which he said were commonly considered most important by people. These five needs are:

1. Physiological needs: these are the basic needs for survival and include food, air water, sex, and sleep.

2. Safety or security needs: once a person's survival needs are fulfilled he is basically satisfied. However, he then longs for security or safety. This is

the second need according to Maslow. The individual wants more assurance of job security and protection from physical danger. This is the need for self preservation. The individual is concerned about the future. For instance a school teacher wants to keep his teaching job in order to provide food and shelter for his family.

3. Social (affiliation) needs: once safety needs are satisfied, the individual longs for the third group of needs: the social needs. Human beings need social company. They need other people with whom they can interact and relate their problems to. In other words people have a desire for association and belonging; they want to be accepted by others and have their approval. For example a school teacher naturally wants to make friends that is why he joins certain clubs such as debating society.

4. Esteem needs: once the third group of needs is fulfilled, the fourth group of needs set in this group is referred to as esteem needs. People feel a desire of recognition of work well done: they seek love and respect from others. Once this group of needs is fulfilled, the teacher must feel that his services are recognized and he is individual have self confidence, power, prestige and control. A respected as a social human being. If this need is not satisfied, the teacher may become destructive. He might engage himself in work restriction and unnecessary arguments with his co-workers or the head teacher or the students.

5. Self actualization: This is the final group of needs. It is felt immediately the needs for esteem are fulfilled. People who have satisfied their other needs now have the desire to acquire competence in their professions. They want feel important and confident. For example, a school teacher wants to feel happy about and conversant with his teaching job when he feels satisfied, eg.Want undertake further studies (masters, PhD), drive a nice car etc, to be the leader in a social group…. then as Maslow puts it, "he has maximized his potential".

4. MOTIVATIONAL HYGIENE THEORY

This theory was developed by Fredrick Herzberg. He studied the work motivation of people and came up with two categories of factors: hygiene factors and motivating factors, simply called motivators.

Hygiene factors: These are the factors which describe people's environment. According to Herzberg, when people feel dissatisfied with their jobs, they get concerned about the environment in which they work. The environment in this situation includes the following factors.

-Policies and administration

-Supervision

-Working conditions

-Interpersonal relations

-Money, status and security

Motivators: The following motivating factors are most important since they spur workers to achievement. That is when people feel good about their jobs, this is felt in the performance of the work itself. These factors are.

-Achievement

-Recognition for accomplishment

-Challenging work

-Increased responsibility

-Growth and development.

LEADERSHIP IN EDUCATIONAL ADMINISTRATION

Meaning and nature of leadership

The dictionary defines leadership as "the act of guiding the activity of those organised to attain a given objective." This definition emphasises the concept that leadership is associated with directing responsibilities and is influencing and encouraging employees to work passionately towards achieving goals. Leaders execute this process by employing their leadership qualities, such as knowledge, skills, beliefs, character values, morals, and ethics. Leadership is the crucial characteristic that enables an individual or group to identify its objectives and then motivates and assists in reaching those objectives. It is also essential to remember that creating goals and objectives is a leadership task. Leadership has been defined in a variety of ways by various scholars who have contributed to leadership studies. Several of these definitions have been discussed below: While defining leadership, Filley, Hose, and Kerr (1977) distinguished between power, authority, and influence. These three concepts must be clarified in order to comprehend the notion of leadership. Bernard T. Bass (1985) defines leadership as "the observed consequence of an individual's capacity to influence the behaviour of others by influencing their motivations."

Nature of Leadership

There are three major factors that define the leadership concept which are as follows:

- Influence/support

- Voluntary effort

- Goal achievement

Leadership can also be called the catalyst that transforms potential into reality. The concept of leadership in itself covers all interpersonal relationships that influence the working of the institution towards its goals. Leadership really matters. It is an undisputable fact, especially in today's continuous changing world of, rampant threats, and everyday scandals.

The following points clearly depict the nature of leadership:

• Leadership is an important element of the directing function of management.

• Leadership is a responsibility one presumes. Anyone does not have to be selected and appointed as leader to be the motivating force in an organization.

• A group of followers is required for the act of leadership.

• Leadership is a result of interaction not a status or position.

Attributes of a leader

• A leader has to have followers. The essence of leadership is followership. Followers who accept and follow his supporting authority – willing not due to fear. manager have formal authority to manage.

• Leadership has to have emotional appeal – A leader is expected to be a charismatic person with great vision which can alter the mood of their followers and their hope and expectations.

• A leader must meet the needs of his followers – a leader is more expected to meet the need of the followers. Manger more concerned in meeting organizational goals of managing employees. Managership gives him formal authority while ,A manager uses both leadership and manager ship in the process of leadership gives him means of securing voluntary compliance.

STYLES OF LEADERSHIP

There are about seven styles of leadership. These are:

1. Authoritarian leadership

Leadership possesses full authority and responsibility in a company, with only top-to-bottom communication.

i. Managers assign workers specific tasks and expect orderly and precise result.

ii. Exercise close supervision

iii. Subordinates are not free to make independent decisions

iv. Similar to autocratic/dictatorial leadership

v. Involves forcing or threatening employees

2) The nomothetic style

This style of leadership highlights the significance of the job and organisational objectives. It is task-focused. The organisation expects its employees to be totally focused on achieving its goals, objectives, and duties. It disregards the needs of the employees. It does not hesitate to employ coercion and rigorous supervision to attain the institution's goals. This design provides one benefit. The task is completed on schedule. It has its own disadvantages as well. First, the human connection between superiors and subordinates is weak. Second, the workers' morale is low. Third, productivity is inadequate.

3) The idiographic style

This style considers the needs and personalities of the workers. Authority is delegated to workers according to their personal capability to perform the job.

Individual workers are expected to be self-directed and to be free in their participation in organizational goals.

The advantage of this style is that individual workers are enthusiastic and motivated to work. Its disadvantage is that organizational requirement are not always fulfilled.

4) The transactional style

This style combines the preceding two styles: Nomothetic and Idiographic. In other words, it strikes a balance between personal wants and organisational demands in specific scenarios. It accomplishes this by aligning the institution's task to the individual's requirements and personality. Its benefits include recognising both task completion and human welfare. Due to the organization's lack of leadership, there is also the burden of direction.

5) The Autocratic style

This style is comparable to that of Nomothetic writing. It concentrates authority and power in the management. Its objective is to increase organisational productivity. It does not engage individual employees in policy decision-making. The management, which is task-oriented, employs workers as machines to increase production. In order to reach the predetermined objectives and ensure that the assigned duties are carried out, it stipulates. The advantages of an alternative style include the fact that it does not rely on prizes to inspire employees. Second, it motivates workers to work swiftly in order to maximise output. Since the leadership is authoritarian and the power is centralised, the structure of the work to be completed is rigid. The workers' morale is low as a result of their frustration and resentment of the close supervision that is conducted. It is not surprising that confrontations develop frequently between administrators and employees.

6) The democratic style

This style prioritises the demands, interests, and freedom of subordinates or employees. This subordinate is afforded a great deal of autonomy and is involved in decision-making. The influence of the management. It influences the subordinates' thinking, but it does not rule it. It makes recommendations as opposed to issuing commands. Instead of being authoritative, management functions as a facilitator and information source. It compliments rather than criticises employees. Its benefits include

excellent worker morale, responsibility freedom, and high job enthusiasm. It may take longer to involve employees in decision-making, which is the first of its downsides. They could become lax. Second, it is possible that these workers will begin to relax.

7) The laissez-faire style

This style conveys the belief that everyone may do as they like. There is no true leadership in an organisation that employs this method. This type of organisation eschews the use of authority, and management has a restricted function. Moreover, it adheres to no set of regulations. It relies heavily on needless committees. No one feels obligated to comply to the aims stated by this committee, as there is no hierarchy of authority and the chairman is only a symbol. There are three benefits to this type of design. First, mature individuals are motivated to pursue their desires. Second, employees that are conscientious offer their own motivation. Third, acceptance of decisions is simple. On the other hand, inferior fare has its drawbacks. First, there is no discernible leadership. Second, there is no authority, and instability and violence frequently result from unrestrained freedom. Thirdly, there is a substantial amount of unhealthy competitiveness among its members.

-The leader waives responsibility

-Workers are allowed to work as they choose with minimum interference

-Employees are given freedom/authority to make decision to determine cause of action

-Manager may be consulted but not directly involved in makingdecisions

-Manager indicates what to be done and when to be accomplished and employee divide how to accomplish it

-Communication flows horizontally among group members

8) Charismatic style

This leadership style is built on the charismatic personality and impact of the leader on this subordinate. The leader inspires affection. Because of his personal qualities, such as his attractiveness, good posture, eloquent speeches, and warm nature, he inspires faith, respect, and devotion. The benefits of this leadership style are that the leader exerts an unalterable effect; he is loved and respected, and his followers readily accept his guidance. It also has its downsides. First, the subordinates tend to be more loyal to the charismatic leader than to the organisation, which causes organisational disruption and makes it difficult for the replacement to be accepted.

Methods of Leadership Measurement

Various tools have been incorporated to assess leadership. Numerous methods are used for leadership measurement, some of which have been mentioned as follows:

1. Self-Evaluation: It is one of the most easily accessible, and probably the least comprehensive. An assessment by a self-evaluation tool is being scored and interpreted by the person completing the questionnaire. It can provide instant feedback about leadership traits of the individual, how to develop valuable skills, and preferred learning behaviours and styles by using job assignments as opportunities. It is an informal type of assessment and casual in nature. However, such self evaluations offer the investigator with a source to start considering his capability to provide an effective and promising leadership. The self-assessment tools are mainly composed of checklists or a questionnaire to which the individual has to respond. Self assessment gives school officials a foreword to think about skills of leadership, but it is lacking in prospective revealing contribution of colleagues.

2. 360-Degree Feedback Method:

It is a strategy for gathering systematic feedback regarding a leader's performance from a large number of coworkers. In the case of educational leadership, this could include peers, direct reports, and superiors, as well as individuals from outside the institution, such as members of society. This approach of evaluating leadership requires the participation of the entire community and consists primarily of surveys or written qualitative evaluation reports. Due to its extremely personal character, the 360-degree feedback leadership evaluation approach is more successful when completed anonymously. It is claimed that it provides a more complete view of the candidate's leadership skills and flaws. The advantage of collecting this type of information is that it provides the leader with a more complete picture; he is able to examine a panorama of perceptions rather than his own.

3. School Leadership Series: It is the most standardised technique of school leadership evaluation. This series of evaluations consists of two distinct tests: the School Leaders Assessment and the School Superintendent Assessment. Team and Organizational Evaluations: It offers insight into aspects of leadership and the work environment that influence the performance of the workgroup. These assessments can assist team members and organisations in evaluating the working environment and its effect on the team's creativity and invention, as well as identifying its strengths and flaws.

 Leadership Assessment Tools

Various leadership tools are used to assess leadership. Some of these tools are as follows:

1. Leader Behaviour Description Questionnaire (LBDQ):

   The Leader Behaviour Description Questionnaire (LBDQ) is an evaluation tool for leadership behaviour. It is one of the most well-known surveys designed to measure the numerous qualities of leadership. In the 1950s, Hemphill and Coons created the initial LBDQ. The LBDQ had multiple

revisions that increased its complexity and number of elements. After World War II, the Leader Behaviour Description Questionnaire was designed for research reasons and tested in different leadership scenarios. The Leader Behaviour Description Questionnaire is based on leadership style-related subgroups. To demonstrate, the LBDQ measures nine categories of observable behaviours. The categories are representation, uncertainty tolerance, persuasiveness, and superior orientation. Schriesheim and Bird (1979) also highlighted the importance of the LBDQ by stating that leadership studies changed from characteristics analysis to behavioural analysis. Second, the LBDQ emphasised the importance of leadership in specific situations, where leaders might emerge from within a group when presented with a particular circumstance. The LBDQ has only been used by followers to show the attributes of a leader in cases where the followers have prior experience with the leader. The LBDQ has been utilised in a range of sectors and research endeavours, including the military, training and educational institutions, and service organisations. It can be utilised for research as well as to offer leaders with feedback on their deliberation and task initiations.

2.Leader Values Self-Assessment: This tool is co composed of a five-minute anonymous test which is based on the 4 E's - Envision, Enable, Empower and Energize with some directional action steps for self-improvement.

3. Leadership Skills Questionnaire: This is a ten minute questionnaire to assess leadership skills with concise analysis.

4. Assessment of Leadership Qualities and Skills: It is a ten-minute assessment tool that may be implemented alone or with participation from coworkers, prompting a contemplative view about leadership qualities and skills.

5.Leadership Development Methods Quiz: It comprises of a five-minute quiz about the most effective leadership development methods with feedback on proven effective methods.

6. Innovative Leadership Assessment: It is a tool for self-assessment or companywide assessment for leaders or their peers on leadership competencies.

7. Leadership Self-Assessment: This tool comprise of thought-provoking questions to evaluate many aspects of leadership

UNIT – IV

SCHOOL ADMINISTRATION

School administration : Meaning, nature, aims, objectives and principles – Institutional planning – School complex – Democratic administration in education – School plan – Time table – Role of Headmaster / Headmistress and Teachers in school administration

The school is the place where future citizens of a nation are produced. In other words, the ideal personality of society is manufactured. In India, where there are more than 8 million schools and 18 billion pupils, their management is not straightforward. Increases in the number of pupils and teachers, as well as the expectations of parents and society, have heightened the importance of school administration. School administration encompasses the management of all school operations, from establishing a secure learning environment to overseeing the school budget. To further define school administration, one must consider the numerous areas of school administration and who performs these administrative tasks.

Needs and Importance of School Management

It is anticipated that school-based administration will increase student accomplishment and other outcomes, as locals demand closer supervision of school employees, improved student evaluations, a better fit between the school's needs and its policies, and more efficient use of resources. To promote excellent education, a school should select a model of teaching and learning and a management structure that best meets the requirements of its students and the community. The school develops its own qualities, establishes its culture and identity, seeks self-improvement, and strives for excellence through school-based administration. Local decision-making and fiscal decentralisation can have good effects on educational results such as test scores and graduation rates by holding schools accountable for their outputs. It results in more realistic budgeting since parents and instructors are better aware of the school's financial situation, spending restrictions, and programme costs.

Because local employees often have a better understanding of their own circumstances, policies will be more pertinent if decision-making authority is located closer to the source of the problems. Participation in the decision-making process enhances employees' commitment to and accountability for the decisions. The employees and administration of the school grow professionally. They learn how to function as a unit. As participants in budget choices and conflict resolution, teachers are required to collaborate. Participation in decision-making improves employees' morale because they feel they have more control over their work environments. Teachers have the authority to enhance education quality. Transparency in school administration decreases the likelihood of corruption. This enhances the inventiveness of programme designers.

Objectives of school administration

The main objectives of school administration are

- Creating objectives and guidelines for school activities.

- Providing guidance for the development programmes created to attain the aims and objectives.

Principles of School administration

School administration is a goal-oriented endeavour. It incorporates collective efforts and structured work and performance in an educational institution towards the fulfilment of pre-set objectives. By leveraging the educational environment's material and people resources in an effective manner, managers can fulfil the organization's objectives through active coordination. This involves adherence to some fundamental concepts. a few of them are listed below.

a. Principle of well defined goals

The first and fundamental aspect of good school management is establishing and outlining the institution's objectives. These objectives provide clear instructions to school administrators regarding the organisation of school activities. Without well defined goals, school administration will devolve into anarchy.

b. Principle of conducive learning

The primary objective of school administration is to provide pupils with a favourable learning environment. The administration of an educational institution must prioritise the activities that can foster healthy learning environments in schools.

c. Principle of sharing responsibility

Another fundamental element of school administration is that everyone who is somewhat involved in the educational process must assume responsibility for their portion of the task. A manager can only be successful if his or her subordinates/team are accountable and diligent.

d. Principle of equality

As equality is the fundamental characteristic of effective institutional management. It must be treated and received with sincerity. Therefore, all personnel involved in school activities should get equal facilities, privileges, and opportunities for doing their duties.

e. Principle of cooperation

In order to make management of any educational program a successful one, a greater cooperation should be ensured among different persons involved in the field of educational management.

f. Principle of creativity

Creativity and innovation is one aspect of school administration that ensures the institution's success and development. The administration must make every effort to make the school's teaching and learning process more creative and innovative.

g. Principle of rule of law

The administration of the educational institution must uphold the rule of law within the institution. All school personnel should adhere to rules and regulations in letter and spirit. A double standard of conduct towards the labour may anger and demotivate them.

h. Principle of community involvement

The administration of the school must endeavour to include the community in decision-making, planning, and other similar processes.

Institutional planning

Institutional planning is a programme of development and improvement prepared by an educational institution based on its perceived needs and the current or likely resources, with the goal of enhancing the school's curriculum and procedures. It is founded on the notion of optimal usage of the school's and community's resources." –M.B.Buch.

Meaning and Definitions of Institutional Planning:

The process of planning should be interactive. We should begin with planning from the bottom up, from the grass-roots level, which we refer to as "Institutional Planning." Every secondary school is required to have its own strategy. Institutional planning has been regarded as the most fundamental or fundamental level of educational planning. Institutional planning refers to the process by which an institution prepares a plan based on its own growth and enhancement.

According to M.B. Buch, institutional planning is a programme of development and improvement prepared by an educational institution based on its perceived needs and the resources available or likely to be available, with the goal of enhancing the school's curriculum and practises. It is founded on the notion of optimal utilisation of the school's and community's resources."

The Indian Education Commission (1964-1966) is of the opinion that every educational institution can do a great deal more to improve the quality of education with existing resources via better planning and hard work. As stated previously, the majority of planning must occur within the institution itself. Plans for the institution should be prepared by the institution in question with the teacher's active participation. In order to attain this objective, each institution must establish a Planning Board. On this Board, educators with considerable planning experience should be represented. It must be able to include the staff, parents, students, examining officers, and other area educators.

Objectives of Institutional Planning:

The growth of the various facets of education necessitates a strategic approach. The educational planner must establish the goals or targets to be

attained within a specified time frame so that the national goals can be attained.

The different objectives of Institutional Planning are mentioned below:

- To ensure that all students have equitable access to educational opportunities.
- To achieve harmony between the development of an institution and national planning.
- The school must undergo comprehensive growth and improvement.
- To make education productive, so that it may lead to economic prosperity.
- To provide for the utilisation of the institution's adequate accessible human resources.
- To ensure that even the poorest citizens have access to education.
- To provide an opportunity for the local community, school personnel, students, and teachers to collaborate on the institution's improvement.
- To provide institutional planning with realistic and clear concepts.

Therefore, institutional planning should be based on specified goals, and all scheduled activities should directly or indirectly contribute to achieving these goals. The institution's planning objectives should align with the district's educational strategy. It can be either short-term or long-term, depending on the conditions and requirements of the institution.

Scope of Institutional Planning:

The institutional plan aims for advancement in all areas. Institutional planning contemplates a programme of growth within its own domain. Thus, it must address several areas of secondary school organisation.

The institutional planning must take the shape of an over-all scheme for the improvement of the school in respect of the following:

I. Improvements to the school campus:

II. I Providing additional amenities for students, such as drinking water, sanitary facilities, midday meals, and medical services, among others.

III. Collection of teaching materials and audio-visual aids for the school, as well as library books, periodicals, and journals.

IV. Construction, upkeep, and repair of school buildings.

(b) Improvement of Academic Facilities:

I. Subdividing each subject's curriculum into monthly and weekly sections and subunits.

II. Organization of supplementary instruction for sluggish learners.

III. The institution's organisation of seminars, conferences, etc.

IV. Support for teacher development programmes such as in-service training, refresher courses, orientation courses, etc.

(c) Improvement of Co-curricular activities:

I. Organization of school-based physical activity.

II. Organization of literary activities, such as the creation of bulletin boards, wall magazines, and enhanced teaching tools and equipment.

III. Management of social service initiatives.

(d) School Improvement Projects:

I. Functional Literacy programming.

II. Adult education programme.

III. Organizational Structure of S.U.P.W.

(iv) Maintenance of and love for ecological equilibrium.

Again, the institutional planning must include investigation and research in the form of Action Research and Evaluation, conducted by the teacher in actual classroom situations on matters concerning teaching- learning process.

It has been said earlier that the institutional planning should be drawn by the institution concerned, with the active co-operation of the teacher. To achieve this end, it is necessary that each institution should have a planning board. The headmaster or the principal of the school should be the chairman of this Planning Board. Teachers having some training in drawing out a plan should be represented on this Board. There should be separate sub-committee formed by the head of the Institution.

The senior teacher should remain in charge of every subcommittee. The Planning Board must examine the needs of the school and establish long-term and short-term plans for the development. The institutional plan therefore targets progress in all areas. The planning for this objective should be methodical and scientific. Therefore, it should be a functional plan based on the capabilities of the teachers, the requirements of the students, and the community at large. If it is adhered to rigorously, instruction, organisation, and administration become systematic and efficient.

School Complex

In its 1964-66 report, the Kothari Commission introduced the notion of school complexes. As an innovation in school education, it was proposed. The Commission recognised that contemporary education is a process of learning from real life and the throbbing, dynamic society surrounding us. The choice and pace of learning should be determined by the student.

It must be rooted in society's foundations. We will be able to accomplish these goals through cooperative efforts. Only when we are able to build a face-to-face interaction between schools within conveniently accessible distances will education be able to contribute to the growth of the individual and the well-being of society. Only by developing all schools as a complex can this be achieved.

Consequently, a school complex is formed by grouping together elementary schools, secondary schools, a training school, a technical school, etc. These institutions work together for the enhancement of their educational standards. It will make it easier to supply all schools with equivalent educational facilities and experiences.

The Education Commission, 1964-66, noted that "such an organisation would have significant advantages in promoting educational progress." First, it would shatter the numbing isolation under which each school operated; it would allow a small group of schools in a neighbourhood to work together to raise standards; and it would allow the state education department to delegate responsibility to functional levels. Consequently, the networking of schools in a school complex is anticipated to promote the pooling and exchange of resources and experiences. The significance of school complex in this situation cannot be overstated.

Needs and Importance:

1. No isolation of schools:

The school complex brings together the area's schools. It will assist in breaking down the dreadful isolation under which each school currently operates and in organising similar units across the country in order to improve the quality of education and break down the awful isolation under which each school currently operates. It will enable a collection of similar schools in a neighbourhood to collaborate in an effort to raise the bar.

2. Sharing Instructional Works:

The school complex allows for the sharing of instructional duties between the member schools. The complex's expert educators may visit other schools, teach, and design new educational experiments. It will be beneficial to implement enhanced teaching approaches.

3. Sharing material facilities:

The school complex may equip each secondary school with new teaching aids, such as a projector, a decent library, and a fine laboratory, and make them functionally accessible to all the schools in the vicinity.

4. Co-operative efforts for improvement:

Different schools collaborate together for their mutual advantage. It will contribute to educational reforms and national development. It will contribute to educational reforms and national development. Human and material resources will be mobilised for the advancement of education. It facilitates the functioning of small, face-to-face cooperative groups in schools.

5. In-service Training:

The complex can support the provision of in-service training for teachers and the upskilling of less qualified instructors. The schools and teachers of a single complex can establish their own programmes with maximum autonomy. Under this programme, the institution will gain a great deal of strength and be able to make the system more elastic and dynamic. The school complex can coordinate its efforts with the local community and obtain as much assistance as possible from this source. In the school complex, all activities are confined to schools. Education Complexes, as opposed to School Complexes, should serve as the institutions' network infrastructure, as opposed to schools alone. Therefore, school and educational complexes are necessary and essential for enhancing educational planning and administration.

Recommendations of various Committees and Commissions of NPE-1986 on Educational Complex:

The National Policy on Education of 1986 states that the leader of an educational institution must play a crucial role. Heads will be selected and trained with careful care. School complexes will be promoted on a flexible

basis so that they can act as networks of institutions and synergistic partnerships to enhance teacher professionalism, assure the compliance of conduct standards, and facilitate the sharing of experiences and facilities. In time, it is anticipated that a developed system of school complexes will assume the majority of inspection responsibilities."

According to the 1986 Program of Action, school complexes were already constructed at the time. Bringing schools together to share and exchange resources, including staff, is however a restricted notion. Despite the fact that they have been envisioned as entities with a variety of responsibilities related to the operation of schools, it does not appear that they are conceived within a framework of autonomy. According to the PO A, the inspection functions of the school complex are in addition to the standard inspection functions of the district/block level inspecting authorities. In July 1991, the C ABE (Central Advisory Board of Education) Committee on Policy, also known as the Janardhana Reddy Committee, was established to review the implementation of several parameters of the NPE, 1986 in light of the report of the committee for review of the NPE (NPER).

In its January 1992 report, the JRC reached the following conclusion: "School complexes will be promoted as a network of institutions on a flexible pattern to provide synergic alliances to encourage professionalism among teachers, to ensure observance of norms and conduct, and to facilitate the sharing of experiences and facilities. The school complex will serve as the lowest viable unit of area planning and will constitute a cluster of eight to ten institutions that can reinforce each other by exchanging resources, staff, materials, and teaching aids, etc. and using them on a sharing basis."

"Although a handful of states have experimented with school complexes, a comprehensive and methodically administered programme has not yet emerged. As the endowment of institutional resources differs from location to location, there is no single paradigm for the construction of school

complexes. Every state must develop its own operational model based on its own experiences or those of other states. The states may establish the kind, method, and type of planning and inspection work that must be conducted for the creation and operation of school complexes, as well as any relevant guidelines. During the Eighth Plan period, it would be ideal to implement the recommendations of the school complex programme on a state-by-state basis. During the Eighth Plan period, it is also desirable to experiment with large-scale networking of institutions within a district in the form of educational complexes. In the educational complex, networking might be conducted at the elementary, secondary, and tertiary levels. In circumstances where the conditions are favourable for the launch of such complexes, the federal government may develop experimental rules for coordinating this within the next two years. During the development of educational complexes, cooperation from institutions such as DIET, Teacher Education College, ITIs, and Polytechnics, especially community polytechnics, may be requested."

In May of 1990, the Central Government created a Committee, chaired by Acharya Ramamurti, to conduct a review of NPE, 1986. On December 26, 1990, the Committee presented its report. The Committee endorses the idea of Educational complexes within the context of local area planning as outlined in the Approach Document for the Eighth Five Year Plan adopted by the National Development Council.

"On a pilot basis, at least one Educational Complex may be constructed in each district during the Eighth Five-Year Plan in order to develop a workable model," the report stated. During the pilot phase, these complexes must get complete administrative and financial assistance.

The Features of these complexes arc described below:

1. The Management model might be that of a local college, a high school, or a cluster of high schools with the accompanying middle and elementary

schools. The complex may collaborate with Panchayati Raj institutions as well as government and non-profit local development and social welfare groups. Through its teachers, students, and technical resources, the University may aid in the development of the complex. A memorandum of understanding might be established between the complex and the university on the one hand, and between the complex and the local body on the other. The complex will have an autonomous monitoring system. The complex should also be equipped with sufficient intellectual resources.

The management of education in complexes should be the responsibility of professionals, i.e. the teaching community. The teaching community will be responsible for curriculum, syllabi, content and process, evaluation, monitoring, teacher training, and modes of delivering education to different segments of society.

Teachers will interact closely with the community they serve in the course of carrying out this commitment. In this structure, the quality of education will not be determined by an external group of inspectors or officials. In light of the fact that the quality of education is directly in the hands of people for whom it is a daily concern, this aspect of education should be vastly improved.

The Educational Complexes should be recognised as autonomous societies in structures.

In terms of planning and implementation, the National Policy on Education Review Committee (NPERC) has assigned Educational Complexes a crucial responsibility. In 1964-1966, the Kothari Commission was the first to propose school complexes.

The networking of schools within a school complex was anticipated to facilitate the exchange and sharing of resources and experiences. The National Policy on Education (NPE) accorded a central role to the school

complex, and the Programme of Action (POA) expounded on the NPE's vision.

In its meeting on 8-9 March, 1991, the Central Advisory Board of Education (CABE) examined the procedure to be adopted for consideration of the NPERC report and decided that a CABE Committee be established by the Chairman, namely the Union Minister of Human Resource Development, to examine the NPERC's recommendations.

In accordance with the aforementioned decision, the Chairman of the CABE appointed a committee on July 3, 1991, to review the implementation of the various parameters of NPE in light of the NPERC's report and other relevant developments since the policy was formulated, and to recommend changes to NPE.

Andhra Pradesh's Chief Minister and Minister of Education, Sri Jamardhana Reddy, chaired this committee. Consequently, the Committee's name is Janardhan Reddy Committee (JRC). This committee's report on Educational Complexes can be seen below. The educational complexes proposed by the NPERC are an expansion of the concept of school complexes in that colleges and universities are now included in the network. Regarding the NPERC's approach to educational complexes, we detect a degree of uncertainty. In this chapter, the NPERC had advocated experimenting with the concept of an educational complex, whereas in other chapters the recommendations relating to educational complex are based on the premise that an educational complex is a proven institution that can be entrusted with the entire responsibility of education management and major programmes such as Operation Black Board in the area as falling under its jurisdiction. Given the current state of higher education, it seems unrealistic to expect colleges and universities to play a prominent role in all educational complexes. Therefore, we propose that the concept be tested in a limited number of locations."

Last but not least, we can conclude that a well-organized educational complex can serve the purposes of enhanced supervision, enhancement of the quality of education, better utilisation of resources, both human and material, as well as improvement of human relations and professional awareness among all workers.

In their operational and strategic work, school administrators must take into account a variety of influential elements, including legislation, curriculum, local authorities, parents, students, financial resources, socioeconomic environment, and competition, among others. Many of these variables are in constant flux and beyond the control of the school administrator. Good administration is insufficient. A school leader works in "more or less decentralised systems based on the complicated interplay of numerous autonomous partners" today. 1 This manual uses the phrase "school governance" as a broad description of school leadership, encompassing both instrumental and ideological dimensions. "Democratic" signifies that school governance is founded on human rights ideals, empowerment, and the participation of students, faculty, and stakeholders in all major school decisions.

Benefits of democratic administration in schools

Improved school discipline is a benefit of democratic school administration. Typically, the initial objection to incorporating stakeholders such as students in decision-making relates to discipline. How can we expect students to make mature and accountable judgments on their own if they cannot follow clear, straightforward rules? Experience and research indicate, however, that students who are granted trust become more accountable. Rules are required, but ruling based on trust is much more durable than ruling based on threats. And it operates more effectively when no one is watching. … improves learning is an individual trait. The instructor may have a concept of how to learn, yet learning styles vary from student to student.

In a democratic setting, students have greater control over how they work and, to a lesser extent, what they study. In many cases, underachievement and lack of desire are alleviated if the student has greater control over what and how to study and, if possible, how to be evaluated.

Main features of democratic education.

- Education is obligatory and universal. Every member of the community has access to democratic education so that they may engage intelligently in the community's social, economic, and political life.

- A broad-based education. Education in a democracy is inclusive. Education tends to become more inclusive as democratisation increases.

- Child-centered education. A democratic education focuses on the child. According to the child's requirements, interests, skills, and aptitudes, education should be provided. The child is the centre of education.

- Community based. The needs, interests, and problems of the community are also considered in democratic education.

- Cultural base of schooling. Education in a democracy has a cultural foundation; materialism is given its due, but it is not the primary focus. Truth, beauty, and goodness are moral and spiritual values for which life is lived.

School Plan

According to the 2009 Right of Children to Free and Compulsory Education Act, the school management committee is required to create a school development plan. At least three months before to the conclusion of the fiscal year, the committee must draught the SDP (school development plan). The school growth plan must be a three-year document with three annual sub-plans. The school development plan is the school's improvement strategy. It outlines the steps that a school will take to improve student outcomes.

School development planning is a process conducted by the school community to guide the school's efforts to ensure that all students receive a quality education. It is a three-year education development plan that outlines the school's vision and mission. It includes a description of the school and community, problems and needs, goals and objectives, a plan for execution, monitoring and evaluation, advocacy, documentation, and reporting to stakeholders.

Importance of School Development Plan

The primary objective of school development planning is to contribute to the continual improvement of the quality of learning and teaching through a process of ongoing planning, evaluation, and assessment.

The importance of SDP is :-

- It provides a method for systematic self-evaluation that allows the school community to assess its success, identify priorities, and develop strategies for further improvement.
- It promotes school effectiveness by enabling the school community to develop a clear vision of what the school is about and where it is going, a shared sense of purpose, and a common set of goals. • the ultimate goal of the process is to improve student achievement levels by enhancing the way curriculum is delivered, by creating a positive learning environment, and by increasing the degree to which parents are involved in their children's learning.
- A school development guarantees a child-friendly, barrier-free, secure, and aesthetically pleasing school environment for pedagogical activities.
- The school's development plan will outline how the school will achieve its goals in connection to its priorities and how it will utilise the resources it has available, including money. It will assist the school in focusing its limited resources on its most pressing requirements.

- It helps the school develop its employees so that it can accomplish its aims and objectives. It encourages the professional growth of educators. It helps to ensure that instructors are able to contribute decisively to the school's progress. It systematically directs the school community's attention and energy. It intelligently conserves energy and time.

- It contributes to the development of common goals between teachers and parents, aids in gaining their commitment to improve the school, and provides meaningful possibilities for their participation and involvement in this endeavour.

- As a school administrator, it is simple to become overwhelmed with day-to-day activities and administration. Occasionally, it is tough to find the time to concentrate on larger topics and tackle intricate challenges. The school development plan will aid in maintaining a focus on long-term objectives and prioritising the tasks necessary to attain these objectives.

MEANING OF TIME TABLE:

A timetable is a detailed plan depicting the allocation of time to different disciplines and activities. Typically, timetables are paid in advance for a week, to be repeated. All schoolwork is carried out methodically in accordance with the schedule. Effective operation of a school is dependent on an appropriate timetable. Therefore, timetable is referred to as the second school clock.

1. NEED FOR A TIME TABLE:

A school's operations cannot be managed effectively without a time table. Thus, the headmaster is aware of the work of each class and teacher. The schedule will assist him in efficiently completing out school duties.

2. IMPORTANCE OF TIME TABLE:

- It ensures work efficiency. It allocates the correct individuals to the correct classes throughout the correct time periods.
- By minimising duplication and overlap, it saves teachers and students time and effort.
- It ensures the appropriate allocation of time to various subjects and activities by assigning the appropriate weighting based on the requirements.
- It ensures the equitable distribution of work between teachers.
- It indicates orderliness, consistency, regularity, and vigilance on the part of both students and teachers.
- It helps to maintain order and discipline.

3. CONTENT OF TIME TABLE:

- The start and finish times of the school day.
- The start and end times for each period.
- Subjects and activities that have been allocated a defined time period.
- The days and times on which each subject and activity will be addressed.
- The name of the instructor instructing each course and activity during the corresponding period.
- The name of the teacher responsible for each division and session.
- Room where each class is held.
- Information regarding the recesses.
- Details regarding the recess periods.

TYPES OF TIMETABLE

There are three types of time table

i) CLASS TIME TABLE:–

This is meant for the classes. This will show the distribution of subjects. There should be a general time table showing class wise distribution of subjects.

ii) TEACHERS TIME TABLE:-

Every teacher should have a copy of his time table of his work. This time table will show the class in which he is to teach in a particular period.

iii) MASTER TIME TABLE:-

This is the consolidated time table for the whole school. This will give a complete picture of the work of a school. It should be available with the head master.

In addition to the above it is better to prepare and maintain separate time table such as:-

i) Teachersleisuretimetable

ii) Activitiestimetable

iii) Roomtimetable

iv) Home work time table etc.

PRINCIPLES OF TIME TABLE CONSTRUCTION

The timetable provides a clear and comprehensive picture of school activities, i.e. what work is being performed during which period, by whom, and at what time. The following guidelines must be considered while creating an effective schedule.

1. TYPE of SCHOOL

We see firstly whether the school is girls/boys oriented or co educational, rural, or urban, secondary or senior secondary. We determine the nature of activities involved in the school is to be taken in to consideration while framing the time table.

2. AMOUNT OF TIME AVAILABLE

Time table is framed keeping in view available time i.e., the length of the school year and total number of holidays.

3. DEPARTMENT REGULATION

The state department of education determines the length of the school year and its terms, including the start and end dates of the academic year, the length of the school day, and the number of periods for each subject.

4. PRINCIPLE OF JUSTICE.

While assigning work, special care has to be taken that.

A). Each teacher is assigned those subject who he/she feels his/her best qualified to teach

B). He/she does not teach in more than two departments

C). Teaching load for every teacher is about equal to that of others

5. RELATIVE IMPORTANCE AND DIFFICULTY VALUE OF SUBJECTS

The amount of time devoted to a subject should be proportional to its significance and degree of difficulty. The value of a subject in the school curriculum is determined by socioeconomic factors, and correspondingly, time is provided for it in the timetable.

6. INCIDENCE OF FATIGUE

In a number of ways, the elements of exhaustion influence the development of the school schedule. During specific times and days, children are exhausted. it is not only physical, but physiological as well. It leads to a definite decrease of focus and a decline in learning's impacts and appeal.

7. PRINCIPLES OF VARIETY

Experiments have shown that a change of room seat and posture is typically an antidote to weakness. It is administered to both students and instructors. Introducing variation can be done in the following ways:

- No subject expect science practical should be kept far two consecutive periods.
- The same class should not set in the same room far the whole day.
- The same teacher should not have two consecutive periods in the same class.
- If subject is taught only 2/3 time a week, period should follow at intervals.
- The physical training periods, science practical and drawing work follow a change.

8. FREE PERIODS FOR TEACHERS.

We should provide free periods for teachers so as to increase their efficiency and also to provide time for their correction work.

9. PRINCIPLES OF PLAY AND RECREATION

To avoid boredom, careful consideration must be given to the provision of relaxation and recreation, and the timetable should also include provisions for extracurricular activities.

10. MAXIMUM UTILISATION OF RESOURCES

Qualification, experience, and room space must always be considered. in order to maximise the utilisation of all available resources and avoid their waste or underuse.

11. ELASTICITY

The time table should have a flexibility so as to work the teachers smoothly.

Role of head master

The headmaster of a school is the member of staff with the greatest responsibility for school administration. Depending on the country, a headmaster is sometimes known as the headteacher, chancellor, principal, or school director. They are the managing supervisor of the school and give

leadership and vision for all stakeholders. They are responsible for establishing a safe and tranquil environment for the greatest level of education and learning. They are responsible for directing the day-to-day school activities and supervising all the school's business and administration. Nonetheless, their obligations do not end here.

Roles of a Headmaster

The following are some of the responsibilities of the headmaster in administering a school.

Role in Planning

The most important responsibility of a headmaster is to plan the operation of a school. They must prepare various activities with the assistance of instructors, parents, students, and the general public. However, planning does not begin with the beginning of the academic year and finish with its conclusion. It is an ongoing procedure. The responsibility of the headmaster in planning begins prior to the opening of the school. They are responsible for establishing admissions policies and regulations. They are required to make admission dates public and hold staff meetings to discuss their programmes and activities for the entire year. Since it is possible to prepare the school calendar in advance. Additionally, the principal must ensure that all equipment provided to students and teachers is functioning and that sufficient quantities are available for all students and teachers. They are also responsible for setting up the school's equipment and putting it into operation. Then, throughout the year, the headmaster must oversee each activity and ensure that it is executed flawlessly. They must design the annual budget with anticipated expenditures in mind. At the end of the year, they must prepare reports of the activities undertaken throughout the year and maintain records under the supervision of the principal.

Organization

The principal must not only plan the exact theoretically, but also provide a way for its execution. First and foremost, they must organise the instructional assignments supplied to students by their teachers. They will demand the teacher to divide the year's worth of assignments into smaller sections. They must also participate in the selection of instructional techniques, setting of objectives, classification of pupils, creation of schedules, etc. The school library and library should be modernised and, if necessary, repaired. In addition to office duties, they are responsible for organising extracurricular activities such as sports day, yearly day, etc.

Role as a Teacher

Due to their engagement in academics, in some nations the headmaster is referred to as the headteacher. They must be able to collaborate with teachers on educational materials, and their teaching should be exceptional. This allows the headmaster to monitor the activities of the teachers and the academic accomplishments of the kids. When they teach classes themselves, they are also better equipped to comprehend the issues facing students and teachers.

Supervision

The headmaster of a school does not only perform administrative tasks in their office. Although paperwork is an element of school administration, it is not the entire picture. The headmaster is responsible for overseeing all parts of the school, including instructional work and activities taking place in the home playground, library, workshop, and other areas. As a result, the headmaster has the final say over classes and school activities.

Guidance

Providing guidance is a crucial component of being the headmaster of a school. They are not fault-finders per se, but if they find faults, inefficiencies, and defects on any given day, it will soon become apparent

to students and teachers who are responsible. Teachers in the methods of organising and teaching, as well as ensuring that all school activities are carried out without hiccups. Personal issues and classroom or extracurricular activities that have an impact on a student's academic life can be addressed by these professionals.

Role in Maintaining Good Relations

The headmaster is responsible for ensuring that all levels of administration and education work cohesively towards the shared aim of the school's success. Regarding relationships with personnel, the headmaster must demonstrate teamwork and respect for teachers. They must strictly refrain from any form of apathy and be respectful of their opinions and difficulties. Regarding the students, the headmaster should realise that the instructor and the school were created for them and must listen to their issues and problems while attempting to address them in the most diplomatic manner. Additionally, they must provide the facilities required for learning. They must also maintain positive ties with the parents of the children in the school, as they are not only the ones who pay the tuition but also the ones who care for the student at home; therefore, they must be respected for their contribution to both the students and the school.

General Administration

As the head of the school, he or she is accountable for all that occurs there and must issue orders that demand the obedience of both pupils and teachers. They are ultimately responsible for ensuring that students and instructors do their jobs punctually and that sufficient resources are accessible to students and teachers.

Role of teacher in school administration

The rate of successful learning outcomes is contingent on the rate of effective classroom management. Every teacher inside and outside of the

classroom is obligated to manage. A teacher cannot avoid managing obligations at both the micro and macro levels. The evolving role of a teacher, which confers greater autonomy and responsibility, enables them to make more decisions at their level, hence expanding their managerial responsibilities.

Management process in the school:

Management processes are those processes which are performed by managers. A teacher being a manager of a classroom has to perform these 5 following managerial functions.

1.   Planning

2.   Organizing

3.   Direction

4.   Motivation

5.   Controlling

Managerial Roles of a Teacher

A Teacher is present in the classroom, and it is his responsibility to manage the classroom and pupils toward progressive learning. There are three distinct categories of classroom resources available to teachers. A teacher must efficiently manage the Human, Material, and Financial resources at their disposal. Consequently, a teacher is required to manage these resources due to their availability. Taking into account the Philosophical, Sociological, and Psychological foundations, he must make moral judgments on the daily occurrences of his academic life.

A teacher is held accountable to

Students

Colleagues

Management

Parents

Government and

Society.

Hence a teacher has to execute his managerial roles with utmost care and vigilance. His vital role becomes apparent and evident in

1.   Management of Curricular activities

2.   Management of Classrooms discipline

3.   Management of Resources

4.   Management of Examinations

5.   Management of co-curricular and extra curricular activities

6.   Management of Conflicts

7.   Management of Time

1.Management of Curricular Activities:

     Bond's Encyclopedia of Education defines, "Curriculum is al the experience which a pupil ha under the guidance of the School". The UNESCO committer on Primary School Curriculum states, " A curriculum shows by what kind of educational activities the teacher will fulfill the requirement so the syllabus". The success of curricular activates is dependent on Planning and execution of that plan. Hence a teacher has to manage the curricular activities primarily concerned with instructional activities meticulously.

2. Management of Classrooms Discipline:

Any group that allows its members to pursue their aims without intervention is bound by discipline. A teacher maintains a formal classroom of 40 to 80 kids, including below-average, average, and above-average children. Every pupil is unique. The ability to maintain these pupils without harming their inner selves and to drag them toward sustainable learning without the use of corporal punishment is a unique skill that enables them to handle the multitalented young students.

3. Management of Resources:

A resourceful teacher will maximise the utilisation of existing resources in order to create human capital. The abundance of pupils in a classroom is the best resource for properly managing the teaching-learning process. In addition, a teacher has access to material resources such as a laboratory, library, playground, and many learning tools. A teacher can improve his teaching effectiveness by using them.

4. Management of Examinations:

In today's competitive society, when selection and screening are based on examinations, it is not surprising that examinations dominate the educational landscape. Recognizing the significance of examinations, he should prepare the schedule, identify appropriate examination techniques, administration, and preparation, leaving no space for cheating.

5. Management of co-curricular and extra-curricular activities:

The ultimate goal of education is the development of the whole person towards self-realization. Through planned co-curricular and extra-curricular activities such as N.C.C., N.S.S., tours, games, and sports, students have access to the development of cognitive, affective, and psychomotor domains.

6. Management of Conflicts:

A classroom is multilingual, multiracial, multireligious, and multisocial. The instructor is responsible for ensuring that they coexist without conflict. If a quarrel emerges, the instructor must address it immediately to prevent future mental and physical disruptions.

7. Management of Time:

'He who manages the present time will manage all times'. Time has value. The lost time cannot be recovered. Past is past. Per class hour, a teacher has only forty minutes to instruct. In the allotted time, he must motivate, present, review, summarise, and assign tasks. Consequently, a teacher must be adept in time management.

UNIT – V

FINANCING EDUCATION IN INDIA

Financing of education in India: Role of Union Government, State Government, Local Bodies/Government, UNESCO, UNICEF, UNDP, World Bank and UNFA in financing education – Funding system of education: Public, fees, student loans, education chess, industry and external aids.

In India, the government is the primary sponsor of education. Therefore, the pattern of educational development is heavily reliant on the availability of government funding for education. As previously mentioned, there are three levels of education control in India: central, state, and district. Districts are essential administrative units, yet they are not constitutional nor statutory. In educational undertakings, resource distribution systems are therefore founded on a collaboration between the centre and the states. In the 1980s, however, with the emphasis on decentralisation, the district is regarded as the lowest viable unit for planning, devolution of financial resources, and delegation of administrative authority. In this context, certain provincial governments have already taken measures

to establish Commissions to develop criteria for the devolution of resources between state governments and district authorities, although this phenomenon has not yet become widespread.

Role of Central, State and Local Bodies

Role of Central Government:

Since achieving independence, the federal government has increased its expenditures on education. To assist states, universities, and special institutions in meeting their educational commitments, the federal government provides aid grants. It gives backward states extra grants to bring them up to par with other states. It finances the areas governed centrally and provides scholarships and stipends through the numerous scholarship programmes. Periodically, the contributions of the Central Government and State Governments have grown.

Following are the important reasons for this increase:

- The federal government must support the bank-reliant states in offering improved educational possibilities.
- The federal government must support states in implementing the constitutional mandate that all children between the ages of 6 and 14 must receive a primary education.
- The government of the United States has vast financial collection resources.
- The utilisation of central funding for the promotion of equal opportunity is required.

The Central Government assists the states for educational development in three ways:

- The Central Government undertakes educational tasks via the NCERT, UGC, Central Universities, and Central Schools, among other institutions.

- The federal government sponsors programmes that are entirely funded by the federal government, but are carried out by the states.
- State governments develop and implement certain programmes with partial funding from the federal government.

Role of State Governments in Educational Financing:

Education in India is a state responsibility and the bulk of educational expenditure. The Finance Commission transfers adequate resources at the end of each Plan to each State under:

(a) Share in Income-tax,

(b) Share in excise, and

 (c) Lumb-sum grant-in-aid.

The state acknowledges private schools and other institutions that operate in conformity with predetermined rules and regulations. In addition, it supplies them with the necessary aids and grants to operate effectively and efficiently. Universities inside the state also receive financial assistance.

Role of Local Bodies in Educational Financing:

Local Bodies, such as Municipalities, Boards, District Bodies, and Panchayats, operate schools in their respective regions. They appoint personnel, provide equipment, and support these schools using local taxes and state grants. These Local Bodies have complete authority over these educational establishments.

For meeting the expenditure, the school committees should receive:

(1) A certain proportion of the income of the local village panchayat and

(2) A grant-in-aid fixed on the basis of equalisation.

State grants to local governments for elementary education should be comprised of proportional grants, a special grant for disadvantaged areas,

and grants for specialised purposes. It would be beneficial to education if municipalities were required to allocate a certain percentage of their net revenue to primary education. According to the guidelines, any funds thus designated for Primary Education should be eligible for grant-in-aid. The access on land tax should be charged uniformly in all regions, with the minimum and maximum rates established by law. As with the municipalities, a portion of the village panchayats' total revenue should be designated for Primary Education.

UNESCO AND FINANCING OF EDUCATION

Many subsidiary organisations attached to United Nations Organisation were established. They are UNESCO (United Nations Educational Scientific and Cultural Organisation), WHO (World Health Organisation) and E.O (International LabourOrganisation).

What areas of education financing does UNESCO focus on?

Generally speaking, affording schooling is difficult. In many nations, there is a need to increase spending, especially to accomplish national education goals, yet there is also a growing demand to use scarce resources efficiently and in ways that contribute to enhancing equity.

The necessity of global action on financing was acknowledged at the highest political level in 2015, when the Education 2030 Agenda urged countries to adhere to international and regional benchmarks of allocating at least 4 to 6 percent of gross domestic product or 15 to 20 percent of public expenditures to education. Donors also pledged to devote 0.7% of their incomes to aiding other nations financially. Other areas of policy discussion and action include changes in domestic taxation, creative finance, the role of employers, and philanthropic funding for public education.

UNESCO's global action on education financing aims to strengthen the resilience, quality and equity of education systems and better deliver on the SDG 4/Education 2030 financing commitments. It does so by:

- Acting as a laboratory of ideas and generating research/knowledge pieces, recommendations, and methods on funding education and lifelong learning, such as early childhood care and education, adult education and learning, and digital learning.
- The promotion of global policy discussions, the exchange of experiences, and peer-to-peer learning concerning education financing concerns.

How does UNESCO engage with countries to undertake this work?

Countries have developed different policies and reform strategies to enhance their educational institutions and promote learning. However, results frequently fall short of expectations for a number of reasons, the most important of which is a lack of well budgeted money to assure complete implementation. UNESCO assists national and subnational education authorities in implementing a vision for education and lifelong learning. It provides technical help and capacity development in the areas of education financing, including:

- Reviewing and analysing sector and subsector finance structures, policies, and practises, including the coordination and integration of financing across sectors and subsector.
- Monitoring and assessing educational expenses, such as early childhood care and education, adult education/learning, and digital learning.
- Coordinating and integrating budgets for education into sectoral and cross-sectoral finance structures.
- Developing resource estimates, cost simulations, and financing scenarios for the development of self-sustaining national education

sector plans and strategies, including the mobilisation of alternative domestic and foreign resources.

- Evaluating the implementation of policy regarding education financing.

Importance of simulation model in education

Making an education vision a reality is a complicated process and requires substantial human and financial resources. What happens if we want to ensure free pre-school education for all? Or lower secondary education to become free and compulsory? Or raise teachers' salaries to make teaching more attractive? These are just some of the questions to be answered when a country develops its education sector policies and plans. Without feasibility testing, countries face the risk of underfunding which leads to under or no implementation of policies and programmes. UNESCO provides direct technical support and capacity development to countries to undertake costing exercises and has also developed generic Excel-based simulation models (SimuED) that can be downloaded and used by country experts. UNESCO advocates for data-informed policy and decision-making in education. In educational planning, data can help ground policy and programme strategies and priorities in the economic and demographic realities of a country making them more likely to be realized. To help countries estimate the resources associated with implementation of their Education Policy and Strategy (ESP), in 2001 UNESCO developed the Education Policy and Strategy Simulation (EPSSim) model which has since been used in dozens of countries around the world.

To meet new education contexts and challenges and the targets of SDG4, in 2019 UNESCO launched the Simulation for Education (SimuED) model which is Excel-based and covers every sub-sector in education. Unlike other generic education simulation models, SimuED's structure allows users to select the most relevant elements and projection techniques depending on

their country needs and data availability. The process simplifies the model development process reducing the time needed to use it. SimuED also allows users to easily create and compare different scenarios to facilitate prioritization and decision-making.

UNICEF

In December 1946, the United Nations Organisations (UNO) established the United Nations International Children's Emergency Fund (UNICEF) to provide financial relief to suffering children. The impact of UNICEF-funded programmes on the response to catastrophes impacting children was beneficial. The majority of UNICEF-funded programmes are long-term activities intimately tied to the national development objectives of numerous nations.

In order to address the socioeconomic demands of the majority of rural residents, various programmes have been implemented. These included the UNICEF-assisted Applied Nutrition Programme, which attempted to improve the nutritional status of the rural people in certain blocks and provide health care, immunisation, potable water, and environmental cleanliness.

Therefore, UNICEF aims to safeguard children from malnutrition-related disorders. It is an organisation entrusted solely with the wellbeing of children in the nations of the world. As an organisation committed to the development and welfare of children, UNICEF collaborates with the government on childhood disability programmes.

Global data demonstrates that public expenditures on children are a wise investment for children, their communities, and entire nations. When governments invest in children, health outcomes improve, incomes increase, economies expand, and social cohesion increases. Despite these advantages,

public spending on health and education has stagnated in many regions of the world and may not be adequate to satisfy the requirements of children.

Problems with public financial management exacerbate the situation. Weak funding systems may result in delayed teacher compensation, leading to teacher absenteeism and poor student learning outcomes. In health care, insufficient costing might result in a dearth of essential medications, vaccinations, and other supplies. Management flaws can potentially erode hard-won benefits, with ripple effects throughout society.

When determining how to allocate finances effectively, governments must consider the complete spectrum of children's needs. To enable children to reach their full potential, sufficient public resources must be allocated to health, education, nutrition, protection, and other sectors.

UNICEF's responsibilities

UNICEF aims to address difficulties in public financial management so that all children, particularly the most disadvantaged, have an equal chance in life. We collaborate with governments and financial decision-makers to assist and influence the mobilisation, allocation, and use of domestic public financial resources. • Ensure that child-related policy commitments are reflected more accurately in budget processes.

- Determine cost-effective and equitable methods of delivering services and life-saving supplies, and assist governments in planning, pricing, and budgeting for them.
- Enhance the flow and utilisation of budgeted resources for service delivery, including subnationally. This work is governed by the obligations made by countries in the Convention on the Rights of the Child, the Sustainable Development Goals – which call for a more efficient use of public finances – and our own strategic plan. Mobilization of domestic resources, tracking of governmental

expenditures, and reporting are also important to the Addis Ababa Action Agenda on Financing for Development.

Program for United Nations Development (UNDP)

The United Nations Development Programme (UNDP) offers developing countries with expert advice, training, and funds, with a growing emphasis on aid to the least developed nations. It encourages international technological and investment collaboration.

• It is entirely funded by voluntary contributions from member nations.

• It is central to the United Nations Sustainable Development Group (UNSDG), a network that spans almost 170 countries and unites the 40 UN funds, programmes, specialised agencies, and other bodies working to advance the 2030 Agenda for Sustainable Development.

• The UNDP is a member of the United Nations Development Group (UNDG) (UNGA).

Human Development Report

• It is led by an Administrator.

The Human Development Report (HDR) is an annual report released by the United Nations Development Programme's Human Development Report Office (UNDP).

• The Human Development Index (HDI) is a composite index of statistics for life expectancy, education, and per capita income used to put countries into four tiers of human development.

• A country's HDI is greater when its life expectancy, education level, and per capita Gross National Income (PPP) are all greater.

India and UNDP

Since 1951, India and the United Nations Development Programme (UNDP) have collaborated on numerous human development concerns, including sustainable livelihoods, environment, literacy, institutional strengthening, renewable energy, and resilience.

The Indian government partnered with UNDP to work on the India 2030 National Development Mission and establish additional Sustainable Development Goals (SDGs).

• UNDP India's country programme for 2018-2022 focuses on three key areas: • Inclusive Growth • Environment & Energy • Strengthening Systems & Institutions

The Government of India's Department of Economic Affairs serves as the coordinating body for all UNDP-related issues in India.

The UNDP has six offices in India.

World Bank Support

Since 2000, the World Bank has invested approximately $2 billion in India's education. Additionally, it offers technical support. Assistance comprises:

Early Childhood Development: Several World Bank programmes assist India's Integrated Child Development Services. These programmes incorporate research and analysis findings, such as Reaching out to the Child, which proposes decentralised and integrated methods to early childhood development. The World Bank is also conducting research to improve service delivery through micro-planning and to identify synergies among diverse child-focused social programmes. Since 2003, the Bank has collaborated with Central and State governments, as well as development partners (DFID of the United Kingdom and the European Union), to assist the SarvaShikshaAbhiyan initiative. In Phase 1 (2003-2007), the Bank contributed $500 million to expand facilities and enhance infrastructure,

enrol children in school, and establish a system to evaluate learning. In Phase 2 (2007-2012), the Bank will contribute a total of $1.35 billion to boost access to upper primary education, increase retention of all students through completion of elementary school (8th grade), and enhance learning levels. In addition, Bank evaluations and research offer suggestions for more enhancements. This includes research on elementary education financing, teacher absenteeism, instructional time and quality in primary education and the impact of information sharing with village education committees, inclusive education for children with disabilities, comparisons of public and private schooling in Uttar Pradesh, Andhra Pradesh, and Madhya Pradesh, and incentives to improve quality.

Secondary Education:

The World Bank is planning an estimated $500 million in support for Rashtriya MadhyamikShikshaAbhiyan (RMSA), the new centrally supported scheme for secondary education in India. This is largely based on the 2009 publication of analytical work on secondary education that focused on strategies to increase access, equity, management, and quality. In addition, the Bank has supported workshops on the role of information and communication technologies in secondary education and done research on the viability of extended public-private partnerships at the secondary level.

Vocational instruction and preparation: Based on a review of vocational education and training in India, the World Bank is funding a $280 million programme to improve this sector. It would transform 400 industrial training institutes (ITIs) into excellence centres.

Technical and Higher Education: Following the successful conclusion of TEQUIP I, the World Bank has just approved a $300 million operation to boost India's technical/engineering education. This will support major improvements in over 130 competitively selected engineering colleges from around the nation in order to enhance the quality of education and meet

the needs of a rapidly expanding economy. In addition, a number of papers investigate the rising need for skilled people in India and its significance for national competitiveness.

Through policy debate and research, World Bank Development Policy Credits in a few states assist state-level education reforms. Studies were done in Karnataka. At present, the World Bank is active in Andhra Pradesh, Bihar, Himachal Pradesh, and Orissa. Under these Development Policy Loans, actions such as recruitment of additional teachers, establishment of teacher management information systems, capacity-building for school-based mass de-worming programmes to improve student health, evaluations of teacher training programmes, and research into the most cost-effective interventions to improve student learning are supported.

UNFPA

The United Nations Fund for Population Activities (UNFPA) is a United Nations agency. It has been operating as a finance agency to reduce the population growth of the world's most populous nations using appropriate population education methods. The principles of health and family welfare are incorporated into the National Population Education Programme, which was developed in the country with the aid of UNFPA and UNESCO. UNFPA has contributed to the Family Planning Programs in India. Since 1972, the Population Programme has expanded into eight programmes. UNFPA has provided financial support for specific government initiatives, such as promoting Maternal and Child Health.

In several states of our country, Working Women's Forums have been founded to aid and educate disadvantaged women. It was promoted to aid impoverished, needy, and asset-less women. The organisation included other training inputs, such as family planning. The Central Government-supported Five-Year Family Planning Programme came to a conclusion in 1989, having achieved considerable population control outcomes. In April 1990, the

Government of India and UNFPA came forward to aid the initiative in a collaborative effort to help achieve the objective of a 60 percent couple protection rate by the year 2000. Working Women's Forum attitude was also advantageous to programmes financed by UNICEF, ELO, UNDP, and the Central Government. During the past sixty years, there has been unquestionable improvement on all fronts. "However, the only area in which our performance has been subpar is the rapid increase in population, which we have been unable to regulate to our complete satisfaction; this shortcoming has eaten up the majority of the fruits of our progress." In order to manage the population increase of our country, the UNFPA has developed and financially supported a number of schemes. Population Education Programme is a Ministry of Education Central Sector plan scheme. It was created in partnership with UNFPA and with the active participation of the Ministry of Health and Family Welfare.

Public Financing of Education in India

With the 2009 passage of the "right to education" (RTE) Act, India has legitimised the bare minimum needs approach to encompass primary and secondary education. In terms of enrolment at the primary level, universalization of primary education has neared 100 percent (96.7 percent in 2014). According to the 'annual status of education report' (ASER, 2014), the RTE Act and the SarvaShikshaAbhiyan (SSA) have improved the facilities of government schools. However, it raises grave concerns about the standard or quality of education, particularly in government schools, where the majority of pupils in higher grades lack the learning skills that should have been acquired in lower grades. Such a deplorable state of public schools contributes to a significant portion of pupils enrolling in private schools (with the enrolment in private schools having increased from 16 percent in 2005 to 31 percent in 2014). For the eleventh plan period of 2007-2012, the proportion of public expenditure in different levels of

education (relative to the total expenditure in the education sector) is as follows: elementary, 47%; university and technical education combined, 27%; secondary education, 20%; and "adult education and others," 6%. The trend in the public financing of education in India over the period 1980-2012 (i.e. between the seventh and eleventh plan periods) indicates that: I for school education (elementary + secondary), the proportion of expenditure (in the overall expenditure made on education) has consistently been more than 50 percent, with the highest allocation of 78 percent in the ninth plan (1997-2002) period; (ii) for higher education (university), the proportion of expenditure (in the overall expenditure made on education) has consistently been Such changes in the patterns are consistent with the alterations in the relative importance of public spending, which have seen a greater emphasis on K-12 education and a decrease in higher education, particularly in India between 1980 and 2002. Nevertheless, between 2002 and 2012, public funding for higher education increased due to the expansion of institutions and, therefore, the intake capacity of management (IIMs) and technology (IITs) institutes.

Educational Grants and Loans

Educational grants and scholarships are the monetary support provided to institutions and individuals (students). They cannot be repaid. Typically, educational subsidies are distributed by the government to institutions, whereas merit-based scholarships are provided to individuals. The majority of grants are need-based. Governments offer grants, compensations, and subsidies to educational institutions. Examples of grants in India's educational sector include: I the mid-day meal scheme, (ii) schemes for "infrastructure development of private aided/unaided minority institutes" (IDMI) engaged in elementary education, (iii) grants under "rashtriya madhyamik shikshaabhiyan" (RMSA) for secondary education, (iv) the project of establishing 374 degree colleges in "educationally

backward districts," Institutions that receive grants-in-aid typically receive recurrent funds (for salary, housing, and upkeep) and non-recurring grants (for building, equipment, etc.). The institutions that receive grants-in-aid are subject to government scrutiny, and the government may request a repayment if the grants are not utilised appropriately or stay unused. On the other hand, an educational loan is the money borrowed by the stakeholders (student or parents). It is anticipated that it will be repaid with interest. Since 2001, India has introduced educational loans as an alternate method of financing for higher education. Some of the educational loan schemes initiated by the government to encourage higher education among needy and meritorious students include: I loan for disabled persons to pursue higher education in India and abroad under the 'national handicapped finance and development corporation' (NHFDC), (ii) loans for ST candidates by the 'national scheduled tribes finance and development corporation' (NSTFDC) at a nominal rate of 3 percent, and (iii) loans for the SC candidates by the 'national scheduled castes finance and

Education chess

A government education cess is an additional fee added to the basic tax liability to generate additional funds for primary, intermediate, and higher education. In addition to people, corporations must pay this annual cess at rates decided during the annual budgeting process.

This funding is utilised by the government to enhance the existing educational infrastructure and expand access to quality education throughout the nation. Educational cess is used to fund expenses such as midday meals, the opening of new government schools and colleges, educational loans for deserving candidates from low-income backgrounds, salaries for staff and faculty members working in government-funded educational institutions, and funding of specialised schemes, among other things.

How is the education cess determined?

The education cess rate is determined by combining two types of cess that are imposed on taxable income. The education cess rate is 2 percent of the entire taxable amount, while the secondary and higher education cess rate is 1 percent of the total taxable amount, for a total education cess rate of 3 percent of the tax.

To calculate this, imagine that an individual makes 8 Lakhs per year. The individual spends 1 lakh on personal investments and insurance, leaving the remaining 7 lakhs subject to taxation by the government. The standard tax on this amount would be Rs.65,000, with 3% of this amount added to the tax amount as the education cess. Therefore, the total amount of income tax would be Rs. 66,950.

External aids;

Given the sensitivity surrounding national autonomy in education policy and the fact that external help constitutes a very small part of total expenditures on education, it is instructive to inquire why India desires education aid. The government embraced funding for education not so much for its additional financial resources, but more for the other benefits that came with it. Nevertheless, the relative balance of these benefits is interpreted differently by various parties. The agencies have a good view of their roles. The big contributors think that their contributions to DPEP aided in the improvement of school quality and innovation and facilitated inclusive education. Similar assertions were made by the bilateral agencies providing direct support to NGOs. The administration has discovered help to be useful in electoral politics. It has garnered external support for the selected course of action, but the agencies have also been exploited as easy scapegoats when progress has stalled or the government has received negative criticism. Accepting aid helped bring global discussions on education to the forefront of the home stage, and it could be utilised to advocate for the government's own policies

when appropriate. However, donors were prevented from addressing important policy issues, and their opinion was incorporated in a manner determined by the administration. The most evident and typical advantage of aid is the provision of increased cash resources. The Planning Commission valued it for these purposes: one of its working groups suggested accepting additional help to alleviate the budgetary load on the Central Government and to improve spending discipline. We have demonstrated that early overseas contributions financed a large portion of the Centre's elementary education expenditures. Due to the fact that it was provided in the form of grants or low-interest loans, its costs were far lower than those of equivalent loans from domestic sources.

A further advantage was that the typical budgetary process, in which unused monies could not be carried over from year to year, could be avoided (Int.8). In contrast, aid funds were held in a non-lapsable account and were supposed to be utilised more effectively. Aid resources augmented the revenue available to the government of India and were used with varying degrees of success to influence the education programmes of various states. As a result of the Centre's use of these funds to conduct jointly-funded projects with the states, they proved to be an effective method for raising additional state funds and moving state spending priorities in the desired directions. However, the interviewed GOI officials tended not to emphasise these advantages. The Ministry of Human Development (which includes education) placed greater emphasis on the technical aspects of its assistance. Donor participation on procurement and funding problems was appreciated. DPEP/SSA profited greatly from receiving constructive criticism from individuals with a vested interest in its success. Although objective evaluations may not be possible when team members represent stakeholder organisations that are eager to demonstrate positive results, both agency and government bureaucrats deemed the critical comments given during JRMs to be particularly beneficial.