

## **M.Ed. SEMESTER-IV**

# **Paper; CC14 Education Management, Administration and Leadership**

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Dear Students,

Today, we will start chapter-3 of Unit-I i.e. **Management at different levels-elementary, higher and higher secondary.**

Although, the chapter deals with management at different levels but let us first know something about **Institutional Management.**

### **Institutional Management**

Institutional management is an attempt to organize resource for the attainment of a chosen goal. In other words, it is purposeful action. Educational planning like other planning “implies the taking of decision for future action with a view to achieving predetermined objectives through the optimum use of scarce resources.” Hence it implies three important stages-taking of decision, working for predetermined objectives, and the fulfillment making optimum use of the resource available both physical and human.

Planning and evaluation are linked together in two ways. One is that planning itself is an educational process and second is that the fruits of planning can yield results only when the people are educated to make full use of the increased means of production and understand the objectives of planning and try consciously to achieve them. In the field of education, planning is needed in teaching, in organization, in administration in business etc. It helps in systematizing, in administration, in business etc. It helps in systematizing the work and fixing up aims and

objectives of planning. "Each institution will have to learn to plan development on its own line within the broad framework of National Policy on Education."

To create a planning atmosphere in each institution the Indian Education Commission (1964-66) has recommended institutional planning for this purpose. Each institution should have its own long-term and short-term purpose. Thus plans can be initiated, formulated and implemented by individual

## **Meaning of Management of an Institution**

When a plan is prepared by a particular institution on the basis of its own development and improvement, we call it institutional plan.

Some eminent authorities have defined institutional planning in the following way.

A programme of development and improvement prepared by an educational institution on the basis of its felt needs and the resources available or are likely to be available, with a view to improving the school programme and school practices constitute a plan for an institution. The plan may be for a longer duration or a shorter duration.

**—W.M. Buch**

If education does not bring in always something which is new, it is not different from traditions. I think the whole notion of institutional planning is based on this idea that at every stage right from the school to the topmost level in the field of education constant effort has to be made in order that we don't have new ideas for the sake of new ideas but in order that we can do a better job with whatever resources we have at our command.

**—Dr. Shib. K. Mitra**

Institutional planning is a milestone in the journey towards the improvement of education. The teacher is the kingpin in any educational effort. It is for the first time that the teaching community is being asked to act as the planner and executor of educational improvement

**—E. W. Franklin**

## **Characteristics of Institutional Plan**

It is a fact of experience that no two schools can be identical in their needs and requirements. Hence every school will have to prepare an institutional plan for itself independently.

An ideal school plan will have the following characteristics.

1. It should be need based. It should be prepared according to the needs of the institution and not on the basis of grants sanctioned.
2. It should aim at the maximum use of the available human and material resources.

**3.** It should be a 'plan of work' and not a charter of demands. In other words, it must aim at utilizing what is available and not demanding what is not available and/or is available to more fortunate schools

**4.** It should limit itself to the total improvement of the school and should not suggest work for the district educational authorities or demand funds from the directorate of education for its implementation.

**5.** If, at all, it needs more finance, the same should be available from the local community which must be a party to the preparation of the school plan.

**6.** It should be based on certain 'predetermined objectives' and goals and all activities planned should help directly or indirectly to achieve these ends

**7.** The plan should have well-defined and finely classified activities for the school improvement and school development

**8.** It should be flexible in nature so that at various stages of its implementation changes may be effected according to needs and requirements. How-so-ever brilliantly a plan may be prepared, there can be some unforeseen circumstances which may, later on, force an amendment.

**9.** It should only further the cause of education-its quality and quantity and should not criticize and condemn the approach of the district authorities or the directorate of education.

**10.** It should be in consonance with the district educational plan and should in no-case run contrary to it.

**11.** It should be neither too ambitious to be implemented nor too modest to make any appreciable improvement. It should, therefore, be working plan based on the capacity of teachers, the needs of the students and the local community.

**12.** It should clearly indicate the time limit for its implementation. It can be a short term one or a long term one depending upon the circumstances and needs of the school.

**13.** It should have a plan of evaluation also, so that the result of the efforts could be evaluated after some intervals, say every year.

**14.** It should have a balanced approach so that it does not towards academics or out of class activities alone. The principal has to play a very important role as a coordinator.

### **Aims and Objectives of Institutional Planning**

Each institution should prepare the plan on the basis of the following characteristics;

**1.** On the academic side institutional planning should aim at.

**(a)** Qualitative improvement.

**(b)** Providing more amenities to

**(i)** The teacher

**(ii)** The students and

**(iii)** The local community.

**(c)** Maintaining if not improving the educational standard if the number of students increases in the school and.

**(d)** Reducing and even eliminating the incidence of wastage and stagnation.

**2.** On the skill side it should aim at

**(a)** Cultivating a liking for gardening, craft, interior and exterior decoration.

**3.** On the attitude side it should aim at

**(a)** Promoting better relationship between the students and the teachers on the one hand, the teachers, and the parents on the other.

**(b)** Inspiring the teachers to give their best to the students in particular and the school in general.

**(c)** Developing a taste in the students for dramatics, athletics and hobbies.

**(d)** Creating a feeling of belongingness to the institution in both the students and teachers.

**4.** On the economic side it should aim at:

**(a)** Reducing the cost of education per student by making the optimum utilization of existing resources.

**(b)** Tapping all the economic resources of the local community.

**(c)** Procuring all possible plan and non-plan, recurring and non recurring grants from the government agencies.

**(d)** Receiving all possible help from the philanthropic associations in the form of scholarships for the students, book aid and amenities like the water cooler, the public address instruments etc.

**5.** If it is a newly started school, the first aim should be to give a firm footing to it. But if it is an old and established one, the main objectives would be to review and if need be, to redefine its philosophy.

**6.** On the political side it should aim at developing democratic attitude in the teachers and the students.

## **Areas of Institutional Planning**

**1. Administration:** A number of projects can be taken up to improve administration, for instance, developing procedures to increase the effectiveness of staff meetings; Improving supervision; Improving Principal-Faculty Relations; Improving Staff relations; Democratic organization of school giving main responsibility to pupils.

**2. School-Community relations:** Utilizing community resource for better learning in different subjects; arranging talks by commune members etc.

**3. Academic:** Improving reading habits through a planned use of library; Improving internal examinations; Reducing wastage and stagnation; Assistance to retarded students: Education of the gifted; Use of bulletin board for improved teaching.

**4. Co-curricular Activities :** Trying out different ways of organizing co-curricular activities; Better use of leisure by teachers as well as students; Trying out new programmes in school assembly; Promoting student interests in school activities; Developing hobbies among students and so on.

**5. Discipline:** Finding out ways for removing various evils like truancy, stealing etc: Projects in democratic organization of school giving more responsibility to pupils; Mock Parliament in school etc.

## **Reference**

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