UNIT 3 MANAGING EDUCATIONAL INSTITUTIONS

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**3.0 INTRODUCTION**

In the previous unit, we have looked at the educational system from the perspective of its organisation and structure as well as the larger issues of management at the system level. In that context, we have also considered several leading constituents of the system – the policy makers, the regulators as well as their roles and responsibilities.

We shall now move to the core of the educational system, which is the large number of institutions – schools, colleges, universities and so on. We call them institutions, and not organisations apparently because they are founded for a social purpose. Their purpose, unlike that of most business organisations, is not to develop a good product, sell it and make a profit. The centrality of this social purpose has a great deal to do with the ways in which an educational institution is managed and its functions are organised and performed.
In this unit, we shall explore how this core character of an educational institution influences its styles of management as well as its organisation and structure.

3.1 OBJECTIVES

On completion of this unit, you should be able to
- analyse and identify the critical areas of management of an educational institution,
- explain the inter-relationship between and among various areas of management in an institution,
- identify the challenges in the management of institutions, and
- explore the ways of meeting those challenges.

3.2 INSTITUTIONAL MANAGEMENT

Educational institutions have a number of features which distinguish them from the more common models of organisations in business, industry and trade. Some of these features are the following:

- Teaching and learning are the primary tasks of educational institutions.
- Teaching is not just transmission of information or even knowledge; it is a multi-dimensional function. It involves the development of a powerful relationship between the teachers and the learner which aims at the full development of the learner's personality with emphasis on self-reliance and the ability to form individual judgement and a sense of individual responsibility. It is not surprising that teachers are often held responsible by the rest of the society for most of the feelings associated with any failure, deficiency or decline in any aspect of national life.
- Learning is an activity associated with several uncertainties. The desire to learn, the learning process and the outcomes of learning involve a degree of unpredictability about them. For instance, learning might change an individual's outlook and attitude in ways which cannot always be predicted. The outcome of learning is often judged through examinations, and failure could lead to unwanted consequences.
- Curriculum changes involve constant modifications in what is taught and how it is taught. Most of these changes involve assumption of additional responsibilities by teachers even in areas in which they may not have adequate expertise.
- Environmental changes, especially technological and societal changes, increased accountability and not the least, the growing erosion of the
professional authority of the academic, have all significant consequences for the management of the educational institution.

3.2.1 Social systems theory

Systems theory, especially open systems theory, has made significant contributions to understanding institutional life. The elements of this theory which are particularly relevant in this context are open systems theory, leadership, authority and power.

From the institutional perspective, managing the system boundary is crucial. Effective management of the system boundary involves:

- determining and defining the primary task;
- managing the information flow across the boundary;
- ensuring the availability of resources to plan the primary task; and
- monitoring the performance of the primary task to ensure that it relates to the wider system and to the environment.

Managers who relinquish their own boundary position cannot manage themselves; and managers who give up their position on the institution’s boundary cannot manage the institution. Focusing on the primary task helps develop on-task leadership and avoids abuse of power.

Systems theory also enables us to understand the flow of authority through the institution. Authority, as we have noted in Unit 1, is the right to take decisions which are binding on others. It legitimises the exercise of power in an institution. It can flow from the top through a process of delegation and by the acceptance of those who join the institution at the lower levels.

Responsibility involves answerability or accountability for the outcomes either to a person in the institution, or more importantly to one’s own consciousness. Responsibility has to go with the requisite authority to achieve the outcomes consistent with the primary task. Clarity in the understanding of an institution’s organisation and structure through systemic analysis is important in establishing the explicitness of authority at various levels.

3.2.2 Mission and goals

The mission statement helps people understand who they are as an institution and where they want to go. It is futuristic, it is directional, and it is a philosophic statement of the purpose of an institution. The last two decades or
so have witnessed the emergence of several theories about organisational leadership. These theories suggest the imperative of leaders in all sectors articulating their vision, setting clear goals for their organisations, and creating a sense of shared mission.

You will notice that we have used three concepts here: vision, mission and goals. In the discussions on leadership, these terms are often used synonymously. However, these concepts have different theoretical foundations and it is necessary to have some clarity about their import for the purpose of operationalising them. The notion of vision is normally associated with an individual. In the organisational context, it is generally the personal vision of the leader, drawing its influence from its impact on the leader's own behaviour and also from its potential to energise others and invest work with meaning, that gets articulated as a vision statement.

This vision gets transformed into an organisational mission when a critical mass of people who have come together for a common purpose agree or accept the meaning of the work they have to do together. In other words, mission is a shared purpose that motivates people and engages in action for something beyond their own immediate self-interest. A vision or mission signifies a quest for something and its success does not necessarily depend upon its achievement. Its real purpose is to establish a motivational urge for a common endeavour to achieve an agreed objective.

A goal, on the other hand, is a functional target. While the mission of an educational institution might be articulated in terms of advancement and dissemination of knowledge, meeting the personnel needs of the production sectors of the economy, ensuring equitable access for all members of the community to educational provision, attainment of peaks of excellence in educational standards, and so on, goals, would be set in terms of nature and levels of programmes to be offered, number of learners to be enrolled, establishing acceptable levels of retention of enrolment, ensuring satisfactory completion ratios, and so on. These goals are ordinarily time-bound and are expected to be attained within the specified time limits. Unlike the vision or mission, goals do not have motivational or inspirational force; they focus attention of the people involved on a limited frame of activity.

Depending upon the levels (primary, secondary or higher education), and also the chosen sphere of activity, particularly by institutions of higher education (liberal, professional, technological as well as campus-based or distance teaching), the mission and goals of educational institutions can vary from institution to institution. What is important however is to recognise that:

- the mission should be capable of being translated into programmes and activities;
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- The goals and objectives should define the distinctive character of the institution and address the needs of the society and the students it seeks to serve; and
- The mission and the goals should together reflect the traditions of the institution and its vision of the future.

3.2.3 Governance

Education, as we have seen in the previous unit, is a multi-layered activity. There is the national government which lays down policies and generally also provides funding (most of these functions might be devolving on the state governments in a federal structure); there are the regulators who elaborate the policies and oversee their execution; and there are the institutions (schools, colleges and universities) which actually enrol students, teach them and also test their attainments.

As we are concerned only with the institutions in this unit, we shall confine our discussions to their management.

Traditionally, educational institutions are perceived to be self-governing institutions. There are several reasons for establishment of this tradition. Firstly, an educational institution is not an organisation that develops a product, markets it and turns a profit. Secondly, it serves a social purpose, affecting the lives of all people in several ways. Thirdly, teaching is essentially a solitary activity and the teacher enjoys substantial autonomy in the conduct of his/her work. All these features are reflected in the structure of management of the educational institutions. Generally, they are:

- Self-governing institutions; the power and authority to take all decisions in carrying out the mission and goals of the institution vest in the members who constitute the institution;
- The decision-making bodies are so constituted that they represent the members of the institution since all of them cannot be involved in all decisions;
- These bodies have the freedom to decide what to teach and how, in determining the programmes, prescribing the curricula, setting out the entry and exit standards for the students, and the methods for assessing those standards; and
- These bodies are also vested with the responsibility for all decisions relating to engagement of personnel (teachers and other staff), mobilisation and deployment of resources, and creation and maintenance of infrastructure.
A significant nature of the self-governing structure is that all decisions are taken on democratic principles after considerable discussions and debates even though this process can be time-consuming. Further, the structure, though collegial in theory, does function on the principle of hierarchies to the extent that it has individual members reporting to departmental heads, who in turn report to Deans or Rectors and they to Principals or Presidents.

3.2.4 The educational community

Education takes place within a community committed to the ideal of empowering individuals. An educational institution is a community comprised not only of teachers and administrators, but also of the students, their parents, and the members of the larger community outside. They come together to help educate students and one another in gaining some insights into how they understand the world for themselves. The academic community comes together to provide the intellectual space for individuals to consider issues greater than themselves. But the question of ideas relating to what constitutes right and wrong, what it means to be a responsible citizen, and what role one should play in the community are all matters that legitimately belong to a larger area for discussion in community with others outside the institution as well.

Check Your Progress 1

What is the significance of the mission and goals of an educational institution?
Answer in about 50 words.

Note: i) Space is given below for your answer.
   ii) Compare your answer with the one given at the end of this unit.

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3.3 ACADEMIC MANAGEMENT

The core functions of an educational institution are teaching and learning. For performing these functions, it is necessary to prescribe the programmes and courses for study, design and develop the curricula for them, establish the
instructional system as well as its methods and practices and set out the learning outcomes which can be assessed and certified. All these functions are performed by the teachers of the institution though it should be noted that teachers generally are reluctant to admit that these functions fall within the province of management.

3.3.1 Programmes and curricula

The academic programmes offered by any educational institution will be consistent with its mission and goals which we discussed earlier. In determining the programmes, the following considerations will have to be kept in view:

- At the school level, generally there would be a common national curriculum which most schools will have to adopt. The school management can only supplement this core curriculum with components which have local or regional relevance.
- At the higher education level, there is much greater flexibility and substantial autonomy. Each university determines its programmes and their contents. The constraint in most cases will be the question of comparability of contents, the depth of their study, and the standards to be achieved so that equivalence of qualifications awarded by different institutions can be established.
- There should be a well-established process in place for designing and developing the curricula and for their review and revision. The Boards of Studies, the Faculty and the Academic Council provide the mechanisms for this function. These bodies comprise mainly teachers from within the institution, though external experts are also associated with this process. The important point is that decisions on these matters are taken collectively and are never left to individuals in the institution.
- Peer review and feedback from employers should preferably be a part of this process so that the curriculum of any programme is informed by the social demands and employment needs.

Along with the design and development of curricula, two other important issues require to be settled. These are the instructional system and the student assessment procedures. The instructional processes include class-room lectures, laboratory work, group work and projects, self-study, etc. With the increasing applications of technology, there are now multiple channels of learning and classroom engagement is no more the only source of learning. An effective instructional system would have all these channels of learning carefully integrated so that the learning outcomes can be optimised.
Assessment of the learning outcomes is an integral component of the instructional system. Institutions follow a variety of methods for this purpose. Most educational programmes take considerably long periods of teaching and learning for their completion. There are also considerable variations in the combination of contents within programmes. Educationists therefore argue that a satisfactory system of assessment should involve continuous evaluation of the learning outcomes rather than an examination conducted at the end of the programme.

What is important from the management's perspective are the following:

- the content, structure, flexibilities in combinations of content, etc for every programme should be clearly spelt out;
- the instructional processes should be laid down in as much detail as possible; and
- the assessment system should be explained clearly and in detail.

It should be remembered that any student who enrols in any programme in any institution relies on these details before he/she commits himself/herself to pay the fees and spends his/her time in study. These are therefore the material premises on which the learning contract between the student and the institution is concluded.

### 3.3.2 Student services

We just concluded the previous section with the mention of the learning contract between students and their institutions. Before concluding the contract, the students will have to be informed not just about the programmes on offer, but also about the extent and variety of services available to them. The choice of a particular institution by students depends largely on the variety of these services and their quality.

The range of services that institutions normally provide can be briefly summarised as follows:

- Provision of reliable, accurate and comprehensive information about the institution itself. This will include information about programmes and courses, teachers and their qualifications, enrolment procedures, methods and practices of teaching and learning, student assessment system including the criteria for grades and other awards, procedures for settlement of disputes about assessments, etc.
- Information about facilities provided by the institution to its students in their learning pursuit such as schedules of classroom lectures, library and laboratory work, tutorials, examination schedules, etc.
- Facilities provided for co-curricular activities such as sports and games,
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cultural and social activities, community services, group work, travels and competition.

- Residential facilities and participation in their management, student associations and their management.
- Financial support in the form of scholarships, loans or part-time employment.
- Career counselling and guidance including placement.

The provision of these services and their management can both be an opportunity and a challenge to the institution. A great deal of student satisfaction will depend upon the adequacy of some of these services and their quality. Unscrupulous management can also make exaggerated claims on the generous provision of these services as publicity gimmicks which can land them in great trouble.

3.3.3 Linkage and interface

You will recall that we discussed in some detail the organisation of education as a social system. Education is a public cause, and the system exists to serve all people. It becomes essential, therefore, that those managing educational institutions remain constantly in touch with other systems in society as well as those directly involved in the management of the education system at the apex and sectoral levels.

In the first place, an educational institution has to function within the parameters of the national policies laid down by the government. Its management and financing pattern would generally be determined by the laws and policies in force. Above all, most educational institutions depend heavily on their government for nearly all its expenditure.

This interface with the government, at the micro level of each institution, may not be direct and immediate. There are, as we have noticed earlier, several agencies set up by the government for planning and coordination of the development of education at particular levels, or in specified fields. Most of them have also the responsibility to oversee the functioning of the institutions in their areas of concern from the point of view of ensuring quality, maintaining standards and generally implementing the guidelines laid down by the governments.

The most significant linkage that education has to maintain is with the community and other organised systems in society. At the primary education level, the school management has to involve the local communities in the matter of maintenance of school facilities, school improvement, enrolment and
retention of children and even the management of the school itself. At the higher levels, these linkages become more extensive and complex.

The question of what should be taught, or the academic programmes to be offered, is now getting increasingly determined by the developments in other sectors. The academic management of the institution has to monitor these developments constantly. Constitution of Boards of Studies and Advisory Committees with representatives drawn from major development sectors and employer organisations is one way to maintain this linkage. The synergy between employment needs and educational provision is essential for ensuring the relevance of programmes. Establishment of consultative groups for specific areas, organisation of conferences and seminars, etc. are also important in developing and maintaining these linkages.

There are several other concerns that the management of an educational institution has to worry about. A major source of concern is the regular and timely flow of funding. This demands that the institution provides all relevant information to the funding agencies on time, and meet all the conditions laid down by them for providing the finances.

In recent times, universities and other institutions of higher education are increasingly being called upon to mobilise resources from non-traditional areas. These sources generally include research projects, consultancy and even hiring out the university estate for specific purposes like setting up of offices by industry or holding marriage ceremonies. This revenue generation is an important function of the management which calls for close interfaces with Research Councils and industry on the one hand, and the neighbourhood communities, on the other.

Traditionally, university campuses are also large townships. Several thousand students and teachers with their families stay on the campus. Maintenance of these campuses involves the performance of nearly all municipal functions, establishment and maintenance of systems for the provision of water and electricity, sanitation and health care, security of residents and their property, transport and so on. Several large universities also establish and maintain schools for the education of children of their employees on the campus. Several institutions also create and maintain facilities for a corporate life on their campuses which include cultural activities, sports and games and other social events.

**Check Your Progress 2**

Identify the critical factors that influence programmes and their curricula as well as their relationship with the external environment. Answer in about 50 words.
3.4 THE ADMINISTRATION

In the previous section, we have looked at the core functions of an educational institution. Prior to that, we have considered the structure of the management of the institution and its functions which include providing directions to the core functions (setting the goals, executing plans and monitoring performance). We shall now look at the third major component of the organisational structure of the institution.

We call this component administration which provides the functions and systems supporting the organisation and all communications among its parts. Historically, the concept of administration is associated with the exercise of power and authority by governments under laws, rules and regulations. In an educational institution, it is this component which interprets and administers all laws (which include rules, regulations, procedures) and exercises control over the administration of personnel and finance. It is not surprising therefore to find that this component in education is found in perennial conflict with academics everywhere who in fact perform the core functions, but feel powerless vis-a-vis their counterparts in administration.

3.4.1 Personnel management

Personnel management deals with managing people who run the organisation. It is the levels of the efficiency and commitment of these people which make for the progress of an institution. In an educational institution, people fall into two distinct categories: teachers who perform the academic functions, and the administrative staff who performs the supporting functions. This latter category of functions includes recruitment and promotion, training and
development, maintenance of service records, and organisation and implementation of staff benefits.

The management of most institutions will have formulated a personnel policy. Since the nature of the functions and responsibilities of the academic and administrative staff is very different, there could be significant variations in the elements of the policy for the two categories, though there could be several components which are common to both. For instance, while the methods of recruitment and promotion applicable to teachers could be significantly different from those of the administrative staff, the staff benefit schemes might be uniformly applicable to all. From the management perspective, the issues which are significant include the following:

- There should be a well-articulated personnel policy for all categories of staff.
- The policy should clearly indicate how the personnel needs are assessed and how the additional needs are going to be met.
- The mechanism for recruitment to all positions should be clearly spelt out. This would include identification of the unit in the institution which is responsible for assessment of vacancies, the periodicity for such assessments, the methods of recruitments for specified types of vacancies, etc.
- The methods of recruitment should specify the processes associated with selection both for promotion as well as recruitment from the open market. These processes may include assessment of the records of performance of those eligible for promotion at specified intervals, open invitation for recruitment from the market, constitution of Selection Committees for different categories of personnel, and so on.
- The policy would also specify the institution's strategies and programmes for the professional development of its staff, their career advancement, and the remuneration packages available to them.

It is not enough to have a policy in place. The implementation of the policy in letter and spirit is of crucial importance. It is in the implementation of the policy that transparency in administration becomes critical. In order to ensure transparency, every individual in the institution should be fully aware of all the details of the policy and the manner in which it has been applied to his/her career in the institution. More often than not, such transparency is not evident in most organisations. On the contrary, personnel administration is nearly always conducted in an atmosphere shrouded in mystery, leading to mistrust and more people nursing perennial grievances during most of their career rather than feeling satisfied with, and committed to the institution which they are associated with.
The extent to which an institution is able to attain its goals and fulfil its mission will undoubtedly depend on the efficiency of its people and their productivity. Most organisations engaged in the production of goods and services have also evolved norms of efficiency and productivity for their staff. In education, however, the development of such performance indicators has not met with any significant success. We shall explore this issue in the next unit.

We mentioned a little while earlier that the organisational rivalry between academics and administrators has been a perennial problem that has bedeviled the management of educational institutions. We should look at this issue in some detail. We noted earlier that educational institutions are self-governing organisations. In this pattern of governance, it is generally the academics who participate in the decision-making processes through their membership of various bodies. While the academics nearly always blame the administrators for one blunder after another, the administrators feel that the academics' role in governance is the key factor that inhibits change as they feel that academics are too comfortable with status quo to be open to experimentation and innovation.

In the last fifty years or so, the administration of every institution has expanded very considerably. This was mainly due to the fact that every institution was called upon to provide a variety of services and facilities for an ever increasing enrolment. These services and facilities which we discussed earlier in this unit required more administrative staff for their maintenance. The result was an exponential growth in administration leading also to more “administration” of administration.

Fortunately, effective technological means are now becoming available for the performance of most of the routine administrative functions. With this development, one can hopefully look forward to an era of declining administration in educational institutions and correspondingly enhanced focusing on the performance of their core functions.

3.4.2 Infrastructure management

The physical infrastructure of an institution is a major component that contributes to its performance. The important elements that constitute this infrastructure are land and buildings, laboratories and library, equipment and furniture, health centres, sports and recreation facilities, hostels and guest houses, staff residences, campus utilities (water, electricity, transport) and so on. With the increasing applications of technology in office automation, and audio-visual support to instructional process, the installation and maintenance of the technological infrastructure have assumed considerable significance.

The creation of this infrastructure requires heavy investments and takes considerably long periods for putting them together. Since educational
institutions never really have the luxury of enough financial resources at their disposal, the planning and actual commissioning of the facilities require to be done with great care and imagination. It is important that realistic plans are prepared and implemented so that available resources are optimally utilised.

It is not enough to create excellent infrastructure. Its maintenance is just as important. It is not uncommon to see the campuses of many good institutions in a state of disrepair—poorly maintained buildings, unhygienic sanitary conditions, costly equipment rusting for want of repairs and replacements, broken furniture and dingy corridors stacked with rows upon rows of moth eaten records. Though these physical infrastructure facilities may not have any direct contribution to make to the processes of teaching and learning, they do contribute to the creation of desirable learning environment in the institution. If the environment is not conducive to learning, no effective teacher-student engagement will take place leading to considerable frustration and loss of confidence in the institution's capacity to provide good quality education.

3.4.3 Financial management

Traditionally, education has been in the domain of the governments. This was so primarily because education has had no profit motive, and the absence of profits inhibited private initiatives. Education therefore depended on public spending, supplemented to a limited extent by religious institutions and public charities. This approach to education changed in the post-industrial society. With the rapid expansion in knowledge and the emergence of science and technology as engines of growth, the need for people with specialised education and training became essential for development. The nature and type of institutions offering education got diversified, and so did the sources of their funding as well. Even so, the major provider of funds for education in most societies continues to be their governments.

Government funding meant public spending. And public spending always had strings attached to it. The managers who spent public money were always preoccupied with the concerns of judicious spending, proper accounting and rigorous financial control. In this culture, there was very little scope for modern concepts of financial management like resource mobilisation, activity costing and cost control, building up resource bases and taking any risks with finances. In recent times, public spending on education, especially at the higher levels has been progressively declining and therefore it has become necessary to explore alternate sources of funding. In so doing, educational financing is also being progressively influenced by the methods and practices of modern financial management.

The major component in the expenditure of any educational institution is the teaching cost. Teaching is labour intensive as there is a fixed teacher-student
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ratio to ensure effective teaching. The second major element is the administrative cost. This again is people-oriented. Thus a significant component of the expenditure on education is accounted by salaries paid to the people working for the institution. The other elements are cost of teaching materials, books and journals, maintenance of infrastructure and cost of student services.

Since the items of expenditure are generally fixed, and the pattern of their growth is predictable, the annual budgeting exercise is generally confined to preparing the estimates on the basis of past spending with provision for the usual incremental growth. These estimates form the basis for determining the government grants which generally follows the pattern of covering the deficit. Under this regime, the government grants represent the difference between the total income and expenditure, the income being the tuition fees levied from students. Generally, the fee income is a minor fraction of the total annual expenditure and therefore dependence on government grants for most institutions is very acute.

As the level of public funding declines, the search for alternate sources of funding has becomes intense. Some of the efforts in this direction are:

- progressively increasing the recovery of the cost of education through periodic increases in tuition fees;
- extending the facilities of the institutions, especially their expertise and physical facilities for external projects (research, consultancy, product development, testing, etc.) for a negotiated cost;
- collaboration and networking among institutions for sharing intellectual and physical resources;
- organisation of professional development programmes for company-specific personnel;
- establishment of chairs by industrial houses; and
- creation of endowments with donations and benefactions from wealthy alumni groups and their organisations.

These new initiatives would necessarily involve a major shift in approach to financial management, from the existing pre-occupation with accounting and auditing to cost reduction, increase in productivity, higher returns on investment and so on.

3.4.4 Methods and procedures

The basic functions of educational institutions are to prescribe programmes of studies, enrol students, teach them, and then examine and certify their
attainments. There are also several other functions which are incidental to this core which all organisations have to perform. They are budgeting and accounting, administration of the property, administering the staff and reporting on the organisational performance to the funding authorities, legislatures, governments, etc.

The performance of each of these functions always requires observance of certain methods and procedures. We have noted earlier that organisations need to function in an orderly manner, and that in large systems explicit procedures and regulations are essential to govern the conduct of their business, flow of responsibilities and the interrelationships among organisational units. Educational institutions are public institutions dealing with the general public and it is all the more important that they should have appropriate methods and procedures to govern their functions, and more importantly, the public should be aware of them. It is this transparency in the administration of the institution that inspires confidence about it among the public.

The instrument under which an institution is established would have broadly specified the methods and practices it would follow in the pursuit of its objectives. For example, university legislations would designate the authorities who can prescribe courses, determine the syllabi, and lay down the requirements to be fulfilled by students to complete the programmes and qualify for the relevant awards. These broad provisions in the legislation will then be made into detailed ordinances and regulations which the teachers and other staff in the institution will have to follow in performing their tasks. These details would include the qualifications for admission to every programme, the methods of selection, the time-tables for class work, practicals, examinations and so on, the requirements for examinations and their schedule, the levels of performance for securing different grades, the time for declaration of results, etc. All these elements constitute what is generally known as academic calendar of an institution which is prepared with great care and attention.

Adherence to this calendar and its observance in letter and spirit ensure the reputation and credibility of an institution.

Among the other major organisational tasks are personnel administration, budgeting and accounting. We have considered the various tasks that go into the performance of the personnel management function earlier in this unit (3.4.1). We shall now take a brief look at the procedural aspects associated with this function. When a person is recruited, he/she has to be informed about the terms and conditions of his/her service. These would be standardised for all members of the organisation. These would be standardised for all members of the organisation. A great deal of employee satisfaction would depend upon how these terms and conditions are implemented. Promotions, performance appraisals and grievance redressal are the most sensitive among them. While there could be a great deal of similarity in these matters between
the non-teaching employees (office assistants, accountants, supervisors, typists, record-keepers) and similar staff in other systems, the terms and conditions of teachers will generally be different since their functions, and the ways in which they function, are considerably different. Appropriate performance appraisal systems should be put in place, meetings of the committees of experts should be convened in time to advise on the suitability for promotion and the procedures followed in these matters should be clearly spelt out and made known to all employees. So is the case with grievance redressal. Methods and procedures need to be established for looking into the grievances of the employees and redressing them for keeping up the morale in the employees.

Financing and accounting are functions common to all organisations. Usually, organisations frame a financial code which would set out all their anticipated incomes and expenditure as also the procedure for registering all the income received and all the expenditure incurred. The code will also specify the competent authorities who can approve expenditure, authorise payment and where necessary and unavoidable, waive payment or write off losses. No organisation can survive without acquiring property (building, equipment, stationery) and managing it. Depending upon the nature and the scale of transactions involved, the procedures would suggest whether tenders should be called or not, and if yes, how. Apparently, the observance of all these procedures might appear to be a bureaucratic hurdle, but a certain degree of transparency and order is unavoidable when dealing with public money.

Check Your Progress 3

Analyse the reasons for the never ending conflicts between academics and administrators. Answer in about 50 words.

Note: i) Space is given below for your answer.
   ii) Compare your answer with the one given at the end of this unit.
Institution building as a process essentially implies management of the development of an institution. The initial steps in this process are organisational diagnosis and evaluation. This stage is followed by the formulation of an institutional plan which seeks to consolidate the strengths, correct the weaknesses and redesign the strategies in the context of new opportunities and challenges. The implementation of this plan might involve redesigning the organisation, and reworking its current strategies. Effective leadership is the key to institution building.

3.5.1 Organisational diagnosis and evaluation

The common method used for evaluating an organisation’s performance is to undertake a SWOT analysis. This analysis identifies the strengths, weaknesses, opportunities and threats (SWOT). While business organisations engage professional consultants to take up such evaluation, the educational institutions prefer to do it through self-study. The method employed is to elicit the views of all the major constituents of the institution and its stakeholders. They would include teachers, students, parents, administrative staff, employing organisations and other members of the academic community. Their views could be elicited as response to structured questionnaires which could then be analysed to obtain the general perceptions on a number of parameters ranging from the fulfillment of the mission and goals of the institution to its performance in terms of student achievements, excellence in academic standards, employee satisfaction, organisational culture, instructional system, innovative initiatives, and so on. This analysis of the responses is then classified into areas of

- strengths;
- weaknesses;
- opportunities; and
- threats.

Though this exercise could be done within the institution itself, generally a peer review is an integral part of this process. Such a review brings to bear on the diagnostic exercise a fair and objective analysis and assessment by a set of knowledgeable people whose views are not coloured or biased.

3.5.2 Organisational renewal

The diagnostic exercise would lead to the next stage of looking critically at the areas of strengths and weaknesses. This review will also take into account the
new opportunities that have arisen from the changes in the environment as well as the threats posed by competition from other institutions. For example, if the enrolment in the traditional programmes, of degree education in the humanities and social sciences is continuously declining even though the quality of programmes and their delivery are of a high order, it would be worthwhile to shift the focus to more non-traditional student groups for these programmes. Simultaneously, it might also become necessary to make such changes in strategy as to attract enrolment of new student groups by introducing flexibilities in the methods of programme delivery. In another case, it might be necessary to shed some of the current low-enrolment programmes in favour of more popular and high-demand academic offerings.

The increasing involvement of information and communication technologies in education poses serious challenges to most of the existing institutions, while it also offers them enormous opportunities. The collapse of the barriers of time and space is one of the severest challenges in the post-modern era in education. These new developments have completely overturned the traditional ways of teaching and learning; separation in time and space is no longer an impediment to education. At the same time, new sources of dissemination of information and knowledge are emerging at a rapid pace, ushering in not just globalisation, but more importantly, an era of fierce competition also in education. It is important that in today’s world, all educational institutions take note of these threats and opportunities and redesign their strategies and structures to meet them.

A meaningful plan for organisational renewal will have to take the following elements into account:

- A review of the current mission and goals and reformulation of the directions in which the institution wishes to move. This might even involve framing of a new vision of the future, preparing a new mission statement and resetting the long and short-term goals.
- Prioritisation of the areas of development in the context of the current strengths and weaknesses. This might necessitate greater focussing of the current effort and resources on areas of strengths to consolidate them even as the weakest areas might be put on hold or completely disengaged.
- Securing the commitment of the members of the institution to the new goals and the strategies to attain them.
- Mobilising the resources necessary for implementing the new plan of action.
3.5.3 Institutional leadership

Leadership is a much discussed theme these days. There is a whole body of literature on leadership; there are centres and institutes which specialise in studies and research on leadership; and there are any number of conferences, seminars and training programmes organised across the world on executive leadership training.

You will recall that in Unit 1 we had occasion to make a reference to the distinction between managers and leaders. While a good manager is a professionally accomplished person, who has attained excellence through learning, training and, of course, hard work, the qualities of leadership are perceived to be natural gifts and talents. A Mahatma Gandhi or Martin Luther King always comes to mind when one talks about a naturally gifted leader. But in the context of an organisation, or an institution, leadership is an entirely different matter. At a time when educational institutions are faced with a situation of declining resources, when the general community (parents and students in particular) is very sceptical about what the institutions are offering and the ways in which they are functioning, and when stagnation and drift pervade the socio-cultural environment, it is very difficult to argue what kind of leadership can bring the institutions back on rails.

What is important in the context of educational institutions is not that people at the helm are born leaders. It is difficult to conceive a vice-chancellor of a university, a principal of college, or a head teacher of a school, all by himself/herself, leading their institutions to glory and peaks of excellence. These people are not the rallying points around whom the rest of the community (of their institutions) gathers to seek guidance and inspiration. We have noted earlier that educational institutions are self-governing entities and the core of the relationship that binds its members is collegiality. It is in this kind of an environment that often qualities of leadership manifest. It should be remembered that it is not the person at the top alone who is the leader; there is leadership at several levels. The pro-vice-chancellor and the vice-chancellor, the dean or the departmental head, in fact at all levels, there is leadership and it is the emergence of such leadership at multiple levels that makes educational institutions dynamically evolving organisations.

The performance of an institution is the aggregate of the contributions of its members. When they work in teams, they develop synergy. As a result, the productivity of the members of the group becomes greater than the sum total of individual contributions. It would therefore be useful to organise work in the institutions around departments, interest groups or projects. In this work culture, the role of the leader is to sustain the common interest through motivating and inspiring the team members to strive towards attainment of the common goal. In an educational community, there is less room for inspiring
members through exhortations and stirring emotional appeals; there is more to giving its members a voice, a role and recognition in whatever they do in moving towards the common goal set for them. Participation, mutual respect and recognition, ability and willingness to develop a shared vision and goal, encouragement to innovations and experiments and continuously strengthening the evolving relationship among the members are all significant attributes of leadership in educational institutions. It is the aggregate of these attributes at various levels in an institution that defines its values and principles and also makes for its organisational culture. As long as an institution performs in an environment in which these values and principles shape and guide its operations, and the community that constitutes the institution shares these values, it can be said that the institution is well with the community.

Check Your Progress 4

What is the role of leadership in educational institutions? Answer in about 50 words.

Note: i) Space is given below for your answer.
ii) Compare your answer with the one given at the end of this unit.

| | |

3.6 LET US SUM UP

In this unit we have dealt with the following issues:

- the differences between educational institutions and other organizations;
- the mission, the goals and the governance of educational institutions;
- various components of academic management such as – programmes and curricula, student services and linkage and interface;
- different dimensions of institutional administration; and
- institutional building and the role of leadership in it.
### 3.7 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>1. The mission of the institution reflects its purpose and the philosophical assertion of the values and principles it stands for. The mission determines its programmes and activities while the goals define its distinctive characteristics by articulating the specific needs of the society it seeks to serve in terms of levels of education, areas of study and methods of teaching and learning.</td>
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| 2. Several factors influence programmes and curricula. These are:         | Several factors influence programmes and curricula. These are:  
  - level of education (basic, secondary, higher)  
  - the core curriculum, if naturally prescribed  
  - at the higher levels, the comparability of content the depth of its treatment and the entry and exit standards that establish equivalence of the awards among different institutions  
  - synergy between educational provision and employment needs.          |
| 3. The primary reason for such conflicts that pervade academia is the uniqueness of the work culture of the faculty. Teaching is a solitary endeavour, and freedom is its guiding value. Teachers do not belong to the established hierarchy of relationships; collegiality and shared beliefs are the core of their organisational relationship. The power structure in most institutions is heavily in favour of academics, but the responsibility for execution lies with the administrators. It is therefore natural that each group tends to blame the other for non-performance and failure. | The primary reason for such conflicts that pervade academia is the uniqueness of the work culture of the faculty. Teaching is a solitary endeavour, and freedom is its guiding value. Teachers do not belong to the established hierarchy of relationships; collegiality and shared beliefs are the core of their organisational relationship. The power structure in most institutions is heavily in favour of academics, but the responsibility for execution lies with the administrators. It is therefore natural that each group tends to blame the other for non-performance and failure. |
| 4. In a self-governing, collegial organisational structure, leadership plays a critical role at multiple levels. An organisation performs best when its members work in teams and develop synergy. Leadership in this environment is not of the inspirational or authoritarian type; it is more of a type sustained by shared beliefs in and commitments to freedom, access and equity, community life and excellence. | In a self-governing, collegial organisational structure, leadership plays a critical role at multiple levels. An organisation performs best when its members work in teams and develop synergy. Leadership in this environment is not of the inspirational or authoritarian type; it is more of a type sustained by shared beliefs in and commitments to freedom, access and equity, community life and excellence. |