

BD2BS SCHOOL MANAGEMENT AND ADMINISTRATION

Course Objectives

CO1 : Comprehend the different forms of school management.

CO2: Identify the merits and limitations of different management approaches in school management and administration.

CO3 : Understand the various theories of educational administration.

CO4 : Describe the role of headmaster and headmistress in school management.

CO5: Identify the role of agencies that provide financial support to education.

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

The verb 'manage' comes from the Italian *maneggiare* (to handle, especially tools), which derives from the Latin word *manus* (hand). The French word *mesnagement* (later *managements*) influenced the development in meaning of the English word *management* in the 17th and 18th centuries. Management in business and organizations is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively.

Management comprises planning, organizing, staffing, leading or directing, and controlling an organization or initiative to accomplish a goal. Resourcing encompasses the deployment and manipulation of human, financial resources, technological resources, and natural resources. Management is also an academic discipline, a social science whose object of study is the social organization. Another way people talk of management is to describe it as an art, a science, an organization, a person, a discipline, or a process.

Educational Planning

Planning in Education is an extremely important activity as it forms the basis of all programmes of quantitative and qualitative improvement in education. Planning is the process of preparing a set of discussions for action in future directed at achieving goals. Without planning, an individual or a society, an institute or a nation can't prosper. It was the farsightedness of Pandit Nehru that he planned five year plans for the development of India after independence. Similarly any educational institution, can't achieve the targeted goals unless it goes for proper planning. Educational planning implies taking of decisions for future actions with a view to achieving predetermined objectives through the optimum

use of scarce resources said J.P. Naik. Institutional planning is a part of educational planning. It is confined to a particular institution and functions keeping the goals of that particular institution. It is one of the grass root level planning. It ensures better and more fruitful use of the resources which the institution has or can have. It is the institution that knows best its needs and problems that have to be solved. Hence it is the institutional planning that can best plan for its welfare and development.

Management Approaches

As Confucius remarks, “A man who does not think and plan long ahead, will find trouble right at his door”. Planning is of vital importance in every walk of life. It is needed in teaching in organization in administration and in business. There may be educational planning (including institutional planning), economical planning, industrial planning, town and community planning, and family planning. Whether at home or abroad we need planning. Planning is a major instrument in any social system. The goals of planning and education are similar. Planning is both the determinant and the determiner of education while better education leads to better planning, better planning leads to the development in education both in content and quantity. To improve the quality of education from its very base the ministry of education the quality of education from its very base the Ministry of Education in its Fifth Five year plan gave special attention too institutional planning. Formerly Dr. V.K.R.V. Rao had also emphasized the importance of institutional planning for qualitative improvement of school. He remarked, “Each institution will have to learn to plan its development on its own individual lines within the broad framework of national policy on education”. By definition, management is the process of acquiring and combining human, financial, informational and physical resources to attain the organization’s primary goal. Over the years, there have been several management approaches that have been developed. Some involve tough and strict instruction while others are a little bit easier in terms of how the employees are handled. The debate about which approach works best has been there for awhile, based on the output of work that is produced. Perhaps it depends on the specific context of the organization.

Approaches to Educational Planning

Over the years and across many different countries, various approaches to educational planning have been developed. These can all be subsumed under following models or approaches:

1. Social demand approach or model.
2. Manpower or human resource development approaches or model.
3. Rate of Return approach or model.
4. Cost Benefit Approach
5. Intra-Educational extrapolation model.

6. Demographic project model or school mapping.

7. Social justice approach or model.

Social Demand Approach:

The number of student trying to enter in schools or trying to stay in and go further reflects society social demand for education. Social demand for education has a way of growing faster than manpower requirement, leading, to unemployment of the education. Mounting educational aspirations of parents and children and population explosion account for rapidly rising social demand for education in most countries of the world since the end of the world war. The crucial relationship between social demand and educational system capacity to satisfy it this key point in planning for education. The Social Demand Approach requires the education authorities to provide schools and find facilities for all students who demand admission and who are qualified to enter. Aghenta (1987) opined that this approach looks on education, as service demanded by people just like another social services. Politicians in developing countries often find the approach expedient to use because of its appealing nature. This approach was used in the Robbins Committee Report on Higher Education in Britain. In India too, this approach is a popular one while opening new schools and colleges in particular.

In this method are involved the following steps:

(a) To estimate the proportion of students completing school education and are likely to enter into higher education.

(b) To estimate how many of these successful school leaving students would actually apply for admission to colleges.

(c) To determine how many of the applicants should be given admission to higher education

(d) To determine the length and duration of the study. Thus, the major issue involved in this approach is to forecast future demands for seats keeping in mind social and educational trends as well as demographic changes. The underlying assumption in this approach is that expansion of education is beneficial to the economy and thus, additional expenditure on education would not create a burden too heavy to bear. This approach is more prevalent in those societies which favour traditional cultural values, where decisions are taken on the basis of public opinions (in a fragile polity and sometimes in a democracy) and in societies where the social environment is generally pessimistic in nature. The approach is based on currently expressed preferences and does not take into account public expenditure on education vis-a-vis the benefits as the demand for education may far exceed the resources available in a vast country like India.

Also, it sometimes leads to a mismatch between the output of higher education and the demands of the economy.

Advantages of the Social Demand Approach

1. The approach provides the planners with approximate number of places where educational facilities has to be provided.
2. It is a suitable political tool to meet the need to satisfy the demands of the general public
3. Where resources are acutely limited, and where we are seeking to provide those kinds and quantities of education which will offer the greatest good to the greatest number, such planning techniques are best.

Limitations of the Approach

1. The approach has no control over factors such as the price of education
2. The approach has no control over absorptive capacity of the economy for the trained personnel.
3. The approach does not in any way lay claim to whether the resources expended are economically allotted and to that extent, the approach is poor.
4. The approach does not provide guidance we need as to how best to meet the identified needs.

Manpower Planning Approach:

Also known as the human resource development approach, this implies that the social system needs educated and trained people with certain well-defined knowledge, attitudes and skills. The demand for such people i.e. manpower is variable and changes with the technical, economic and social developments. Educational, training and development of such people is the human resources development for maintaining and improving the social system and also for socio-economic and political modernization of a country. Educational system should be as designed or change in educational system should be so planned that it should fulfill the country's man-power requirement. It should produce as many educated and trained people of different categories such as doctors, engineers, teachers, graduates, postgraduate etc. as are required by the country for its various services. Short production or over production of these will be a defect of planning or failure of planning technology. Human resource development approach to planning in education assumes a greater importance if education is regarded as a factor of economic development of a country. New ideas, new techniques and new knowledge of production embodied in physical capital determine the rate at which the economy of a

country's as a whole can advance. This is the contribution which education makes to country's economic development as it is from higher education and research establishments that the new ideas and technique flow skills, which individuals acquire through educational and training are a result of formal education. Every country therefore builds up a system of education to fulfil these needs for trained, skilled and efficient manpower. Educational planning in most countries focuses on this perspective.

The term "man power requirements approach" implies the use of statistical inputs from economic sources in order to establish present and future need for manpower by educational and occupational categories. This data is then compared with the output expected from the supply of manpower to the labor market. The focus of this approach is to forecast the manpower needs of the economy. That is, it stresses output from the educational system to meet the man-power needs at some future date. The approach focuses on 3 main elements, namely:

1. Specification of the composition of manpower need at some future date e.g. 2015-2020
2. Specification of man power availabilities e.g. in 1995.
3. Specification which reconciles the former specification with the later. In this method, the general demand for and the capacity of supply of human resources in different streams of and at different levels of the educational sector are estimated. The approach asserts that the system of education produces the right quality of human resources with desirable knowledge, attitudes and skills in the right numbers and thus, education is directly linked with economic development.

The application of the manpower planning approach depends on these factors:

- a) An appraisal and analysis of the existing employment conditions and the system of education,
- b) Planning the system of education vis-a-vis the manpower needs of the economy, and
- c) Using the financial resources (which are limited) in an optimum way so as to fulfil the demands of the employment sector without incurring wastage on account of unemployment.
- d) Making an appraisal of the number of students enrolled, the number of existing teachers and their qualifications, enrolment in teacher education institutions (availability of future teachers), as well as the existing number of school buildings, equipments,

infrastructure and other facilities.

e) The requirements of the employers regarding occupational and/ or professional qualifications for employees, their levels of training and abilities should also be assessed. The manpower planning approach takes note of the fact that the teaching profession requires approximately 60% of the highly qualified human resources of a country which competes with the demand for manpower in other economic sectors. A detailed projection of the demand for human resources is difficult due to the uncertainty of productivity trends. Some developed countries such as Norway, France and Sweden estimate their future manpower needs so as to meet the demands of the economy whereas others such as Great Britain estimate the numbers to be educated on the basis of students' demands.

Advantages of Man-Power Approach

1. Man-Power could usefully call attention to extreme gaps and imbalances in the education out-put pattern that need remedy. This does not need elaborate statistical studies.
2. It gives educators useful guidance on how roughly educational qualifications of the labour force ought to be developed in the future. That is, the relative proportion of people who would have primary education, secondary education and various amount of post-secondary training.
3. The unemployment and underemployment which may result from some over-emphasis on man-power approach may become a challenge to move towards the right kind of education which may be development-oriented, and thereby creating its own job.

Weaknesses of the Approach

1. It gives educational planner a limited guidance in the sense that it does not tell what can be actually achieved in every level of education e.g. primary education, secondary education, etc
2. The approach says nothing about primary education, which is not considered to be work connected. By implication, manpower approach suggests the curbing of the expansion of primary education until the nation is rich enough to expand it. Hence, attention is focused on the cream of education that will contribute to manpower development in the society
3. Most manpower needs are mostly needed in the urban employment. Thus, the planner

who may be called to plan is not given any useful clauses about education requirements to those people like semi-skilled and unskilled workers in the cities and vast majority of workers that live in rural areas

4. The employment classifications and manpower ratios such as desirableratio of engineers to technicians; doctors to nurses etc. and the assumed education qualifications corresponding to each category of job borrowed ideas from industrialized countries or economy. This does not fit into therealities of less developed countries of Africa.

5. It is impossible to make reliable fore-cast of manpower requirements fare enough ahead of time because of many economic, technological and other uncertainties which are involved.

Rate of Returns Approach

Also known as cost benefit or cost-effectiveness approach to educational planning it emphasizes that the investment in education should be based on the benefits or return occurring from that investment. The expenditure on education should be thought of as a form of national investment justified by higher productivity and greater earning of educated. UNESCO has been very strongly advocating educating education as an investment. Education as an investment means two things. As a result of training imparted by training by training institutions, the pupil must acquire productive capacity, be an opposition to add to the sum-total of production, should do much more than what he was doing without education. Difference between the two should be called productivity ascribed to education. The levels of earning of educated people must be higher to those of the people who are not educated. If this is so it may be said that return on education is positive. Theoretically investment in education both at the level of and individual as well as at the level of the nation is bound to be positive as long as there is no unemployment of the educated. Positive investment depends upon a closer relationship between education and manpower requirements of a country. Education is expected to be beneficial to both the individual and the nation as a whole. Man education and higher earnings are positively related. Hence people want more education. According to this approach, investment in education should take place in such a way that the returns from the investment are equal to the returns from other kinds of investment of capital, e.g., investment in industry. This principle is known as 'equi-marginal $r^1 e^0$ turns' in economic theory and could be extended to educational sector. This approach treats education as an investment in human capital and uses rate of returns as a criterion in allocation of financial resources. The approach implies that if the rate of return is low, expenditure on education should be curtailed. However, in reality, it is difficult to apply this

approach to education due to problems associated with measuring rate of returns in education. An educated person's earnings or rate of returns depend upon his/her innate intelligence, parental socio-economic status, motivation and aspirations. Hence, it is not easy to attribute the rate of returns only to education acquired. Hence, this approach is least frequently applied to education.

Cost Benefit Approach

What Is a Cost-Benefit Analysis (CBA)?

A cost-benefit analysis is a systematic process that businesses use to analyze which decisions to make and which to forgo. The cost-benefit analyst sums the potential rewards expected from a situation or action and then subtracts the total costs associated with taking that action. Some consultants or analysts also build models to assign a dollar value on intangible items, such as the benefits and costs associated with living in a certain town.

Key Takeaways

- A cost-benefit analysis (CBA) is the process used to measure the benefits of a decision or taking action minus the costs associated with taking that action.
- A CBA involves measurable financial metrics such as revenue earned or costs saved as a result of the decision to pursue a project.
- A CBA can also include intangible benefits and costs or effects from a decision such as employees morale and customer satisfaction.

Cost-Benefit Analysis (CBA)

Understanding Cost-Benefit Analysis (CBA)

Before building a new plant or taking on a new project, prudent managers conduct a cost-benefit analysis to evaluate all the potential costs and revenues that a company might generate from the project. The outcome of the analysis will determine whether the project is financially feasible or if the company should pursue another project.

In many models, a cost-benefit analysis will also factor the opportunity cost into the decision-making process. Opportunity costs are alternative benefits that could have been realized when choosing one alternative over another. In other words, the opportunity cost is the forgone or missed opportunity as a result of a choice or decision. Factoring in opportunity costs allows project managers to weigh the benefits from alternative courses of action and not merely the current path or choice being considered in the cost-benefit analysis. By considering all options and the potential missed opportunities, the cost-benefit analysis is more thorough and allows for better decision-making.

The Cost-Benefit Analysis Process

A cost-benefit analysis should begin with compiling a comprehensive list of all the costs and benefits associated with the project or decision.

The costs involved in a CBA might include the following:

- Direct costs would be direct labor involved in manufacturing, inventory, raw materials, manufacturing expenses.
- Indirect costs might include electricity, overhead costs from management, rent, and utilities.
- Intangible costs of a decision, such as the impact on customers, employees, or delivery times.
- Opportunity costs such as alternative investments, or buying a plant versus building one.
- Cost of potential risks such as regulatory risks, competition, and environmental impacts.

Benefits might include the following

- Higher revenue and sales from increased production or new product.
- Intangible benefits, such as improved employee safety and morale, as well as customer satisfaction due to enhanced product offerings or faster delivery.
- Competitive advantage or market share gained as a result of the decision.

An analyst or project manager should apply a monetary measurement to all of the items on the cost-benefit list, taking special care not to underestimate costs or overestimate benefits. A conservative approach with a conscious effort to avoid any subjective tendencies when calculating estimates is best suited when assigning a value to both costs and benefits for a cost-benefit analysis.

Finally, the results of the aggregate costs and benefits should be compared quantitatively to determine if the benefits outweigh the costs. If so, then the rational decision is to go forward with the project. If not, the business should review the project to see if it can make adjustments to either increase benefits or decrease costs to make the project viable. Otherwise, the company should likely avoid the project.

With cost-benefit analysis, there are a number of forecasts built into the process, and if any of the forecasts are inaccurate, the results may be called into question.

Limitations of the Cost-Benefit Analysis

For projects that involve small- to mid-level capital expenditures and are short to intermediate in terms of time to completion, an in-depth cost-benefit analysis may be sufficient enough to make a well-informed, rational decision. For very large projects with a long-term time horizon, a cost-benefit analysis might fail to account for important financial concerns such as inflation, interest rates, varying cash flows, and the present value of money.

Alternative capital budgeting analysis methods, including net present value (NPV), could be more appropriate for these situations. The concept of present value states that an amount of money or cash in the present day is worth more than receiving the amount in the future since today's money could be invested and earn income. One of the benefits of using the net present value for deciding on a project is that it uses an alternative rate of return that could be earned if the project had never been done. That return is discounted from the results. In other words, the project needs to earn at least more than the rate of return that could be earned elsewhere or the discount rate. However, with any type of model used in performing a cost-benefit analysis, there are a significant amount of forecasts built into the models. The forecasts used in any CBA might include future revenue or sales, alternative rates of return, expected costs, and expected future cash flows. If one or two of the forecasts are off, the CBA results would likely be thrown into question, thus highlighting the limitations in performing¹⁴ a cost-benefit analysis.

How Does one Weigh Costs vs. Benefits?

Cost-benefit analysis (CBA) is a systematic method for quantifying and then comparing the total costs to the total expected rewards of undertaking a project or making an investment. If the benefits greatly outweigh the costs, the decision should go ahead; otherwise, it should probably not. CBAs, importantly, will also include the opportunity costs of missed or skipped projects.

What Are Some Tools or Methods Used in CBA?

Depending on the specific investment or project being evaluated, one may need to discount the time value of cash flows using net present value calculations.

A benefit-cost ratio (BCR) may also be computed to summarize the overall relationship between the relative costs and benefits of a proposed project. Other tools may include regression modeling, valuation, and forecasting techniques.

What Are the Costs and Benefits of Doing a Cost-Benefit Analysis?

The process of doing a CBA itself has its own inherent costs and benefits. The costs involve the time needed to carefully understand and estimate all of the potential rewards and costs. This may also involve money paid to an analyst or consultant to carry out the work. One other potential downside is that various estimates and forecasts are required to build the CBA, and these assumptions may prove to be wrong or even biased.

The benefits of a CBA, if done correctly and with accurate assumptions, are to provide a good guide for decision-making that can be standardized and quantified. If the CBA of doing a CBA is positive, you should do it!

Intra-Educational Extrapolation Model

The intra-educational extrapolation model bases planning on the available data and focuses on one program (or an aspect of a program) at a time. Conceptually, the task of intra-education extrapolations" consists of estimating the quantitative implications for the system as a whole. It means setting targets for one particular characteristic of the educational system. Thus if the targets were to be the achievement of universal primary education up to certain grade level by a certain year the education planners would extrapolate from the datum the ways in which the supply of teachers, the construction of new buildings, the production of new textbooks, and like would need to be scheduled to ensure that the target will be reached. Flow statistics of various kinds become an important tool for this kind of analysis. This can become particularly involved and complicated when an attempt is made to take subsational (regional district) variations into account.

Demographic Projection Approach

Demographic projections form a part of virtually all approaches to educational planning. They provide the most basic parameters for estimating the population that a future educational system is to serve. Even the most limited intra-educational projection is dependent on, some rough indication of the size and the age composition of a given population at future point in time. However the estimation of demographic developments has become a source of planning criteria in its own right. Estimations of the size of the age cohort to be served by a certain level of the educational system as a specific future point in time lead to some future projections of intra-educational kind. In most societies the size of age cohort is rather reliably known at least five or six years before it enters the first year of formal schooling and many more years before secondary and tertiary institutions are attended. The

major sources of errors in this approach to educational planning have to do with points in the educational system where members of an age group can and do make choices between different educational options (e.g., between more vocational or more academic form of schooling).

Social Justice Approach

Also known as social planning or planning for social development. It shapes education by social or national goals of a country. The national policies and the constitution broadly describe these goals and social development. Many of these goals large expected to be achieved through education. Hence, it becomes essential the educational system to contribute to the achievement of these goals. Hence educational planning inevitably takes these expected goals of social development into consideration to be achieved through education. Social justice is an important goal of social development. Making provision for achieving this goal would amount to social justice approach too educational planning. Social justice means providing facilities and equal opportunities for development to all the people of a country. For example Article 45 of the Indian constitution urges the state to provide for free and compulsory education for all children up to the age of fourteen. Similarly making special provision for the education of children from economically and socially backward communities is an attempt on rendering needed justice to this section of the society. Weaker sections of the society need special support from the government for their social and economic development. For the balanced development of the whole society, it is essential to make such special provision so while planning programmes in the field of education. Making such considerations at the time of educational planning means adopting social justice approach to educational planning. Social justice management means applying the goals of social justice to daily management principles by balancing moral values with material value. This approach to management deviates from prescriptive management approaches that focus on what should be. Many organizations face tensions when reconciling mission and values with internal and external practices. From firms that want to uphold ethical principles, to “social businesses” that want to do good through business, to civil society organizations that seek to make a long-lasting impact for social good: an increasing number of organizations seek to combine “the efficiency, innovation, and resources of a traditional for-profit firm with the passion, values, and mission of a not-for-profit organization” (Battilana et al., 2012). Reconciling efficiency, growth and survival with social and ethical goals is not easy. However, the realities faced by organizations of all kinds often lead them to make decisions in the interest of efficiency and survival. Particularly for social

businesses and NGOs, sustaining and successfully running an organization can mean cutting down on ambitions and ideals. In the case of firms that seek to thrive, the quest for growth and success can easily stand in opposition with organizational values and social responsibility. One common arena for this tension to manifest is in the realm of management, affecting both internal and external stakeholders. Research has slowly begun to recognize these very tensions between values and reality in the realm of 'social businesses,' which stand somewhat between classical firms and non-profit organizations. With an increasing trend towards social responsibility in businesses, also classical for-profit organizations face the issue of how to 'practice what they preach'. This is largely due to the fact that management literature is kept separate from literature on for-profit organizations. However, considering the importance of philanthropic goals and their relevance to business today, it makes sense to take a broader approach to understanding what makes good management.

Conclusion

Institutional planning is a complex idea, is to be worked out scientifically. It is a cooperative affair, undertaken by all the staff members of the school, who realize their full responsibilities and duties. Its success depends on the attitude, training, a will to face realities and a cooperative spirit among the planners at each level of educational hierarchy. The plans should be drawn in such way that the development is maximum and the chance of returns to the investment made are the greatest within the resources available. Institutional planning is an organized way of doing things in an institution. It leads to the attainment of objectives through intelligent utilization of the resources of the institution.