

UNIT 9 Educational Management and Administration

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Educational Management and Administration

In a democratic country like India, the study of educational management and administration is essential as they are not separate, both are concerned with the achievement of organisational goals. Management is a subset of administration. To understand its importance in the field of education, various aspects need to be studied.

Educational Management

Educational management of an institution or organisation is concerned with the objectives, targets and goals laid down by the Board of Directors of the Institutions. Educational management is concerned with the achievement of results. It is progressive, imaginative and innovative because of its emphasis on results. This result is easily measurable.

Management implies an orderly way of thinking. It describes in operational terms what is to be done, how it is to be done and how we know when we have done it. Management is a method of operation. Good management should result in an orderly integration of education and society.

It is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desired and expected goals or objectives. It implies the practical measures for ensuring the system to work for achieving the goals or objectives of educational institutions. So, it operates in educational organisations or institutions. Human resources, physical and material resources and ideational resources are different types of educational management.

Educational management in broader perspective covers the following

- Setting directions, aims and objectives of educational organisations or institutions.
- Planning for progress of the programme.
- Organising available resources i.e. people, time and material.

- Controlling the implementing process.
- Setting and improving organisational standards.

Importance of Educational Management

- It includes the study of various theories of management which define and describe the roles and responsibilities of the educational manager and develop managerial skills.
- It includes the study of educational planning at macro level, its goals, principles, approaches and procedures. At a micro level, it helps in understanding and facilitates institutional planning and educational administration
- It helps in decision-making, problem-solving, communication and information.
- It helps in planning of co-curricular activities, academics and preparation of time-table.
- It also helps in the maintenance of school records and evaluating students' achievements.
- Financing and budgeting of educational institutions.

Functions of Educational Management

- It helps in curriculum activity management
- Helps in evaluating student's achievement.
- It deals with material and institutional effectiveness.
- It improves the teaching-learning process through motivating staff and students.
- It facilitates maintenance of school records, financing and budgeting.
- It creates a healthy and conducive school climate.

Principles of Educational Management

Henry Fayol identified 14 principles of management and few of his principles can be used in education

Division of Work This principle can be used in classroom management by dividing the classroom work among the teacher and the students. This sub-division of labour would make work simpler and would result in greater efficiency. It will help students in acquiring speed along with accuracy in their performance.

Authority and Responsibility Authority and responsibility co-exist in the classroom too. Among the group of students it refers to the right of one student to get exactness from his classmates, responsibility would entail obligation for the performance of the job assigned. In dassroom, this authority and responsibility can be maintained by appointing the class representative and giving him responsibility of maintaining a better classroom environment in the absence of the teacher. If authority is given to a student he should always be made responsible for exercising such authority,

Unity of Direction This principle can be used for better classroom management. It should be made clear to all the students that the teaching-learning process is a combined effort for the achievement of a common goal and all the efforts of teacher and students are for the betterment of students and for their overall development.

Equity Equity means a combination of fairness, kindness and justice. Equity is essential to create and maintain cordial relations between the teachers and students but does not always mean total absence of

harshness. Applying Fayol's logic, there should not be any kind of discrimination by the teacher on the basis of age, caste, gender, religion, etc in the classroom.

Discrimination free environment would create cordial relations between teacher and student. However, this relationship should always contain some elements of harshness and toughness on the part of the teacher which is necessary for improving and bringing notable positive changes in the behaviour of students.

Order This principle is concerned with proper and systematic arrangement of things and people. Likewise, order must be maintained in the classroom. There should be a safe, appropriate and specific place for every article, which is needed while teaching and every place has to be effectively and optimally used for teaching. Social order should be maintained with the appointments of the most deserving and suitable teachers for teaching students.

Discipline Discipline is a necessary prerequisite for the maintenance of teaching-learning atmosphere in the classroom. There should be sincerity, obedience, respect of authority and observance of rules and regulations of the institution.

Initiative Initiative means eagerness to initiate actions without being asked to do so. In the classroom, all the students should be encouraged and motivated to take initiative in the classroom activities. Teachers should provide opportunities to students to suggest new ideas, experiences and innovative methods of teaching. It helps in developing an atmosphere of mutual understanding and trust in the classroom.

Subordination of Individual Interest to General Interest In order to achieve this attitude in the classroom situation, it is essential that students should be honest and sincere towards their school. They should be taught that the interest of the school is more important than their personal interests. They should be made ready to sacrifice their personal interest for the good of the institution in times of need. A teacher can bring this attitude only when he is enjoying a permanent position in the institution,

Espirit de corps (Union is Strength) In the classroom situation, students should be encouraged to develop informal relations among themselves and efforts should be made to create enthusiasm and keenness, so that they can work to their maximum potential. The teacher should infuse team spirit and belongingness. Highly effective students should be rewarded and those who are not upto the mark should be given a chance to improve performance. Students should be made conscious that whatever they are doing is of great importance to society. There would be proper coordination of work in the class which would be a great step in better classroom management.

Educational Administration

Educational administration is a comprehensive effort to achieve some specific educational objectives. It is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desired and expected goals or objectives. For the success of educational management, there must be adequate freedom and flexibility on the one hand and necessarily discipline and decorum on the other hand, in the educational institution.

It is concerned with both human and material resources. The human elements include children, parents, teachers and other employees. The material resources include money, building, grounds, equipment and instructional supplies. Besides these two elements, there are ideas, laws and regulations, community

needs and so on. All these have a bearing on the educational process in the integration of these parts into a whole educational administration.

The major focus of administration is the harmonisation of available human and material resources in pursuit of productive activities oriented towards the achievement of the organisation's objectives. According to Petermode, "It refers to the process concerned with the implementation of educational programs or policies in an education enterprise".

Functions of Educational Administration

Some of the major functions of educational administration in India are planning, organisation, direction and controlling. Educational administration is a total process which provides and manages various elements of the teaching-learning situation, viz,

The different functions of administration are discussed below
Planning It is an essential component and a useful exercise to be undertaken by the administrators. It involves systematic, organised and articulated scheme of working, thus it can be thought of at the beginning.

Organisation It is an important function of good administration, The effective and efficient work of the institution depends upon the good organisation. For good organisation, the administrator should define the purpose, analyse and identify tasks required to meet these objectives.

Direction It is an important function of educational administration. It involves getting the work done through instructions and orders. It also involves exercising leadership, motivating people, determining accountability and developing guidelines for action. This step includes motivating and decision-making.

Controlling It involves measuring and monitoring performance, comparing results with plans and taking corrective actions when required. It also indicates how far the goals have been achieved and to what extent there is deviation from the real plans.

Importance of Educational Administration

- The educational administration is important for the purpose of becoming an effective leader or manager, who is incharge of educational institutions.
- He needs to be familiar with the theoretical concepts best practices, relating to educational administration. and
- The administrators can perform useful functions within organisations. The knowledge and understanding of organisational behaviour, both internal and external, enable an administrator to act more effectively.
- The educational organisation their administrations have some unique characteristics that deserve distinctive treatment. It is important to achieve some specific educational objectives. and
- It ensures the efficient and effective delivery of relevant educational services well implementing legislative policies through planning, decision-making and leadership.

Principles of Educational Administration

The following are the principles of educational administration

Structural Democracy

Being the first principle of educational administration in the modern era, it puts stress on democracy from a structural perspective. It implies the exercise of control in democracy. The meaning of exercise of control in this light should be such that it helps the students as future citizens in fulfilling their needs and requirements, tending to their self-realization, safeguarding the democratic government and welfare of people at local, state and national levels. In this regard, an educational administrator will be a fittest one, who can manage autocracy as and when necessary to achieve the goals of an educational programme. For actualizing, he has to perform his duty as democratically as possible.

Operational Democracy

principle gives priority on the practical aspects of democracy as a way of life and form of governance. To this, the essence of democracy is to give importance to the dignity of every individual and assisting him to understand himself. In this context, this principle considers democracy as a matter of spirit, way of life and a mode of behaviour. Keeping this in view, it is the task and responsibility of an educational administrator to focus on day to day happenings in relation to democratic society in educational perspectives that are relevant to a wider extent.

Justice

It refers to providing every individual his due in the society by honoring his individuality. This meaning of justice is the essence of democracy. As justice is one of the basic hallmarks of democratic administration, it is regarded as an essential principle of educational administration, which is democratic in form and practice.

The educational administrators for practicing justice as one of the principles of educational administration must be judicious while dealing with employees, students and public. But in practice, it is not happening as the educational administrators very often arbitrarily exercise discretionary powers and too narrowly apply uniform rules in one point.

Equality of Opportunity

One of the important social objectives of education is to equalize opportunity or facility for enabling the backward or under privileged classes and individuals to use education as a means for improvement of their condition. In order to keep equality of opportunity in concrete shape in the field of education, educational administration plays a vital role. For this, greater emphasis should be given on equality of educational opportunity for the sake of accelerating the processes for building up an egalitarian human society in which the age-old social exploitation will be reduced to minimum.

The Principle of Uniformity is not to be practiced and maintained in the field of educational administration as equality does not refer to uniformity. The cause is that opportunity means to provide adequate facility or scope to every individual for his development.

Prudence

The principle, 'Prudence' is closely related to intelligent economy, which implies quality control. In order to ensure quality control in the field of education, the administration has to make expenditure on

education by accepting it as an investment on human resource. Because without necessary expenditure on education there will be no question of quality in it and then what about the matter of quality control?

It is evident from several studies that now in educational administration there lies a lot of wasteful expenditure for which the system of check and balance is essential. The system of check and balance is prudential in nature, which seeks to protect an educational institution or organisation, an enterprise from misbehaviours and misappropriation by an official or authority, as misuse of power and funds that creates mischief.

It is known to one and all that misuse of power and money leads to the loss of the public in general. Hence, like general administration in educational administration, there is the necessity of the system of 'check and balance' to prevent such misuse. This will be done, if the educational administration accepts it as its principle in a real situation.

Adaptability, Flexibility and Stability

An institution must be able to adjust with changing situations, by fulfilling the developing needs and by improving its day to day dealings with persons or agencies involved. This characteristic of an institution is called **adaptability**.

In the process of achieving its educational objectives, it has to deal differently with different human beings, like teachers, parents and the public at large, who are affected in one way or another by the process or its products. This tendency is called **flexibility**.

The educational institution, however, must be able to achieve adaptability without creating any dislocation or disruption in its process and achievements. This property is named as **stability**,

An institution must have these three characteristics in order to be able to achieve its objectives adequately and to give due regard to all persons, concerned in some way or other **Adaptability** is concerned with acts of change and **flexibility** to a great extent, to counteract with uniformity and stability is mainly the counterweight to adaptability. Flexibility is the capacity of an institution to react in variance with persons and situations affected and to warn against the dangers of uniformity.

Stability on the other hand is the capacity of an organisation to safeguard the merits of the old while it is in the process of change. Hence, all these three qualities of adaptability, flexibility and stability are complementary to each other,

Institutional Building

An educational institution, whether it is primary or secondary or higher aims at providing quality leading roles in the institution building. Its success depends on their effective and efficient management.

The term "institutional building" has been used, both in relation to the process of internal development of an institution, as well as to its capacity to promote its impact on the society. It is associated with the process of establishing or transforming an organisation into an integrated and organic part of a community in a way that helps the organisation play a proactive role in projecting new values and become an agent of change in the community (Pareek, 1981). Hence, the management of an institution

must pay attention to both these aspects of institutional building. The main function of management is to make an institution more effective.

POSDCORB

American political scientist Luther Gulick and the British management consultant Lyndall Urwick elaborated Henry Fayol's management ideas in their paper named Notes on Theory of Organisation in 1937. In doing so, they built on Fayol's previous 14 management principles. They gave the idea POSDCORB, which stands for Planning, Organising, Staffing, Directing, Coordinating, Reporting and Budgeting. With the POSDCORB concept, Gulick and Urwick took a number of facts within organisational structure and coordination into account.

This concept is applied in educational management,

Planning: It refers to the establishment of a broad draft to be accomplished and the process incorporated to implement them. Planning determines the direction of the organisation.

Organising : To achieve an end result, the manager needs the necessary resources, including budget, raw materials, personnel and their expertise, technology and machines. He/she will have to organise all sorts of things to achieve the end result.

Staffing: Good and competent personnel is crucial for an organisation to function. It is the task of the head of the institute to first identify the expertise, skills and experiences required for certain positions. Based on this, job profiles are drawn up and candidates can be recruited. The entire recruitment, selection and training procedure falls under this staff policy.

Directing: Direction lies in the hands of the head of the institute and he maintains control over all functions. He motivates all the employees and encourages them to take challenges.

Coordinating: It is the task of the head of the institute to synchronise different departments and to bring them together with the right end goal in mind.

Reporting: A clear report keeps communication open throughout the entire organisation. Reporting provides insight into the progress of the organisation, problems with employees, new processes, performances, etc.

Budgeting: It is very necessary for an organisation to maintain a proper budget. The manager is responsible for the management, expenditure and control of the department's budget. If any error is found, the manager is responsible for the action.

Critical Path Method (CPM)

CPM is a mathematically ordered network of planning and scheduling project management. It was first used in 1957 by El Du Pontde. He developed this project management method, designed to address the challenge of the crisis faced by the industry.

CPM provides a graphical view of the project. It predicts the time required to complete the project and shows which activities are critical to maintaining the schedule and which are not.

Steps in CPM Project Planning

- Specify the individual activities.
- Determine the sequence of those activities.
- Draw a network diagram.
- Estimate the completion time for each activity, Identify the critical path.
- Update the CPM diagram as the project progresses. .

Advantages of CPM

- CPM helps in selecting, monitoring and controlling projects.
- Project managers can determine actual dates for each activity and compare what should be happening to what is taking place and react accordingly.
- The activities and outcomes can be shown as a network.
- Evaluates which activities can run parallel to each other.
- It can define which minimised the sum
- multiple and equally critical paths.
- CPM determines the project direction, which minimises the sum of direct and indirect costs.
- CPM helped to provide efficiency and effective management procedures in educational institutes.
- This system has streamlined all aspects of an educational project process and how management is undertaken.

Disadvantages of CPM

- If the project is far too bulky and lengthy, the CPM requires software to monitor the plan.
- It cannot effectively handle sudden changes in the implementation of the plan on ground. It is very difficult to redraw the entire CPM chart if the plan of the project suddenly changes midway.
- It is difficult to understand for a beginner.
- CPM can become ineffective and difficult to manage if it is not well defined and stable.
- The CPM takes longer to identify and monitor the critical path, when the project is of big dimension.
- Using CPM, identifying and determining a critical path is difficult when there are many other similar duration paths in the project.
- At times, to design CPM is time consuming. It is also difficult to estimate the activity completion time in a multi-dimensional project.
- The CPM cannot form and control the schedules of the persons involved in the project.

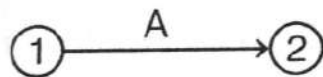
PERT Model

The Program Evaluation and Review Technique (PERT) is a widely used method for planning and coordinating large scale projects. As Harold Kerznes explained in his book Project Management, "PERT is basically a management planning and control tool. It can be considered as a road map for a particular program or project in which all the major elements have been completely identified, together with their corresponding interrelations".

A basic element of PERT style planning is to identify critical activities on which others depend. It was developed during the 1950s. The chief feature of PERT analysis is a network diagram that provides a visual depiction of the major project activities and the sequence in which they must be completed.

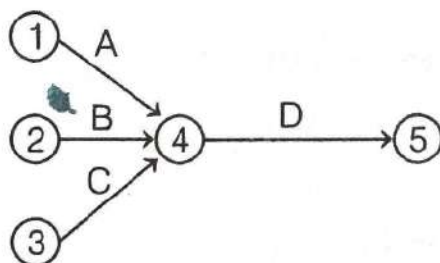
There are few rules and terms to be understood in understanding the PERT model

- Each activity is represented by a single arrow sign(TM) and cannot be represented more than once in the network.
- All activities preceding any activity must be completed. Thus, the network should be developed on the basis of logical dependencies between various activities of the project.
- Events marking the start of activities are called tail events and events making completion of an activity are known as head events. Suppose an activity 'A' starts from event '1' and ends at event '2'. Then, it can be shown as:

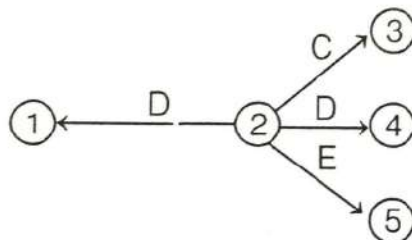


There should not be any duplication of event numbers in a network

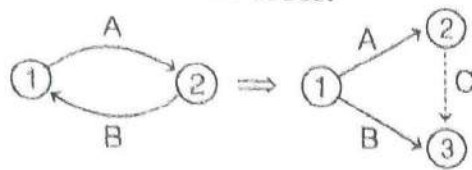
- Activity can be identified as a pair of start end event numbers like activity A can be shown as 1-2 pairs.
- An event which represents the joint completion of more than one activity is known as a merge event. The event 4 in figure below is a merge event, showing completion of events 1,2 and 3.



- An event which portrays the initiation of more than one activity is called the burst event. Just as event 2 in the figure below.



- In case, if two events are connected by two activities, A and B, then we have to make a dummy activity.
- In this figure, C is the dummy activity between event 2 and 3 represented by a dash line. This dummy activity is known as identity dummy. The dummy activities do not consume time or resources.



- No event is considered completed, until all the activities leading to it have been completed.
- PERT requires certain time estimates to be associated with the completion of every activity. Such time estimates are made on a three way basic optimistic time, most likely and pessimistic time.

Optimistic Time What is the least time that the activity takes, in the event that work proceeds without any problems, interferences and obstacles?

Most Likely Time How much time is required to complete the activity under normal circumstances?

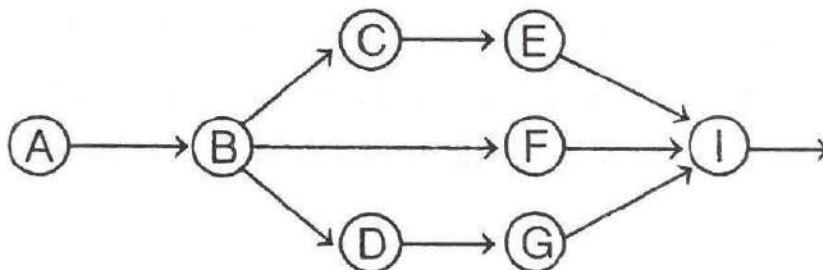
Pessimistic Time Given the worst conditions, what is the time the project is going to take?

$O + 4m + P$ Expected time can be calculated by formula, $t_e = \frac{O + 4m + P}{6}$

t_e = expected time, O = optimistic time, m = most likely time

P = pessimistic time

Structure of PERT Chart



- Event B is a burst event
- Event H is a merge event
- Every A is a tail event
- Event B is a head event

Basic Steps in PERT

Defining the Objectives First, it is defined what has to be achieved, what it actually means and how can it be known that it has been accomplished?' All other details and activities and steps of the PERT are identified in relation to these objectives.

Planning This phase is started by splitting the total project into small projects. These smaller projects again are divided into activities and are analysed by the relevant departments.

Controlling The final phase in project management is controlling. Critical Path Method facilitates the application of the Principle of Management by exception to identify areas that are to the completion of the project. **Scheduling** It means to prepare a time chart, showing the start and finish time for each activity as well as its relationship to other activities of the project. The schedule

must suggest the critical path activities, which require special attention of the project to be completed in time. **Allocation of Resources** It is performed to achieve the desired objective. A resource is a physical variable, such as labour, finance, equipment and space, which will impose a limitation on time for the project.

Advantages of PERT

- It helps to determine the start date and end date of a particular activity, estimated project completion time and whether the financial aspect of the project is within the estimated budget or not.
- It is mathematically very simple.
- It is useful at various stages of project management. It provides a critical path and slack time.
- It helps to determine whether the project is going as per schedule or not.
- Determine the critical path activities, having direct impact on the project completion time.
- It is useful in monitoring costs and resources.

Disadvantages of PERT

Time Focused Method The method of PERT is a time oriented method, where the time required to complete the respective activity is of higher importance. Hence, the time determination of each activity and its allocation is very much necessary. This is done, based on an assumption and within this time the work will be completed. If this is not the case, issues will arise.

Subjective Analysis The activities for a project are identified, based on the data available. This IS difficult in case of PERT as these are mostly applied for a project that is newly conducted or those without repetitive nature. The project dealt by PERT will be fresh project data that makes the collection of information to be subjective in nature. This will bring less accuracy on the time and the estimated time.

There are chances to have inaccuracy and bias in the sources of data. This makes it unreliable. As this is not repetitive in nature, there is no sense in bringing the records from the past historical data.

Prediction Inaccuracy As there is no past records or assistance to bring an outline for the project, predictions take their role. The overall project may move to total loss if the predictions and the decisions are inaccurate. No trial and error method can be employed.

Expensive As this method is carried out based on predictions

Opportunities Elements in the environment that the business or project could exploit to its advantage.
Threats Elements in the

overall, they find it too expensive in terms of methods employed, the time consumed and the resources used. **Other Issues** This method is highly labour intensive in nature. As there are chances of increase in project activities, large and complicated networks are developed as many task dependencies come into existence. If two activities share common resources, this technique won't be very apt for the project.

Difference Between CPM and PERT Methods

CPM	PERT
It is a statistical technique of project management that manages well defined activities of a project.	It is a project management technique, use to manage uncertain activities of a project.
It is introduced for the purpose of improving performance and advancing best practice standards for public sector managers. It is a comprehensive management development programme based upon selected set of competencies.	It is a scheduling tool that is essentially a network of project activities showing estimates of time necessary to complete each activity and the sequential relationship of activities that must be followed to complete the project.
It is deterministic in nature.	It is probabilistic in nature.
It is activity oriented.	It is event-oriented.
It shows the sequence of events and activities within a PERT network that requires longest period of time to complete.	It is a technique used for problems that occur once or relatively few times and that has a definite starting point and finishing point.

Management as a System

Management as a system is a set of policies, processes and procedures, used by an organisation to ensure that it can fulfil the tasks required to achieve its objectives. These objectives can relate to a number of different topics, including product or service quality, operational efficiency, environmental performance, health and safety in the workplace and many more. The level of complexity of the system will depend on each organisation's specific context.

SWOT Analysis

SWOT is a strategic planning technique, which is used to help a person or organisation to identify strengths, weaknesses, opportunities and threats related to business competition or project planning. SWOT is described as the tried and true tool to strategic analysis, The SWOT analysis is an acronym for four parameters, the technique examines,

Strengths: Characteristics of the business or project that give it an advantage over others.

Weaknesses Characteristics of the business or project that place the business or project at a disadvantage, relative to others.

Opportunities Elements in the environment that the business or project could exploit to its advantage.

Threats Elements in the environment that could cause trouble for the business or project.

A SWOT analysis is designed to facilitate a realistic, fact based, data driven look at the strengths and weaknesses of organisation or industry. It is used as a guide and technique for assessing the performance, competition, risk and potential of a business, as well as part of a business, such as a product line or division of an industry or other entity.

Features of SWOT Analysis

- SWOT analysis is a strategic planning technique that provides assessment tools.
- Identifying core strengths, weaknesses, opportunities and threats lead to fact based analysis, fresh perspectives and new ideas.
- SWOT analysis works best when diverse groups or voices within an organisation are free to provide realistic data points rather than prescribed messaging.

Taylorism

Scientific Management or Taylorism is the name of the approach to management industrial and organisational psychology. It was initiated by **Frederick Winslow Taylor in his 1911, monograph, 'The Principles of Scientific Management.**

It was closely associated with production methods in manufacturing factories. Taylor's own name for his approach was Scientific Management. This sort of task oriented optimization of work tasks is nearly ubiquitous today in menial industries, most notably in assembly lines and fast food restaurants.

According to his observation, in general, workers in repetitive jobs work at the slowest rate that goes unpunished. The slow rate of work (which he called soldiering) was a combination of the inherent laziness of people and the observation that when paid the same amount, workers will tend to do the

same amount of work. He therefore proposed that work practice that had been developed in most work environments was crafted, intentionally or unintentionally, to be very inefficient in its execution.

Taylor introduced many concepts that were not widely accepted at the time. For e.g. by observing workers, he decided that labour should include rest breaks, so that the worker has time to recover from fatigue. Today's army uses it during forced marches, the soldiers are ordered to take a break of 10 minutes for every hour of marching.

This allows for a much longer forced march than continuous walking

Taylor recognised that there is a certain suitability of certain people for particular jobs, but the most important difficulties of this theory are

- It ignores individual differences. The most efficient way of working for one person may be inefficient for another,
- It ignores the fact that the economic interests of workers and management are rarely identical, so that both the measurement processes and the re-training required by Taylor's methods would frequently be resented and sometimes sabotaged by the workforce.

Taylor's ideas can be seen as the root of a very influential series of developments in the workplace, with the goal being the eventual elimination of industry's needs for unskilled and later perhaps, even most skilled labour in any form, directly following Taylor's recipe for deconstructing a process.

Scientific Management Theory of Taylor has four principles, which are as follows

- Managers should gather information, analyse it and reduce it to rules, laws and mathematical formulas.
- Managers should scientifically select and train workers.
- Managers should ensure that the techniques developed by science are used by the workers .
- Managers should apply the work equally, between workers and themselves, where managers apply scientific management theories to planning and the workers perform the tasks pursuant to the plans.

Therefore, these four principles have been applied in institutions, in order to create effective education management and administration as the following: Managers should scientifically select and then train, teach and develop the workers, whereas in the past the workers chose his or her own work and trained himself/herself as best as he could. In this aspect, every worker is studied, then developed to bring out his or her best faculties. The worker is also trained to do higher, more interesting and more profitable classes for work. Actually by this point, Taylor was emphasizing the need for worker's education programmes.

Administration as a Process

Educational administration is regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution. It includes a number of processes, such as planning, organising, directing, coordinating controlling and evaluating the performance,

The concept of educational administration is applicable in case of an educational organisation, which has certain purposes or goals to fulfil, Educational administration is primarily a social enterprise as it is more

concerned with human resources than material resources. It is a non-profit making task, Educational administration encompasses all the levels of education i.e. pre-primary, primary, secondary, higher secondary and tertiary or higher education, Educational administration covers all forms of education i.e. formal and non-formal education, adult education, general education, vocational education, special education, teacher education, technical and professional education, etc.

Administration as a Bureaucracy

Bureaucracy is regarded as a body of nonelected government officials and an administrative policy-making group. Historically, it is a government administration, managed by departments and staffed with non-elected officials. Now, bureaucracy means administrative system governing any large institution, whether it is publicly owned or privately owned.

Educational institutions as a system have goals to meet. The needs of mass administration make it today completely indispensable. Thus, a proper administrative body is needed in every institution. This body along with principles take all the vital decisions about the institution which is required.

Human Relations Approach to Administration

The Human Relations Theory of Administration came into existence in the 1930s, as a reaction to the classical approach. The classical thinkers, like Taylor, Fayol, Gulick, Urwick and Weber stressed the formal structure of the organisation and neglected the role of the human element in the organisation. The Human Relations Theory is also known as Humanistic theory, Socio-Economic theory and Neo-Classical theory.

Elton Mayo, the American sociologist, is regarded as the Father of Human Relation Theory. He concentrated on the study of worker's behaviour and the production capacity, taking into consideration the psychological, physical, economic, social and physiological aspects.

this approach as a Clinical method. He undertook the first research programme in 1923 in a textile mill, near Philadelphia and named it **The First Enquiry**

Leadership, style of supervision, communication and participation play a central role in worker's behaviour, satisfaction and productivity.

Writers who contributed to the growth of Human Relations Theory include: F J Roethlisberger, William J Dickson, W Lloyd and L J Henderson.

Hawthorne Studies

The **Hawthorne** studies formed the basis for the rise of Human Relations Theory. These studies shook the foundations of classical approach i.e. concept of economic man and the role of the structure of formal organisation. These studies were conducted in the **Western Electric Company at Hawthorne** (near Chicago, USA) by the Harvard Business School, under the leadership of Elton Mayo.

The studies were conducted in the following four phases

Illumination Experiment (1924-27) To determine the effect of different levels of illumination on worker's productivity,

Relay Assembly Test Room Experiment (1927) To observe the effects of various changes in working conditions, on the worker's output and morale.

Mass Interviewing Programme (1928-31) To explore the employee's feelings (human attitudes and sentiments) by talking to them.

Bank Wiring Experiment (1931-32) To understand better, how the norms that controlled each members' output were established by the workers' social group (informal organisation).

The conclusion of the Hawthorne studies are

- The social and psychological factors at the workplace and not the physical conditions of work, determine the employee's morale and output.
- The organisation is a social system.
- Non-economic rewards and sanctions significantly affect the worker's behaviour, morale and output.
- Workers are not inert or isolated, unrelated individuals, they are social animals.
- Division of labour, strictly on specialisation is not necessarily the most efficient approach.
- The workers have a tendency to form small social groups (informal organisations). The production norms and behavioural patterns are set by such groups.
- Workers react to management as members of the informal work group, rather than as individuals.
- leadership, style of supervision, communication and participation play a central role in worker's behaviour, satisfaction and productivity.
- Thus, the finding of Hawthorne's studies were startling and revolutionised organisational thought. They gave rise to a new theory called **Human Relations theory**.

Organisational Compliance

The word 'organisational compliance' signifies an organisation's concrete efforts to stop, detect and or else act in response suitably to unlawful behaviour linked with the activities of those individuals working on behalf of an organisation. This comprises administrators, managers, executives, employees, etc. On practical grounds, a compliance programme provides support to the organisation's goals, recognises the limits of legal and moral activities and creates a system to make the management aware of situations when the organisation is reaching close to or to crossing a limit or approaching any complication that prevents the attainment of an objective.

Compliance is either a state of being in accordance with established guidelines on specifications, or the process of becoming so. The definition of compliance can also encompass efforts to ensure that organisations are abiding by both industry regulations and government legislation. In general, compliance means conforming to rules, such as a specification, policy, standard or law. Due to the

increasing number of regulations and need for operational transparency, organisations are increasingly adopting the use of consolidated and harmonised sets of compliance controls.

In our country, compliance regulation takes place across three strata viz. central, state and local regulations. Most regulations come in the following broad categories viz. economic regulations, regulation in the public interest, environmental regulation, educational regulation, etc. But, India has a poor record in regulatory compliance. There are mainly six types of compliance viz, environmental risk, workplace, health and safety, corrupt practices, social responsibility, quality and process risk.

Educational institutes must comply with laws, regulations and internal policies, designed to ensure the smooth running of their activities. For example, universities must comply with teaching regulations as set out by the University Grant Commission (UGC). They must follow the instructions of UGC, regarding their study programmes. They must ensure that they have qualified professional faculty dedicated to compliance. But today, there have been reported challenges regarding the compliance issues in most educational institutes in our country. Compliance Management System (CMS) should be an integral part of the daily routine of management and employees of any institution.

Organisational Development

Organisational development is the study of successful organisational change and performance. Kurt Lewin is the founding father of organisational development. Organisational development as a practice involves an ongoing and systematic process of implementing effective organisational change. It is both, a field of applied science focused on understanding and managing organisational change and a field of scientific study and inquiry.

Organisational development is an objective based approach to systems change within an organisation. It enables organisations to build and sustain a new desired state for the entire organisation. It can be achieved through either a changed communication process or supported by software applications. In order to understand the organisation culture and to evaluate the positives and the negatives of the working environment, an evaluation method is required.

Colleges, universities and schools are often prime targets for organisational development. Some factors are important in education, like tradition, shared governance, etc. Both education and industry deal with people. Power, communication, culture and roles are all key factors in effectiveness. Organisational development in education is a change strategy for organisational self-development and renewal.

Organisational development in education provides some basic changes in the institutions. These are

- Conceptualisations of organisational change and development in the literature.
- Change methodologies flowing from practitioners' experience.
- The evidential basis for effective methods of organisational change.
- The role and effectiveness of research in processes of organisational change (including the role of self-evaluation in self-improvement):

Characteristics of Organisational Development

- It is a systematic approach to the planned change. It is a structured style of diagnosing organisational problems and opportunities.
- It is grounded in solid research and theory. It involves the application of our knowledge of behavioural science to the challenge that the organisations face.
- It recognises the reciprocal relationship between individuals and organisations. It acknowledges that for organisations to change, individual must change,
- It is goal-oriented.

Steps in Organisational Development Process

Seven major steps in organisational development process explained below:

Initial Diagnosis of the Problem

In the first step, the management should try to find out an overall view of the situations to find the real problem. Top management should meet the consultants and the experts to determine the type of programme that is needed. In the first stage only, the consultants will meet various persons in the organisation and interview them to collect some information.

Data Collection

In this stage, the consultant will make the surveys to determine the 'climate of the organisation and the behavioural problems of the employees.

The consultant will meet groups of people away from their work environment to get some answers to the questions such as

- (i) What specific job conditions contribute most to their job effectiveness?
- (ii) What kind of conditions interfere with their job effectiveness?
- (iii) What changes would they like to make in the working of the organisation?

Data Feedback and Confrontation

The data which has been collected in the second step will be given to the work groups, who will be assigned the job of reviewing the data. Any area of disagreement will be mediated among themselves only and priorities will be established for change.

Planning Strategy for Change

In this stage, the consultant will suggest the strategy for change. He will attempt to transform diagnosers of the problem into a proper action plan, involving the overall goals for change, determination of basic approach for attaining these goals and the sequence of detailed schemes for implementing the approach.

Intervening in the System

Intervening in the system refers to the planned programmed activities during the course of an OD programme. These planned activities bring certain changes in the system, which is the basic objective of OD. There may be various methods through which external consultants intervene in the system, such as education and laboratory training, process consultation, team development, etc.

Team Building

During the entire process, the consultant encourages the groups to examine how they work together. The consultant will educate them about the value of free communication and trust as essentials for group functioning. The consultant can have team managers and their subordinates to work together as a team in OD sessions to further encourage team building. Following the development of small groups, there may be development among larger groups comprising several teams.

Evaluation

OD is a very long process. So there is a great need for careful monitoring to get precise feedback regarding what is going on after the OD programme starts. This will help in making suitable modifications whenever necessary. For evaluation of OD programmes, the use of critique sessions, appraisal of change efforts and comparison of pre and post training behavioural patterns are quite effective.

The steps in OD are part of a whole process, so all of them need to be applied if a firm expects to get the full benefits of OD. An organisation which applies only a few steps and leaves the others will be disappointed with the results.

Organisational Climate

Organisational climate is a concept which offers the educationist a means of better understanding the operation of schools. Organisational climate is concerned with large units. It characterises properties of an entire organisation or major sub-units.

Characteristics of organisational climate are

- It is a qualitative concept, it is really difficult to explain in a quantitative unit.
- It gives a distinct identity to the organisation. It explains how one organisation is different from other organisations.
- It represents a relatively enduring quality of the internal environment i.e. experienced by the organisational members.
- It is a multi-dimensional concept i.e. individual autonomy, authority structure, leadership style,

pattern of communication, degree of conflicts, cooperation, etc

Factors influencing organisational climate are Organisational structure

- Organisational structure
- Individual's responsibility
- Rewards
- Warmth and support
- Tolerance and conflict
- Risk and Risk taking

Organisational climate influences member's behaviour and attitude. The set of internal characteristics that distinguish one school from another and influences the behaviour of members is the organisational climate of the school.

School climate may be open or closed. Same thing happens to colleges, universities and other educational institutes. Open climate is characterised by teacher-student relationship i.e. friendly, professional and healthy. The principal must be supportive and professional, and does not restrict or direct teachers with orders. Closed climate is characterised by teacher relations that are disengaged, distant, suspicious and not professional. The principal is directive, restrictive and not supportive here.

In the healthy climate of an institution, morale is high and there is a general press for academic achievement by teachers, parents and students. In an unhealthy climate, morale is poor and there is limited attention to academic matters because the teacher has given up.

To fulfil the professional goals through educational institute, some steps should be taken

- Build trust and foster authenticity in behaviour.
- Use a variety of perspectives as multiple perspectives enrich analysis.
- Build a climate of openness, it enhances both the academic achievement and social emotional development of students.
- Use both climate and culture measures as part of a systematic professional development programme.
- Set professional goals for the institute.
- Enlist the teachers of the institution in the development of improvement plans as the teacher plays a significant role for the improvement of the institution.

Leadership in Educational Administration

Different theories of leadership and models have been propounded to provide explanations on the leadership phenomenon and to help leaders influence followers toward achieving organisational goals.

Introduction

The actions of human beings in society are determined by their associations with different organisations. Every organisation has its own purposes and objectives. The achievement of objectives depends upon the cooperative efforts of individuals and the competence of the leader.

Many times organisations have failed when either their leaders have been of low calibre or there have been a lack of cooperative effort among its members and the objectives of the organisation are not essential and good for the society.

Leadership

Leadership is an art of motivating a group of people to act towards achieving a common goal. It is the ability to inspire others. Effective leadership is based upon the ideas, which inspire others to act as the leader wants them to act. In a nutshell, the leader is the inspiration and director of the action. He only is the person in the group that possesses the combination of personality and leadership skills that makes others want to follow his/her direction.

There are people who seem to be naturally endowed with more leadership abilities than others. Some people can learn to become leaders by improving particular skills. History is full of those people, having no previous leadership experience, have stepped in the crisis period and directed others to follow their suggested course of action.

Leadership is the process of influencing the behaviour of others, to work willingly and enthusiastically for achieving predetermined goals. It is indispensable for the successful functioning of an organisation and attainment of its goals and objectives. Leadership transforms potential into reality. It is the ultimate act, which brings to success, all the potentials that are in an organisation and its people. Achievement of organisational goals very much depends on how effectively leadership is exercised in the organisation. Organisational leaders are the key figures, who can change the work climate so that all the employees are motivated to work hard with the results so that the goals can be achieved.

Definitions of Leadership

According to **Tenenbaum**, "Leadership is interpersonal influence exercised in a situation and directed through the communication process, towards the attainment of a specific goal or goals".

According to **Keith Davis**, "Leadership is the ability to persuade others to seek defined objectives enthusiastically". According to **Terry**, "Leadership is essentially a continuous process of influencing behaviour. A leader breathes life into the group and motivates it towards goals. The lukewarm desires for achievement are transformed into a burning passion for accomplishment".

Nature of Leadership

- Leadership is essential for managing. The ability to lead effectively is one of the keys to being an effective manager because she/he has to combine resources and lead a group to achieve objectives.
- Leadership and motivation are closely interconnected. By understanding motivation, one can appreciate better what people want and why they act as they do. A leader can encourage or

dampen workers motivation by creating favorable unfavorable working environment in the organisation. . a or

- The essence of leadership is followership. In other words, it is the willingness of people to follow a person that makes that person a leader. Moreover, people tend to follow those whom they see as providing a means of achieving their desires, needs and wants.
- Leadership involves an unequal distribution of power between leaders and group members. Group members are not powerless, they can shape group activities in some ways. Still, the leader will usually have more power than the group members.
- Leaders can influence the followers' behaviour in some ways. Infact, leaders can influence workers either to do ill or well for the company. The leader must be able to empower and motivate the followers to the cause.
- The leader must coexist with the subordinates or followers and must have the clear idea about their demands and ambitions. This creates loyalty and trust in subordinates for their leader.
- Leadership is to be concerned about learning ethics and values from their leaders. Leaders are the real teachers of ethics and they can reinforce ideas. It is very important for leaders to make positive statements of ethics if they are not hypocritical.

Characteristics of Leadership

- It is a continuous process of behaviour, it is not one shot activity.
- It may be seen in terms of the relationship between a leader and his followers (individuals and/or groups), which arises out of their functioning for common goals.
- By exercising his leadership, the leader tries to influence the behaviour of individuals or groups of individuals around him to achieve common goals.
- The followers work willingly and enthusiastically to achieve those goals. Thus, there is no coercive force, which induces the followers to work.
- Leadership gives an experience of help to followers, to attain common goals. It happens when the leader feels the importance of individuals, gives them recognition and conveys them about the importance of activities performed by them. .
- Leadership is exercised in a particular situation, at a given point of time and under a specific set of circumstances. It implies that leadership styles may be different under different situations.

Styles of Leadership

Leadership style refers to a leader's behaviour towards group members. The behavioural pattern which the leader reflects in his role as a leader is often described as the style of leadership. Leadership style is the result of the leader's philosophy, personality, value system, and experience. It also depends on the types of followers and organisational atmosphere prevailing in the enterprise.

The different types of leadership styles are

Leadership Style Based on Authority

They are of four types-

- I. **Autocratic Leadership** It relies on coercion and its style is paternalism, arbitrariness, command and compliance. The autocratic leaders give orders which must be obeyed by subordinates. He

determines policies for the group without consulting them and does not give detailed information about future plans, but simply tells what immediate steps they must take.

- II. **Democratic Leadership** Style of leadership that uses legitimate power can be classified as democratic leadership. A democratic leader usually gives instructions only after consulting with the group. He sees to it that policies are worked out in group discussion and with the acceptance of the group
- III. **Laissez-Faire Leadership** The leadership style which allows maximum freedom to followers may be called Laissez-Faire leadership. It gives employees a high degree of independence in their working operations. In this style, the leader completely abdicates his leadership position, to give all responsibility of most of the work entrusted to him, to the group which he is supposed to lead, limiting his authority to maintain the contact of the group with persons outside the group. This is also known as the permissive style of leadership.
- IV. **Paternalistic Leadership** Under this style of leadership, the leader assumes that his function is paternal or fatherly. He works to help, guide, protect and keep his followers happily working together as members of a family. He provides them with good working conditions and employee services. This mode of leadership produces good and quick results if the followers are highly educated and have a sincere desire to go ahead and perform with responsibility.

Linkert's Four Styles of Managerial Leadership

Rensis Linkert identified four main styles of leadership, in particular around decision-making and the degree to which people are involved in the decision:

Exploitive Authoritative In this style, the leader has a low concern for people and uses such methods as threats and other fear based methods to achieve performance. Communication is almost entirely downwards and the psychologically distant concerns of people are ignored.

Benevolent Authoritative When the leader adds concern for people to an authoritative position, a 'benevolent dictatorship' is formed. The leader now uses rewards to encourage appropriate performance and listens more concerns lower down the organization, being limited to what their subordinates think that the boss want to hear. to

Consultative The upward flow of information here is still cautious, although the leader is making genuine efforts to listen carefully to ideas. Major decisions are still centrally made.

Participative At this level, the leader makes participative methods, engaging people in decision-making the organization. People across the organization are psychologically closer together at all levels.

Style in the Managerial to analyze that are

Leadership The Managerial Grid model helps managers/leaders their own leadership styles through a technique known as grid training. Leaders can identify how they with respect to their concern for production and people with the Managerial Grid model.

They identified five basic leadership styles

- Country club style leadership
- Produce or perish leadership
- Impoverished leadership

- Middle of the road leadership
- Team leadership Tannebaum and Schmidt group together

Leadership Continuum

The Leadership Continuum Model of (1973) suggests that autocratic leaders are more likely to make their own decisions and not engage their subordinates, whereas a more democratic leader gives subordinates a greater degree of delegation in decision-making. In 1938, Lewin and Lippitt proposed classifications of leaders based on how much involvement leaders placed into task and relationship needs. This range of leadership behaviours was expressed along a continuum by Tannebaum and Schmidt in 1973, ranging from boss-centered (task) to subordinate-centered (relationship). Thus, it can be said that leadership is the ability of a manager to induce the subordinates to work with confidence and zeal. Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds and motivates it towards goals.

Approaches to Leadership

The approaches to leadership and theories of leadership evolved with greater understanding of the

- needs and expectations of people at work.
- impact of different leadership styles on followers and how the attitudes, behaviour and competence of followers impact leaders.
- effectiveness of different leadership styles in different situations.

The main approaches to leadership are discussed in detail

Trait Theory of Leadership It is

It is considered to be the first modern theory of leadership. It became popular at the end of the 20th century and remains popular till today. The theory identifies the specific personality traits that distinguish leaders from non-leaders. It is based upon the premise that leaders are born, not made, rather than being developed through learning. This theory focuses on the differences between leaders and followers, with the assumption that people in leadership positions would display more traits than those in subordinate positions.

It is often equated to the 'Great Man Theory of Leadership' . It was first proposed by Thomas Carlyle . He believed that "history is shaped by extraordinary leaders and the ability to lead was something you inherited at birth and not something that could be developed". His ideas inspired researchers to look more into leadership and inheritable traits.

It seeks to determine what makes a successful leader from the leader's own personal characteristics. From the very beginning, people have emphasised that a particular individual was a successful leader because of his certain qualities or characteristics. It's studies were quite popular between 1930 to 1950.

The method of study was to select leaders to eminence and their characteristics were studied. It was of the hypothesis that the persons having certain traits, can become successful leaders.

Various research studies have given intelligence, attitudes, personality and biological factors as ingredients for effective leaders. A review of various research studies has been presented by Stogdill.

According to him, various traits have been suggested and they are

- Physical and constitutional factors (height, weight, physique, energy, health and appearance)
- Intelligence
- Self-confidence
- Sociability .
- Will (initiative, persistence, ambition
- Dominance
- Surgency (talkative, cheerfulness,enthusiasm, expressiveness, alertness and originality)

But in later study, Ghiselli has found supervisory ability, achievement, motivation, self-actualisation, intelligence, self-assurance and decisiveness as the qualities related with leadership success.

Transformational Theory of Leadership

Transformational leadership is a process that changes and transforms individuals. It is concerned with values, ethical standards and long term goals. It involves assessing follower's motives, satisfying their needs and treating them as full human beings. It sub-assumes the charismatic and visionary leadership. It is an all encompassing approach that can be used to describe a wide range of leadership, from very specific attempts to influence followers on one level to very broad attempts to influence the whole organisation and even entire culture.

Transformational leaders are generally energetic, enthusiastic and passionate. Not only, these leaders are concerned and involved in the process, but they are also focused on helping every member of the group to succeed as well.

Components of Transformational Leadership

There are four different components of transformational leadership and they are

Intellectual Stimulation Transformational leaders not only challenge the status quo, but they also encourage creativity among followers. They encourage followers to explore new ways of doing things and new opportunities to learn.

Individualised Consideration Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open, so that followers feel free to share ideas, so that leaders can offer direct recognition of each follower's unique contributions. to

Inspirational Motivation Transformational leaders have a clear vision about what they are able to articulate to followers. These leaders also help followers to experience the same passion and motivation to fulfil these goals.

Idealised Influence Transformational leaders serve as a role model for followers. Because followers trust and respect the leader, they emulate the leader and internalise his/her ideals.

Transactional Leadership

Give and take is the hallmark of transactional leadership. It is indeed modeled just like a business transaction. This theory emphasizes the realisation of a desired outcome and result. The leaders motivate the followers by way of reward system i.e. rewarding performers and punishing the non-performers. The theory emphasises maintaining a cordial relationship with the followers and leaders and followers must work mutually to meet organisational goals. Transactional Leadership Theory suggests that leaders have to trade reward and punishment with their team in order to get the job done. Transactional leaders concern themselves with maintaining the status quo and working towards achieving today's task (Hackman et al, 2009).

Transactional leadership is not concerned with the future and does not seek to change and evolve. Burns (1978) noted that transactional leadership refers to a type of leadership that is based on an exchange relationship between leader and follower. Such leadership does not bring leaders and followers to pursue higher purposes. Transactional leadership involves routine activities, assigning work, evaluating performance and making decisions. transactional leaders are as

The characteristic features exhibited by transactional leaders are as follows

- The leader links the goals of the organisation to rewards and clearly specifies the expectations, provides the needed and SMART (Specific, Measurable, Attainable, Realistic, Timely) goals for the subordinates.
- The leader actively monitors the performance of the subordinates, watches and searches for deviations from rules and standards and takes corrective actions to prevent mistakes.
- A leader intervenes only if standards are not met and even uses punishments for poor performances.
- The leader gives an environment to subordinates, where they can make decisions. In this form, the leader himself abdicates from responsibilities and avoids making decisions, due to which the followers lack the direction.
- Transactional leaders are power holders by virtue of their position in the organisation. They have the capacity to influence others because of their job.
- These leaders pay attention to follower's work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific style.

Value Based Leadership

It is an idea that leaders should draw on their own and follow values for direction and motivation. Value Based Leadership's Philosophy asserts that people are mostly motivated by values and live according to their beliefs. In other words, values are our most natural motivators. It is natural for leaders to refer to their own values in creating a vision or making decisions and equally it makes sense for leaders to connect with their follower's values, which make them more likely to act.

Richard Barrett, an author of Building a Organisation, defines values-based leadership as "a way of making authentic decisions that build the trust and commitment of employees and customers". As

philosophy, value based leadership assumes that an organisation, based around shared values is likely to be more flexible and productive. Leaders who apply this philosophy are likely to experience certain inner benefits.

They are

- They will make better choices, feeling more comfortable to act upon them.
- They are likely to build better, more trusting relationships with followers.
- They are more likely to feel aligned with their 'authentic self'.

A person's values are at the core of their sense So by definition, authentic leaders will always act from their highest values.

Cultural Based Leadership

In the educational approach, we can see that culture plays a vital role. The various administrative practices make way to academic governance and capacity to leadership. Any kind of leadership and decision-making affects the lifestyle and work style of people in a cultural approach. The work of the person is guided by the culture, in which they tend to make their subordinates work.

The behaviour can be seen as a reward or punishment relating to the entire administrative system. By correcting the errors of subordinates, the efficiency of the leader also improves. These cultures influence various aspects of society, attaining associate spirit and objective goals. Therefore, cultural approaches prove to be important in the form of development and motivational elements of teaching, administrative system and social order.

Psychodynamic Approach to Leadership

In Psycho dynamic Leadership theory, we see that the ideal leadership style is one that takes the input into the account. These leaders encourage participation and contribution from group members and help group members to feel more relevant and committed to the decision-making process. In this theory, the leader retains the right to allow the inputs of others. Thus, one can say that the involvement of leader in decision-making improves the understanding of the issues involved by those who must carry out the decisions.

It is believed that people are more committed to actions, where they have been involved in the relevant decision-making, that people are less competitive and more collaborative, when they are working on common goals and that several people deciding together can make better decisions than one person alone.

Charismatic Approach to Leadership

Charismatic Leadership Theory is also known as Great Man Theory, can be traced back to ancient times. Plato's republic and Confucius's analects dealt with this type of leadership. They provided some insights of leadership, Subsequent studies based on these insights have suggested that a leader is born and not made. A leader has some charisma, which acts as an influencer. Charisma is a Greek word meaning gift. Thus, charisma is a God gifted attribute in a person which makes him a leader, irrespective of the situation in which he works. Charismatic leaders are those, who inspire followers and have a major

impact on their organisations through their personal vision and energy. According to Robert House, "The charismatic leader has extremely high level of self-confidence, dominance and a strong conviction in the normal righteousness of his/her beliefs or at least the ability to convince the followers that he/she possesses such confidence and conviction".

The basic assumptions and implications of charismatic leadership theory are as follows

- Leaders in general and great leaders in particular, have some exceptional inborn leadership qualities, which are bestowed upon them by the divine power.
- These inborn qualities are sufficient for a leader to be successful.
- Since, these qualities are inborn, these cannot be enhanced through education and training. Further, since these qualities are of personal nature, these cannot be shared by others.
- These leadership qualities make a leader effective and situational factors do not have any influence.

Leadership Models

Leadership models may be defined as guides that suggest specific leadership behaviour to use in a specific environment or situation. Generally, these models are in graphical forms and they help to make the mechanism more simple. A good leader must be aware of different leadership models. So far, the users and the organisation members have given positive feedback on using such

leadership model. It gives an effective output for a long time. An individual of a small or large scale firm can successfully perform to meet such deadlines and organise the team members properly. Usually, the team members are given the freedom, only if they are skilled and experienced in most of the leadership models.

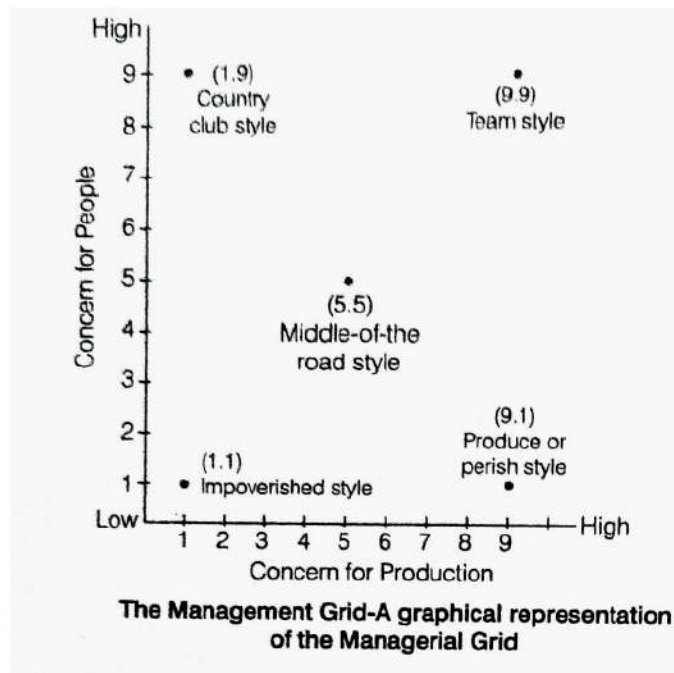
Blake and Mouton's Managerial Grid

The Blake and Mouton's Managerial Grid also known as Leadership Grid.

Managerial Grid Model

The Managerial Grid Model (1964) is a behavioural leadership model, developed by Robert Blake and Jane Mouton. This model identifies five different leadership styles based on the concern for people (relationships) and concern for production (tasks). They made a grid, shown in which clarifies the leadership style as exemplified by an individual. The grid reads like a normal graph, wherein the first digit signifies the X-axis, while the second digit denotes the Y-axis.

- 1, 1 Improved Management Often referred to as LaissezFaire leadership. Leaders in this position have little concern for people or productivity, avoid taking sides and stay out of conflicts. They do just enough to get by.
- 1,9 Country Club Management Managers in this position have great concern for people and little concern for production. They try to avoid conflicts and concentrate on being well-liked. For them, the task is less important than good interpersonal relations. Their goal is to keep people happy.



- 9,1 Authority Compliance Managers in this position, have great concern for production and little concern for people. They desire tight control in order to get tasks done efficiently. They consider creativity and human relations to be necessary.
- 5,5 Organisation Man Management It is often termed as middle of the road leadership. Leaders in this position have medium concern for people and production. They attempt to balance their concern for both people and production, but they are not committed
- 9,9 Team Management This style of leadership is considered to be an ideal leadership. Such managers have great concern for both people and production. They work to motivate employees to reach their highest level of accomplishment. They are flexible and responsive to change and they understand the need for change.

Tri-Dimensional Model

Reddin (1970) has conceptualised a three-dimensional grid borrowing some of the ideas from the managerial grid. Three-dimensional axis represents task-orientation, relationship orientation and Conversely, when the style is inappropriate to a given situation, it is termed as ineffective. If the effectiveness. By adding an effectiveness dimension to the task-oriented behaviour dimensions, he has integrated the concept of leadership styles with the situational demand of a specific environment.

In his 3D Management Styles theory, William J Reddin has stressed the dimensions of effectiveness. In this model, the concept of leadership style is integrated with the situational demands of a specific environment. When the style of a leader is appropriate to a given situation, it is termed as effective.

effectiveness of a leader's behaviour style depends upon the situation in which it is used, it would follow that any of the basic styles may be effective or ineffective, depending on the situation. The difference

between effective and ineffective styles often lies not in the actual behaviour of the leader, but in the appropriateness of his behaviour to the environment in which it takes place. Thus, essentially the third dimension in the leader's behaviour style syndrome is the environment.

Although effectiveness appears to be in either situation in this model, in reality it should be represented as a continuum. Any given style in a particular situation could fall somewhere in this continuum from 'extremely effective' 'extremely ineffective'. Effectiveness, therefore, is a matter of degree and there could be an infinite only three facets to effective dimension. To illustrate this point, the effectiveness dimension has been divided in quartiles, ranging on the effective side from +1 to +4 and the ineffective side from 1 to -4. essence.

The four effective and four ineffective styles show how appropriate a leader's basic style is in a given situation, as seen by his or her followers, superiors and associates. A model, such as the Tri-Dimensional Leader Effectiveness Model is distinctive because it does not depict a single ideal leader's behaviour style as appropriate in all situations. For example, the high task and high relationship styles are appropriate only in certain situations.

Fiedler's Contingency Theory

In Contingency Theory of Leadership, the success leader is a function of various contingencies in the form of subordinate, tasks and/or group variables. This theory is a class of Behavioural Theory that contends that there is no leading leadership style that may be effective in some situations, but not in others. An effect of this would be that the leaders who are very effective at one place and at times may become unsuccessful, when transplanted to another situation or when the factors around them change.

Fiedler's Least Preferred Co-Worker (LPC) Theory

Fiedler identified the Least Preferred Co-Worker for leaders, by asking them first to think of a person with which they worked that they would like least to work with again and then to score the person on a range of scale between positive factors (friendly, helpful, cheerful, etc) and negative factors(unfriendly, unhelpful, etc).

Generally, a high LPC leader scores the other person as positive and a low LPC leader scores as negative. High LPC leaders tend to have close and positive relationships and act in a supportive way, even prioritising the relationship before the task. Low LPC leader puts the task first and will only turn to relationships, when they are satisfied with the work.

Three factors identified about the leader are as follows -

Leader-Member Relations The inter-personal relationship between leader and followers may be expressed in terms of good through poor, with qualifying modifiers attached as necessary. It is obvious that the leader's personality and the personalities of subordinates play an important role in the variable.

Task structure The nature of the subordinate's task described as structured or unstructured, associated with the amount of creative freedom, allowed the subordinate to accomplish the task and how the task has been defined.

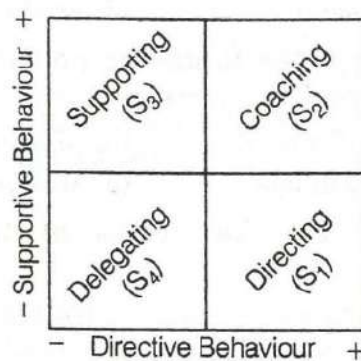
Position Power The degree to which the position itself enables the leader to get the group members to comply with and to accept his/her direction and leadership.

Hersey's and Blanchard's Situational Leadership Model

that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making. Therefore, one can say that the basic assumption of this theory is that the best decision of the leader depends on a range of situational factors.

Hersey and Blanchard's Theory

the basic premise of this theory is that effective leadership requires leadership flexibility, since different situations require different leadership approaches and tactics. Blanchard and Hersey characterised leadership style in terms of the amount of direction and of support that the leader gives to his/her followers and so created a simple grid.



Directing Leaders Define the roles and tasks of the followers and supervise them closely. Decisions are made by the leader, so communication is largely one way.

Coaching Leaders Define roles and tasks, but seek ideas and suggestions from the followers. Decisions remain the leader's prerogative, but communication is much more two way.

Supporting Leaders Pass day-to-day decisions, such as task allocation and processes to the followers. The leader facilitates and takes part in decisions, but control is with the follower.

Delegating Leaders Are involved in decisions and problem solving, but control is with the followers. The followers decide when and how the leader will be involved.

Leader-Member Exchange Theory

Leader-Member Exchange (LMX) Theory was initially called the Vertical Dyad Linkage theory. The theory was introduced by George Graen and various colleagues in the 1970s and has been revised and refined

in the years since. LMX Theory emphasises the dyadic (i.e. one on one) relationships between leaders and individual subordinates, instead of the traits or behaviours of leaders or situational characteristics.

The theory focuses on determining the type of leader-subordinate relationships that promote effective outcomes and the factors that determine whether leaders and subordinates will be able to develop high quality relationships.

According to LMX theory, leaders do not treat all subordinates in the same manner, but establish close relationships with some (the in-group) while remaining aloof from others (the out-group). Those in the in-group enjoy relationships with the leader that is marked by trust and mutual respect. They tend to be involved in important activities and decisions. Conversely, those in the out-group are excluded from important activities and decisions.

LMX theory suggests that high quality relationships between a leader-subordinate will lead to positive outcomes, such as better performance, lower turnover job satisfaction and organisational commitment. The quality of the relationship is reflected by the degree of mutual trust, loyalty, support, respect and religion.

The Leader Member Exchange Theory is rooted in the belief that followers have a relationship that could yield advantage.

Advantages of LMX Theory

- It is an exceptional theory of leadership as unlike the other theories, it concentrates and talks about specific relationships between the leader and each subordinate. the
- It focuses our attention to the significance of communication in leadership.
- It is very much valid and practical in its approach. Disadvantages of LMX Theory

Disadvantages of LMX theory

- It fails to explain the particulars of how high-quality exchanges are created.
- It objected on grounds of fairness and justice as some followers receive special attention from leaders at work place and other followers do not.

Concept of Quality and Quality in Education

Quality is affected by various factors and insufficient focus on quality and learning contributed to global learning crisis. Quality in education is associated with indicators that help in development of opportunities.

Concept of Quality

Quality is a much debated term. To some it is like "beauty" that lies in the eye of the beholder. Those who believe in this are 'relativists', whereas those who believe quality can be a specific attribute that can be identified, they are 'objectivists'. The word 'quality' comes from the Latin word 'qualis' meaning 'what kind of'. With a variety of meanings and connotations, it has been referred to as a 'slippery concept' (Pfeffer and Coote, 1991).

The British Standard Institution (BSI) defines quality as "The totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs" (BSI, 1991). Green and Harvey (1993) identified five different approaches to define quality.

They are :

- In terms of exceptional (exceeding high standards and passing a required standard)
- In terms of consistency (exhibited through 'zero defects' and 'getting right the first time', making quality a culture).
- As fitness for purpose (meaning the product or service meets the stated purpose, customer specifications and satisfaction).
- As value for money (through efficiency and effectiveness).
- As transformative (in terms of qualitative change).

Quality has a few central ideas around which the whole concept revolves i.e. quality as absolute, quality as relative, quality as a process and quality as culture.

Quality in Education

High quality education is a prerequisite for learning and human development. Quality is affected by factors, both inside and outside the classroom. Everything from the availability of a teacher and teaching aids to the child's starting point when it comes to mother tongue language or general health.

Since 2000, strenuous efforts have been made to include more children in schooling. This was the year the UN Millennium Development Goals and Six Education For All goals were adopted. Unfortunately, quality in education and in schools was not given equally high priority.

Insufficient focus on quality and learning contributed to what is non-referred to as a global learning crisis. A greater number of children than ever before attend school today, but many do not learn basic skills during their schooling.

In addition to ensuring that all children are guaranteed schooling, it is vital that schools offer high quality education. This is a major challenge in many developing countries. If the parents feel that the school has little to offer that is relevant for them, their motivation for sending their children to school will be lowered.

Common challenges for the educational sector in many developing countries can be-

- a shortage of qualified teachers.
- over-crowded classrooms.

- a lack of teaching materials and poor quality curricula. teaching in another language than the students' mother tongue.

By investing in high quality education, each individual child can be given the opportunity to learn and develop. One of the foundations of economic development and the struggle against poverty is that all children have the opportunity to attend good schools. Research also indicates that ensuring high quality education is one of the most effective instruments for ensuring democracy and good governance in a country.

Quality determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits. Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive and healthy society. Learning benefits every human being and should be available for all.

Quality in education provides the outcomes needed for individuals, communities and societies to prosper. It allows schools to align and integrate fully with their communities and access a range of services across sectors designed to support the educational development of their students.

A quality in education is supported by three key pillars i.e. ensuring access to quality teachers, providing use of quality learning tools, professional development and the establishment of a safe and supportive quality learning environment.

Indicators of Quality in Education

The system of indicators of quality in education as well as the quality criteria associated with the indicators, help schools to point out the important areas of their own activities, their own advantages and disadvantages and development opportunities. The indicators are grouped into seven areas with specific topics.

They are

Curriculum The of the curriculum (programs/goals, tasks, focus on development of functional tasks, focus on students' activities, integration of programs within and between areas). It also includes courses, programmes and key competencies that students develop in the given school.

Achievements It is evaluated by external or independent agencies. The achievement quality is compared with the set goals

Learning and Teaching Based on teacher's work, student's work and experience, meeting the needs of the students as well as monitoring and evaluating the work of students and teachers.

Student's Support It will help in student's personal, social and spiritual growth, Support in all aspects of learning progress fetch in student's and teacher's personal development.

School Ethos It comprises school's policy and school's atmosphere and relations. There are specific goals of each individual school. There is always an orientation towards students', teachers' and parents' satisfaction.

Resources There is a need for school resources so that teachers, professional associates can work in a team with cooperation and always being open to innovation.

Management, Leadership and Quality Assurance Approaches to leadership and management must be adopted to promote quality in education.

Indian Perspective on Quality in Education

Education is one of the most important instruments for reducing poverty and inequality. Education is equally a key to enhance India's competitiveness in the global economy. Therefore, ensuring quality access to quality education for all, in particular for the poor and rural population is central to the economic and social development of India.

Some of the key challenges on quality in education are

Universalisation of Good Quality Basic Education

Almost two decades of basic education programs have expanded access to schools in India. The number of out of school children decreased from 25 million in 2003 to an estimated 8.1 million in 2009. It is due to the reason that good quality is not ensured in education. India still faces challenges in providing quality and early childhood development programs for all children.

Expanding Secondary Education and Improving Quality

- Secondary education yields social and economic benefits but constitutes the primary bottleneck in the education system today. Access, equity, management and quality, all need major improvements.
- Curriculum and teaching practices need upgrading to impart more relevant skills, such as reasoning skills, problem-solving, learning to learn, critical and independent thinking.
- Public and private partnerships need to be expanded to tap into the potential offered by the 60% of secondary schools which are privately managed in India.

Reforming Vocational Education and Training

More and higher quality vocational education is required to adequately prepare youth for current jobs. It requires expanding vocational training in high growth sectors, to address existing skills' shortages and ensuring accountability and good use of resources.

Expanding and improving Technical and Tertiary Education

India's tertiary education system is one of the largest in the world, with over 10 million students. But, tertiary education still needs to be expanded, especially among low and middle income students. This will require reforms in the governance structure of higher education, decentralisation and major investments in faculty's development.

International Perspective on Quality in Education

Education is a tool for the development and emancipation of oppressed people and it is a tool for enslavement. Education is a way to individually liberate minds and create opportunities for social, economic and cultural development and it is a way to monopolise opportunity and crush independence.

Understanding international perspectives on education, requires an examination of education, both across and within systems, cultures and communities.

International perspectives on education largely take the role of comparisons, which provide a way to evaluate educational process and product. These comparisons are of the educational systems, conceptualising and penetrating characteristics of society and specific situations in schools and classrooms. International comparisons of education allow for the unique and sometimes useful activities of benchmarking and modelling, but they also provide a forum for unnecessary criticism as well as inadequate comparability.

Challenges in Global Education

Some of the greatest challenges in global education that the world needs to take action right now, to achieve quality education by 2030 are-

Lack-of Funding for Education Developing countries can't rely solely on their own financing for education, there is also a need for more foreign aid. Less than 20% of aid for education goes to low income countries, according to Global Partnership for Education (GPE). There is currently a \$ 39 billion gap to providing quality education to all children by 2030.

Having No Teacher or an Untrained Teacher There are not enough teachers to achieve universal primary or secondary education and many of the teachers that are currently working are untrained. As a result, children are not receiving proper education. There are 130 million children in school who are not learning basic skills, like reading, writing and maths.

No Classroom A child cannot learn without the right environment. Children in Sub-Saharan Africa are often squeezed into overcrowded classrooms or are learning outside. In Malawi, there are an average of 130 children per classroom in grade 1.

Lack of Learning Materials Outdated and worn out textbooks are often shared by six or more students in many parts of the world. Workbooks, exercise sheets, readers and other core materials to help students learn their lessons are Features Secondary characteristic, added in short supply. Teachers also need materials to help prepare their lessons, share with their students and guide their lessons.

Hunger and Poor Nutrition Being severely malnourished impacts on brain development. Around 151 million children under the age of five were estimated to be stunted in 2013. Stunting can affect a child's cognitive abilities as well as their focus and concentration in school. Conversely, good nutrition can be crucial preparation for good learning.

Evolution of Quality

Over the past few decades, there have been several leaders who have been instrumental to develop the concept of quality as understood today. Joseph M. Juran is one of these key figures. Using Eastern Philosophies learnt in Japan, he advocated the idea that quality related to "fitness for use". Juran believed that this definition of quality fell into two key areas.

Higher quality products had a greater number of features which fit with the requirements of the consumer and also had fewer defects.

His book, **Managerial Breakthrough** published in the 1960s was the first to offer a step by step sequence for improvement, while the Juran Trilogy published in the 1980s, produced the three definitive quality management processes i.e. quality planning, quality improvement and quality control.

Another founding father of quality, W Edwards Deming also took what he learnt in Japan and brought it to the west. His 14 points were presented in his work, *Out of the Crisis*, published in 1982 and had been learnt in Japan following the Second World War.

His approach led to the creation of the Theory of Total Quality Management and linked the concept of quality with efficient management. Deming said managers were required to have a system of profound knowledge, comprised of appreciation of a system, theory of knowledge, the psychology of change and knowledge about variations.

Quality has nine different dimensions. These dimensions are somewhat independent, which means that an end product can be excellent in one dimension, but poor in others (Besterfield, 1998).

Below shows these nine dimensions and their terms

- Performance Primary products/services' characteristics such as time, cost and workmanship aspect.
- Features secondary characteristics,adeed consideration such as creativity in design and attractiveness,
- Conformance Meeting standards, workmanship and client's requirement in contract.
- Reliability Consistency of performance over time for the unit to fail.
- Durability Useful life period with less maintenance or repair.
- Service Resolution of problems and complaints, ease of repair.
- Response Human to human interface, such efficiency during meeting, fast decision-making, effective human resource management, etc.
- Aesthetics Sensory characteristics in design, such as exterior finishes.
- Reputation Past performance, such as being ranked first in the tendering process.

In the context of evolution of quality, certain practices such as quality inspection, quality control and quality assurance are explained below

Quality Inspection

The main emphasis of inspection is on the improvement of learning and teaching activities in the school. It tends to critically examine and evaluate the school as a peace for teaching-learning enterprise. Inspection, because of its focus on monitoring and evaluation of academic performance and development in schools, is always carried out with the intention of maintaining and improving on the quality of learning of students. It tends to improve all factors that affect teaching and learning in our school system.

Osinowo said that inspection should be aimed at developing an effective learning process and provide an education which should constantly suit the changing needs of individuals and the purpose for which an education has been set up.

Akpofure (1974) opines that inspection should not only encourage flexibility and initiative, but it should also attempt to provide all those connected with the school system with a constant awareness of where

it is going and ways and means of getting there. He went further to say that inspection should enable the educational system to fulfil its stated aims and objectives within the national system. So, we can say that the main objective of all types of inspection is the improvement of instruction (quality control) and general school's operations.

Quality Control

Quality control is the set of measures and procedures to follow in order to ensure that the quality of a product or education is maintained and improved against a set of benchmarks and that any errors encountered are either eliminated or reduced. The focus of quality control is to ensure that the product and product manufacturing are not only consistent but also in line with customer's requirements.

A major aspect of quality control is the establishment of well-defined controls. These controls help standardise, both production and reactions to quality issues.

In education, quality control is an important issue as parents, students and educators want to ensure that all students receive adequate training for the future. There are many methods of quality control in education, including Standardised Testing, Teaching Review and Training.

Education quality control usually begins with the formation of school's standards. These may be institution, district, state or national guidelines that determine what a student should know by the end of each grade. Quality control standards lay out guidelines for the education requirements for teachers, such as possession of valid teaching credentials. Once school standards are set, the overseeing board can implement a cycle of investigation, policy changes and additions and implementation that ensures that a school meets its standards.

Methods of Quality Control

The methods of quality control are discussed below-

Standardised Testing One method of quality control in education is standardised testing. Students in each grade are given a test that measures their aptitude in required subjects, such as spelling, reading comprehension and mathematics. These tests are often administered by a third party company and do not constitute a part of the regular grading process. Standardised tests let school authorities know the level of a student's education as compared to the existing standard. If an age group or grade is struggling in a particular area of the test, measures may be implemented to improve classes in that area.

Teacher's Review It is another important method of quality control in education. In many regions, teachers are periodically observed by quality control experts, colleges or school management, in order to assess their success at meeting quality standards.

In determining teacher's performance, observers may interview students, examine recent grades given and judge whether the methods used in the classroom are truly adding to education. Using many other tactics to determine a teacher's performance level is often considered very important, teachers rated based on standardized testing alone may leave out important areas of learning that cannot be measured by tests.

Listening to student, teacher and parent's feedback is sometimes an important part of quality control in education. Teachers can give a clear picture of how a particular class is struggling or succeeding, while students are full of valuable information about how teachers manage a classroom and how it could be improved. Paying careful attention to feedback can help create solutions to quality control lapses.

Training It is another important method of quality control in education. It is an ongoing process to meet the standards of education. During training, quality control educators learn how a particular educational institution creates and implements testing standards, curriculum evaluation, specialised educational programmes, etc.

Quality Assurance

Quality Assurance is popularly known as QA testing, is defined as an activity to ensure that an organisation is providing the best possible product or service to customers. QA focuses on improving the processes to deliver quality product to the customer. An organisation has to ensure that processes are efficient and effective as per the quality standards defined for any thing specific.

Quality assurance involves the systematic review of educational processes and programmes to maintain and improve their quality, equity and efficiency. While the design of quality assurance mechanisms (tools, processes and factors) varies across national contexts, their common objective is to improve teaching and learning, with the ultimate goal to support the best outcomes for learners. Quality assurance is important for accountability as well as to support ongoing development of teaching and learning. Quality assurance in higher education includes all policies, measures, planned process and actions through which the quality of higher education is maintained and developed. Quality of higher education can be described as the degree to which the education meets the client's needs and demands. In this respect, higher education has two different clients i.e. students and society. The expectations of these clients differ depending on whether it regards academic study programmes or labour market demand driven program.

So, in short we can say that

- Quality assurance contributes to better matching of education and training supply and demand.
- Quality assurance covers the macro-level (educational system level), meso-level (level of individual educational institutions) and micro-level (level of teaching-learning process).

Features of Quality Assurance in Higher Education

Six aspects can be distinguished being the basic and common features of national quality assurance systems in higher education. *They are*

- National coordination by an independent centre/agency.
- Internal evaluation resulting in self-assessment reports.
- Intermittent evaluation by external experts, partially based on establishment and self-assessment findings.
- Publication of evaluation outcomes, including recommendations for improvement.
- Implementations of recommendations.
- Assessment of the appropriateness and effectiveness of the quality assurance methods and procedures.

The purpose of the National Quality Assurance System is the maintenance and development of the quality. Since this is the major concern by definition, quality assurance is a quality driven rather than an accreditation driven process. Quality assurance systems provide for meta-evaluation mechanisms to evaluate their appropriateness. This function is often embodied in the inspectorate for higher education. The inspectorate doesn't evaluate education, but it evaluates the methodology, techniques and effectiveness of quality assurance arrangements.

Total Quality Management (TQM)

Total Quality Management (TQM) is continuous improvement in the whole process of organisation for the maximum satisfaction of customers. There are 3 Cs in Total Quality Management i.e, culture, commitment and communication.

Where we applied the Total Quality Management on education system, the process focuses on

- Alignment within organisation with commitment to a shared vision. .
- An extended understanding of the customer driven and process oriented basis for quality.
- An organisation designed around teams, with investment made in team development and changes made on performance management systems to team work as the basis for organisations activities.
- The setting of particularity challenges goals which the organisation to significant increases or performance
- The day to day systematic daily management of organisation through the use of effective tools for measurement and feedback.

Work Management

Work management is concerned with the determination of the amount of time required to perform a unit of work. e.g. preparation of time-table. It depends on the level as well as types of schools and so on. There will be a comprehensive time-table having time-table for specific levels i.e. time-table for pre-primary, primary, etc.

The time required for this task is commonly referred to as the standard or allowed time. Thus, work measurement is to provide a yardstick for human effort which can help in efficient manning, improved planning and control, sound and incentive schemes.

In short, we can say that work management is interested in investigating, reducing and subsequently eliminating ineffective time.

Techniques of Work Measurement

There are certain techniques of work measurement

Subjective Judgement Work management involves here the subjective judgement of the management i.e. experience and guess work. This is generally known as "rule of thumb standards'. It is very difficult to apply these standards universally and in large scale organisations. Moreover, these cannot be justified on scientific grounds.

Buffer Stock Buffer stock is the quantity of stores set apart as an insurance against the variations in demand and procurement period. This quantity of the item is to be kept as an emergency for unforeseen demands. It is calculated by multiplying the difference between maximum and average consumption rate per day with the lead time for the items.

Reorder Level This term is used to denote the stock level at which fresh order has to be placed. This is equal to the average consumption per day multiplied by lead time plus buffer stock. By ordering at the time when stock reaches the reorder level, we are fairly assured that the chances of stock out are practically absent.

Stock Turnover Another aspect of inventory control is to see that there is proper turnover of items stocked and to see that the items are used before the expiration of the warranty period. e.g. chemicals required for science labs, medicines and other supplies required for medical rooms, sports items, etc are some of the items that come under it. Special efforts should be made to issue items on a first come first out basis. Expiry date on control sheets to keep a control against keeping out dated material on the shelf should be maintained. In case, there is no possibility of using the stocks of short life items within the expiry period, efforts should be made to deploy the stock to other institutions so that they could be issued before the expiry time, e.g. common chemical required under chemistry, biochemistry, biology laboratories could be used within the expiry date by deploying it to the laboratory is in a position to use it within that time.

Record of Past Performance These represent what is rather than what should be. Standards thus arrived are indicators of work and time requirement and can be used for controlling the operations.

$$\begin{aligned} & \text{Staff member minutes per unit} \\ & \text{Total Number of staff members considered} \\ & \quad \times \text{Minutes in work week} \\ = & \frac{\quad}{\text{Weighted number of units completed}} \end{aligned}$$

This method is not suitable to improve the performance of an organisation as standards are measured as past performance and not what ought to be.

Lead Time It is the period that elapses between placing an order and receiving the same. These can be classified as administrative lead time, manufacturing lead time, transporting lead time and inspection lead time. Any strategy to control lead time must try to control the administrative and inspection lead time. Other, too, can be controlled to a lesser extent.

Six Sigma

In education, six sigma pertains to improving the quality of matter taught, the character generated of the pupils and the quality of study and school life. With the revolutionary usage of audio-visual devices, like projectors, video conferencing, etc, the students can also be asked to write papers on a particular subject and after the presentation of papers, a discussion can take place on the respective subject. Under this method of imparting knowledge of literacy with quality, thinking, writing and presentation skills of the

students can be kindled. Six sigma can be effectively used for new and innovative projects with a web based system for assessing the extent of a student's knowledge.

Main Approach in Six Sigma Project

It is characterised as **DMAIC**, an acronym that expands to: Define, Measure, Analyse, Improve and Control.

Define This involves defining the project based on process maps, application area, desired improvement, likely benefits, etc. This phase is important in order to raise the chances of success in the later phases.

Measure Emphasis on identifying key customer's requirements, key quality and process characteristics, collecting the associated data and establishing the baseline level of quality.

Analyse This involves Data Analysis to determine the key process variables that have the greatest impact on the quality metrics of interest in the project.

Improve Through data collection on key process variables, surveys, designed experiments or other means, a systematic and thorough study is done to quantitatively model the relationships in the process, determine optimal process settings that guarantee a high level of quality and recommend (and implement) corrective and/or improvement actions.

Control Once the desired quality level is achieved, concrete measures are put in place to maintain the gains. This could be through control charts for monitoring key process and quality attributes, documentation, etc.

The following problems played the major role behind the involvement of six sigma methodology in education

- Tuition fee of many institutes were rising because of which it became difficult for many students to study in their desired institutes.
- The cycle time required fulfilling the various formalities of the institution related to the registration and admission process was quite long. .
- The value of the education was decreasing.
- The students demanded a better quality in academics to excel in their fields.
- The performance of the students with respect to their grades kept on going down.

Concept Behind Six Sigma in Education

The future of any company depends on its employees and their performance, keeping in mind the needs and the demands of the customers, When six sigma's methodologies are implemented in the education sector, the teacher becomes the employee and the customers are the parents, who pay the fee for their ward.

Parents, who are paying the fee for their ward, expect a quality education to be bestowed to their wards, in return. By improving the teaching techniques and methodology, a teacher can help in increasing the performance level of the students and thus, can achieve the customer's satisfaction.

Benefits of Six Sigma in Education

- The factors delaying the admission process, registration process, information and technology process, grants administration process, certification process, sequestration, purchase orders, the repairs and maintenance process are identifiable and hence, they can be precluded with a statistical approach to the existing problem. This, in turn, reduces the cycle time of the process, lowers the cost involved in these processes and lowers the chances of defects.
- Tuition fee and the other fee involved decreases.
- The value of the education improves with improvement in quality
- The positive changes made in the teaching methodology provide a positive result with respect to the good performance of the students.
- Apparently, the performance level of the students increases.
- A better ambience for innovation and creativity is observed
- The reputation of the institute improves.
- With the six sigma's methodology being involved in any teaching institute, parents can expect a quality education for their ward. As a matter of fact, there is a better level of customer's satisfaction. .
- With the reduction in the tuition fee, charged by any institute, more people would be able to admit their wards in the institutes and this would result into increase in literacy rate of the country increases.

Quality Gurus

The Quality Gurus, Dr. W Edwards Deming, Dr. Walter Shewhart and CK Prahalad will discussed here. They have made a significant impact on the contributions to improve not only business, but all organisations, including state and national governments, military organisations, educational institutions, healthcare organisations and many other establishments and organisations.

Dr. W Edwards Deming

Dr. Deming developed his complete Philosophy of Management, which he encapsulated into his 'fourteen points' and the 'seven deadly diseases of management'. He advanced the state of quality, originally based on work done by Shewart with his explanations of variation, use of control charts and his theories on knowledge and variation.

Deming greatly helped to focus the responsibility on management and popularised the PDCA cycle, which led He his gave to it being referred to as the **Deming's cycle**. System of Thought which he called **System of Profound Knowledge**. This system includes four components or 'lenses' through which to view *the world simultaneously*.

They are :

- Appreciating a system.
- Understanding variation.
- Psychology
- Epistemology, The Theory of Knowledge

PDCA Cycle (The Deming Wheel)

Walter Shewhart originated the concept of the PDCA cycle and introduced it to Deming. Deming promoted the idea widely in the 1950s and it became known as the Deming wheel or the Deming cycle. The PDCA (Plan, Do, Check, Act) cycle consists of four steps or stages which must be gone through to get from 'problem faced' to 'problem solved'. Repetition of these steps forms a cycle of continual improvement i.e.

- **Plan** for changes to bring about improvement.
- **Do** change on a small scale first to trial them.
- **Check** to see if changes are working and to investigate selected processes. .
- **Act** to get the greatest benefit from change.

Deming's 14 points for Quality Management

Deming created 14 points which provide a framework to developing knowledge in the workplace and can be used to guide long term business plans and aims. The points constitute not so much an action plan as a philosophical code for management. They have been extensively interpreted by as many commentators on quality as on other management disciplines.

Deming's 14 Points

- **Create constancy of purpose** towards improvement of product and service, with the aim of becoming competitive, staying in business and providing jobs.
- **Adopt the new philosophy** Western management must awaken to the challenge, must learn their responsibilities and take on leadership for change. .
- **Cease dependence on mass inspection** build quality into the product from the start.
- **End the practice of awarding** business on the basis of price tag alone. Instead, minimise total cost. Move towards a single supplier for any item, based on a long-term relationship of loyalty and trust.
- **Improve constantly** and forever the system of production and service to improve quality and reduce waste.
- **Institute training and re-training.**
- **Institute leadership** the aim of supervision should be to lead and help people to do a better job.
- **Drive out fear** so that everyone may work effectively for the company
- **Break down barriers between departments**, people in research, design, sales and production must work as a team to foresee and solve problems of production.
- **Eliminate slogans, exhortations and targets** for the workforce as they do not necessarily achieve their aims.
- **Eliminate numerical quotas** in order to take account of quality and methods, rather than just numbers.
- **Remove barriers** to pride of workmanship.
- **Institute a vigorous program of education and re-training** for, both the management and the workforce.
- **Take action** to accomplish the transformation. Management and workforce must work together.

Deming's Seven Deadly Diseases of Management

Here, Deming describes the main barriers faced by management to improve effectiveness and continual improvement. He was referring here to US industry and their management practices.

- Lack of constancy of purpose to plan products and services that will have a market and keep the company afloat.
- An emphasis on short-term profits and short-term thinking (just the opposite from constancy of purpose to stay in business), fed by fear of unfriendly takeover and by demand from bankers and owners for dividends.
- Evaluation of performance and annual reviews.
- Mobility of managers and job hopping. .
- Management by use only of available data.
- High medical cost.
- High cost of liability. .

Deming said that effective management and commitment to quality were needed to combat these seven deadly diseases. He emphasised the importance of communicating quality messages to all staff and building a belief in Total Quality Management. The relevance of a these principles to a wider general management application has contributed to Deming's status as a founder of the Quality Management Movement, not just quality and process control. This is why, he interests an audience that is much wider than the quality lobby.

Walter Shewart

Walter Shewart is often referred to as the **Father of Quality Control**. He worked as a **process engineer** for **Western Electric and then at Bell Labs**. He believed that lack of information greatly hampered the efforts of control and management processes in a production environment. In order to aid a manager in making scientific, efficient and economic decisions, he developed the **Statistical Process Control (SPC)** method. Many of the modern ideas regarding quality own their inspiration to Dr. Shewart.

He also developed the **Shewart's cycle** and Learning and Improvement cycle, combining both creative management thinking with statistical analysis. This cycle contains four continuous steps i.e. Plan, Do, Study and Act. These steps ultimately lead to total quality improvement. The cycle draws its structure from the notion that constant evaluation of management practices as well as the willingness of management to adopt and disregard unsupported ideas are keys to the evaluation of a successful enterprise.

Six Sigma Concept

Sigma' is a Greek letter. It is a mathematical term which is used to denote standard deviation. It is a standard statistical unit used to measure and describe the distribution of any process about its mean. Shewart's ideas and statistical concepts were embraced in clinical laboratories for several years. Clinical laboratories used these concepts in proficiency testing and quality control operations. Many industries have re-discovered Shewart's methods and tools of statistical process control which is named as six sigma.

Statistical Process Control (SPC)

Statistical Process Control (SPC) is not new to industry. In 1924, a man at Bell laboratories developed the control chart and the concept that a process could be in statistical control. His name was **William A Shewart**. He eventually published a book, titled *Statistical Method from the Viewpoint of Quality Control* (1939). The SPC process gained wide usage during World War II by the military in the munitions and weapons facilities.

The demand for products had forced them to look for a better and more efficient way to monitor product quality without compromising safety. SPC filled that need. The use of SPC techniques in America faded following the war. It was then picked up by the Japanese manufacturing companies where

it is still used today. In the 1970s, SPC started to gain acceptance again due to American industry feeling pressure from high quality products being imported from Japan. Today, SPC is a widely used quality tool throughout many industries.

Reducing Variation To Improve Quality

The emphasis on reducing variation to enhance quality is a great contribution to quality management. Reducing variation to improve quality resulted in manufacture of precise things. The concept was applicable in different fields, like automobiles, electronics and constructions.

Shewhart acknowledged two classes of variation, namely special cause and common cause variation. These two categories can also be termed as assignable cause and chance cause variation, respectively. A control chart was designed by him to explain these two categories of variations. Shewhart proposed new attributes and variables in his control charts. Shewhart proposed that to improve quality and reduce scrap, common cause variation should be controlled. In this way, any process can be brought under statistical control.

The objective of any industry is to develop economic methods to satisfy the human needs. This should be done by reducing the things to routines necessitating very little human effort. By making use of scientific techniques and modern statistical theories, it was possible to setup limits for the results of routine efforts economically. If the results of any routine process deviate away from the limits, it is said that the routine has broken down and will no longer be economical. The cause of trouble must be identified and eliminated in order to make the process economical.

American Society for Quality (ASQ)

ASQ of individuals who are passionate about methods of quality control. Members of ASQ contribute to industry with their ideas of quality control and experience. Shewart was ASQ's first honorary associate, he efficaciously brought together the principles of statistics, economics and engineering. Shewart developed highly effective tools and specifically control charts. His contributions were widely recognised.

Shewart always believed that Statistical Theory would serve the needs of industry. He was a man of science who worked patiently to develop ideas which made the world better. ASQ is influenced intensely by Shewart's contributions and ideas.

Before his death, Shewhart mentioned to other ASQ that he was pleased by their contributions which led to extensive growth in the field of quality control. He also stated that he was astonished by looking at the development which was beyond his expectations.

CK Prahalad

CK Prahalad (1942-2010) was determined managers free of their dominant logic and deeply held assumptions. He was a proactive thinker who regularly produced starting insights that managers would never have considered. CK Prahalad is also famous for his contribution on the development of the Core Competence Model and co-creation.

CK Prahalad became particularly known for the work conducted with **Gary Hamel**. They carried out scientific and empirical research in the area of Core Competence Model. The results of this research formed the basis for the emergence of outsourcing. His research was mainly focused on the best next practices, corporate strategies and the role of top management in multinational organisations.

CK Prahalad's last work focused on the poor in society, four billion people who are living below the poverty line. This idea is reflected in his book, **The Fortune at the Bottom of the Pyramid (2002)**, in which he explained this using the motto, eradicating poverty through profits.

The concept of The Fortune at the Bottom of the Pyramid, as described in his latest book, is based on experiences and practices in India by looking at Jaipur Foot, Jaipur Rugs, SEWA, Mumbai Dabbawalas, Amul, The Aravind Eye Care System, etc. The Fortune at the Bottom of the Pyramid is a new paradigm where SIR modified and magnified the trade-offs between price, features and performance of a product and services.

SIR's core argument was that if an organisation dramatically re-engineered the product features and performance indicators, the price of the product could be kept so attractive that it can be accessed and used by a large market segment for which it was not originally intended. SIR went on to argue that designing the product and service for the economically weaker section of the society would generate more wealth as a consequence of large volume even when the margins are low. Hence, addressing The Bottom of the Pyramid is an opportunity for sustained wealth creation.

Change Management Process

Change management process is a wider concept dealing with goals, processes and technologies. An institution's success depends on how well it adapts to changes in a planned manner.

Change Management

Change management is a systematic approach dealing with the transition or transformation of an organisation's goals, processes and technologies. The purpose of change management is to implement strategies for effecting change, controlling change and helping people to adapt to change. Furthermore, in respect to education, it affects employees (teachers) as well as students.

Since an organisation's success depends on how well it adapts to change, management of these situations is crucial. This is where change management comes into play. Preventing changes is not always possible, as they are inevitable sometimes. more ways

However, it is possible to plan for changes and overcome them. The management must always strive to ensure changes happen, smoothly. The organisation and its members must not find changes too drastic.

Any kind of change in management is followed by

- Change results from the pressure of forces, which are both inside and outside the organisation. .
- The whole organisation tends to be affected by change in any part of it.
- Change takes place in all parts of the organisation, but at varying rates of speed and degree of significance,

Need for Planned Change

The best hope for successful planned change occurs when teachers are participants in exchange networks that foster collaborative opportunities to work with other school leaders. Successful change requires appropriate alignment of structures and processes.

Strategic change is the process of managing change in a structured and thoughtful way in order to achieve organizational goals, objectives and missions.

To plan change, managers must predict and diagnose the need for change. An Organisational Development theory, developed by Larry E Greiner is helpful in change management. Greiner's model shows organisation as it evolves through the five stages of growth, and the end of each of these stages is marked by a crisis that calls for a change.

The five stages of growth are as follows

- I. Creativity The founders of the organisation dominate this stage and the emphasis is on creating both a product and a market. But as the organisation grows, management problems occur that cannot be handled through informal communication. The founders find themselves burdened with unwanted management and management growth. It is at this point that the crisis responsibilities and conflicts between the employees of leadership occurs and the first revolutionary period begins.
- II. Direction During this period, a strong manager, who is acceptable to the founder and who can pull the organisation together, is appointed. During this phase, the new manager and key staff take most of the responsibility for instituting direction, while lower level supervisors are treated

- more as functional specialists than autonomous decision-making managers. Lower level managers begin to demand more autonomy and the next revolutionary period begins.
- III. Delegation This stage often possesses problems for top managers, who have been successful at being directive. They may find giving up responsibility difficult. Moreover, lower level managers generally are not accustomed to making decisions for themselves. As a result, numerous organisations founder during this revolutionary period, adhering to centralised methods, while lower level employees grow disenchanted and leave the organisation.
 - IV. This stage is characterised by the use of formal systems for achieving greater coordination, with top management as the watchdog. It results in the next revolutionary period, the crisis of red tape. This crisis most often occurs when the organisation has become too large and complex and is managed through - formal programs and rigid systems. If the crisis of red tape is to be overcome, the organisation must move to the next evolutionary phase.
 - V. Collaboration The last of Greiner's phases emphasise greater spontaneity in management action, through teams and the skillful confrontation of interpersonal differences. Social control and self-discipline take over from formal action. Greiner's Model shows uncertainty about what the next revolution of change will be, but anticipates that it will center on the psychological saturation of employees, who grow emotionally and physically exhausted by the intensity of teamwork and the heavy pressure for innovative solutions. To plan change, managers must predict and diagnose the need for change. Greiner's Model of Organisational Growth and Change can help managers understand how the need for change relates to the organisational cycles.

Three Step-Model of Change

Today, the concept of change management is a familiar one in most businesses. But, how businesses manage change (and how successful they are at it) varies enormously depending on the nature of the business, the change and the people involved. And a key part of this, depends on how well people within it understand the change process.

One of the cornerstone models for understanding organisational change was developed by Kurt Lewin, back in the 1940s and still holds true today. His model is known as Unfreeze-Change-Refreeze, which refers to the three stage process of change that he describes. Lewin, a physicist as well as a social scientist, explained organisational change using the analogy of changing the shape of a block of ice.

Lewin's Change Management Model

Kurt Lewin described the Freeze Model of Change, which suggests that change involves a shift from one still condition by means of a state of activity to a different still condition. If you have a large cube of ice, but realise that what you want is a cone of ice, what do you do? First, you must melt the ice to make it amenable to change (unfreeze). Then you must mould the iced water into the shape you want (change). Finally, you must solidify the new shape (refreeze). By looking at change as a process with distinct stages, you can prepare yourself for what is coming and make a plan to manage the transition, looking before you leap, so to speak. All too often, people go into change blindly, causing much unnecessary turmoil and chaos.

any successful change process, you must first start by understanding, why the change must take place. As Lewin put it, "Motivation for change must be generated before change can occur. One must be helped to re-examine many cherished assumptions about oneself and one's relations to others". This is the unfreezing stage from which change begins.

Unfreezing

This first stage of changes involves preparing the organisation to accept that change is necessary. It involves breaking down the existing status quo, before you put up a new way of operating. Key to this is developing a compelling message, showing why the existing way of doing things cannot continue. This is easiest to frame, when you can point to declining sales figures, poor financial results, worrying customer satisfaction surveys, or as such. This shows that things have to change in a way that everyone can understand. To prepare an organisation successfully, you need to start at its core i.e. you need to challenge the beliefs, values, attitudes and behaviours that currently defines it.

Using the analogy of a building, you must examine and be prepared to change the existing foundations, as they might not support add-on storeys. Unless this is done, the whole building may risk collapse.

This first part of the change process is usually the most difficult and stressful. When you start cutting down the way things are done, you put everyone and everything off balance. You may evoke strong reactions in people and that's exactly what needs to be done. By forcing the organisation to re-examine its core, you effectively create a (controlled) crisis, which in turn can build a strong motivation to seek out a new equilibrium. Without this motivation, you won't get the buy-in and participation necessary to effect any meaningful change.

Changing/ Moving

After the uncertainty created in the unfreeze stage, the moving/changing stage is where people begin to resolve their uncertainty and look for new ways to do things. People start to believe and act in ways that support the new direction.

The transition from unfreeze to change or move does not happen overnight, people take time to embrace the new direction and participate proactively in the change. A related change model, the Change Curve, focuses on the specific issue of personal transitions in a changing environment and is useful for understanding this aspect, in more detail.

In order to accept the change and contribute to making it successful, people need to understand how it will benefit them. Not everyone will fall in line, just because they change them. Not everyone is necessary and will benefit the company. This is a common problem that should be avoided.

Time and communication are the two keys to the changes occurring successfully. People need time to understand the changes and they also need to feel highly connected to your organisation, throughout the transition period. When managing change, this can require a great deal of time and effort and hands-on management is usually the best approach.

Refreeze

When the changes are taking shape and people have embraced the new ways of working, the organisation is **ready to refreeze**. The outward signs of the refreeze are a stable organisation chart, consistent job descriptions and so on. The refreeze stage also needs to help people and the organisation internalise or institutionalise the changes.

This means making sure that the changes are used all the time, and that they are incorporated into everyday business. With a new sense of stability, employees feel confident and comfortable with the new ways of working.

The rationale for creating a new sense of stability in our ever changing world is often questioned. Even though, change is constant in many organisations, this refreezing stage is still important. Without it, employees get caught in a transition trap where they aren't sure how things should be done, so nothing ever gets done to full capacity. In the absence of a new frozen state, it is very difficult to tackle the next change initiative, effectively. How do you go about convincing people that something needs changing, if you haven't allowed the most recent changes to sink in? Change will be perceived as change for change's sake and the motivation required to implement new changes, simply won't be there.

As part of the refreezing process, make sure that you celebrate the success of the change. This helps people to find closure, thanks them for enduring a painful time and helps them believe that future change will be successful.

Japanese Model of Change

It is seen that with respect to any model of change, the Japanese model is most renowned. There are two major kinds of Japanese model i.e. **Poka Yoke and Just-In-Time**. *They can be explained as given below*

Just-In-Time

The Just-In-Time Inventory system is a management strategy that aligns raw material orders from suppliers directly with production schedules. Companies use the inventory strategy to increase efficiency and decrease waste by receiving goods only as they need them for the production process, which reduces inventory costs. This method requires producers to forecast demand accurately.

Background and History

JIT is a Japanese Management Philosophy which has been applied in practice since the early 1970s in many Japanese manufacturing organisations. It was first developed and perfected within the Toyota manufacturing plants by **Taiichi Ohno** as a means of meeting consumer demands with minimum delays. Taiichi Ohno is frequently referred to as the father of JIT.

Toyota was able to meet the increasing challenges for survival, through an approach that focused on people, plants and systems. He realised that JIT would only be successful, if every individual within the organisation was involved and committed to it, if the plants and processes were arranged for maximum outputs and efficiency and if quality and production programs were scheduled to meet demands, exactly.

This manufacturing has the capacity, when properly adapted to the organisation, to strengthen the organisation's competitiveness in the marketplace, substantially by reducing wastes and improving product quality and efficiency of production. There are strong cultural aspects associated with the emergence of Just In Time in Japan. This is said to be the management philosophy and not a technique.

further errors from being made. Many solutions are simple, cheap and effective.

Originally, it referred to the production of goods to meet customer demand exactly on time, quality and quantity, whether the customer is the final purchaser of the product or another process, further along the production line.

Poka Yoke

Poka Yoke is a Japanese phrase that means error prevention. It is a mechanism that is put in place to prevent human error. It was developed in the 60s of the previous century by **Shigeo Shingo** from Japan. He was an engineer at the Toyota car factory. It is still the most famous multinational business using Poka Yoke today. It is used to prevent and resolve defects during the production process, eliminating the need for quality control after the process. It is a frequently used method in lean manufacturing and six sigma to ensure as few errors in a production process as possible.

A **Poka** is an inadvertent error and **Yoke** is for prevention. It forces actions to be carried out correctly, leaving no room for misunderstandings. It's about measures that prevent

They can be integrated into the product design process steps.

The most famous examples are smartphones. After all, there is only one way to place the SIM card in the phone. It is impossible, to do it wrong.

In short, Poka Yoke is a continual improvement that offers a way to move the QMS (Quality Management System) towards a higher level of performance.

Stages of Poka Yoke

Few stages of Poka Yoke are:

Define During this phase, the problem causing the defect is described and defined. It needs to be an objective description, that doesn't draw conclusions right away. It's possible to monitor the shop floor during the production process. This is also indicated with the word 'Gemba', which is a Japanese word for shop floor. The shop floor is where the process happens, and that's where the causes of problems may also be hiding. If the problem occurs at the end user, it is a good idea to define the problem objectively from this perspective.

Measure Usually, the measuring stage is applied in case of complex problems in the production process. A test is used to discover how often the problem occurs. A percentage is then calculated based on the results. The higher the percentage, the more important it is to solve the problem at its source. Apart from a production error, it may also be a case of user error. In such a case, a so called test group would be used that tests the product over a certain period. The outcome of this, determines how the problem will be dealt with and solved.

Analyse During this stage, it becomes clear whether a Poka Yoke measures can be applied. The process is analysed thoroughly and the cause of the defect is tracked down. Only when the source of the issue is clear, can the search for a solution begin.

Improve During this stage, analysis is used to deal with the cause of the problem. A solution is developed and implemented. In many cases, Poka Yoke's solutions seem obvious, but have a significant positive impact. They prevent the same mistake from being made in future.

Control During this stage, the effect of the change is measured. If the Poka Yoke measures in question, works well and the chance of further potential error is negligible. It concludes with the zero quality control and zero defects.

Types of Poka Yoke

Three types of Poka Yoke can be identified for quickly and easily delivering solutions for production problems. They are

Visual Aids These aids are clear and show the work instructions. These may be pictograms in a user manual or a traffic sign that shows a restriction or warning.

Visual Control These refer to directing behaviour and warning in case of deviations. One example would be a traffic sign, that lights up red, when drivers are speeding and green, if they stick to the speed limit.

Fail Safes They force the user to either do or not do something. For instance, this can be road closures for motorway maintenance. Arrows on signs, force drivers to go from 3 to 2 and from 2 to 1 lanes. The arrows are followed by red Xs on the signs, until 2 of the 3 lanes are closed.

Cost of Quality

Cost of Quality is defined as a methodology that allows an organisation to determine the extent to which its resources are used for activities, that prevent poor quality, that appraise the quality of the organisation's products or services and that result from internal and external failures. Having such information, allows an organisation to determine the potential savings to be gained, by implementing process improvements. As defined by Philip B Cosby in his book, Quality is Fuel, the cost of quality has two main components i.e. cost of good quality (or the cost of conformance) and the cost of poor quality (or the cost of non-conformance).

- The cost of poor quality affects;
 - internal and external costs, resulting from failing to meet requirements.
- The cost of good quality affects:

(i) Cost for investing in the prevention of non-conformance to requirements,

(ii) Costs for appraising a product or service for conformance to requirement.

The cost of quality is the cost of producing, finding, correcting and preventing defects. Quality costs are the total of the cost, incurred by investing in the prevention of non-conformances to requirements, appraising a product or service for conformance to requirements and failing to meet requirements.

Quality Cost Categories

Fegenbaum (1956) categorised quality cost into **Prevention Appraisal Failure Costs (PAFC)**. The failure costs can be further classified into subcategories i.e. internal and external failure costs. This classification is widely used.

Prevention Cost

The cost of any action taken to investigate, prevent and reduce the risk of non-conformity or defect. Typical examples of prevention costs are quality training, quality assurance and quality planning. They are also incurred to prevent or avoid quality problems. These costs are associated with the design implementation and maintenance of the quality management system. They are planned and incurred before actual operation.

They could include

Product or Service Requirements Establishment of specifications for incoming materials, processes, finished products and services.

Quality Planning Creation of plans for quality, reliability, operations, production and inspection.

Quality Assurance Creation and maintenance of the quality system.

Training Development, preparation and maintenance of programs. The cost of all activities, specifically designed to prevent poor quality of teachers and students. Examples may be cost of admission policy, review, selection process, facility induction and training policy review.

Appraisal Cost

The cost of evaluating the achievement of quality requirements including, cost of verification and control performed at any stage of the quality loop. Examples of appraisal cost are inspection, quality audits and acceptance tests. These costs are associated with the supplier's and customer's evaluation of purchased materials, processes, products and services to ensure that they conform to specifications.

They could include

Verification Checking of incoming material, process setup and products against agreed specifications.

Quality Audits Confirmation that the quality system is functioning correctly.

Supplier Rating Assessment and approval of suppliers of products and services. The cost associated with measuring, evaluating or auditing students and teachers to assure conformance to quality standards and excellent academic performance requirements.

Failure cost

The cost of failure is divided into two factors i.e. internal failure cost and external failure cost.

They can be explained as below: They could include:

Internal Failure Cost

The cost arising within an organisation, due to non-conformities or defects at any stage of the quality loop, such as cost of scrap, re-work, re-tests, re-inspection, re-design, scrap, replacement, rework and repair can be mentioned as typical examples of an internal failure.

External Failure Costs

External failure costs are incurred to remedy defects, discovered by customers. These costs occur when products or services that fail to reach design quality standards are not detected, until after transfer to the customers.

They could include

Repairs and Servicing Both returned products and those in the field.

Warranty Claims Failed products that are replaced or services that are re-performed under a guarantee.

Complaints: All work and costs associated with handling and servicing customer's complaints.

Returns Handling and investigating rejected or recalled products, including transport costs.

The cost may result from students, not confirming to the requirements of potential employers. Internal failure cost, occurring prior to the students getting out of the institution. For example, examination, testing, re-vieweing, coaching, counselling, etc. External failure cost may be the loss of institutional image, due to non-performance of the students in various organisations and blocking future prospects. An excellent education system should view itself as a learning organisation, where all employees are engaged in learning from world class research and development organisation, universities and corporate management development centres.

Cost Benefit Analysis

The term cost benefit analysis, implies a systematic comparison of the magnitude of the costs and benefits of some form of investment, in order to assess economic profitability. All forms of investment involve a sacrifice of the present consumption, in order to secure future benefits in the form of higher levels of output or income. It provides a means of appraising these future benefits in the light of the costs that must be incurred at present. The purpose of such analysis is to provide a measure of the expected yield of the investment, as a guide to the rational allocation of resources.

The importance of such analysis can be understood from its underlying assumptions, given as below

- Resources are scarce.
- These scarce resources can be used for alternative purposes.
- Decision makers want to use them in a rational way, i.e. where they provide the maximum benefit.
- Their costs and benefits can be measured.

It is used to address only those types of alternatives, where the outcomes can be measured in terms of their monetary values. For example, educational alternatives that are designed to raise productivity and income, such as vocational education, have outcomes that can be assessed in monetary terms and can be evaluated according to cost benefit analysis. However, most educational alternatives are dedicated to

improving achievement or some other educational outcome that cannot be easily converted into monetary terms.

Cost of Education

For purposes of the cost benefit analysis of investment, it is necessary to define cost in terms of the total cost of a project, such as secondary education, i.e. all real resources that are used up by the project. These are called the opportunity costs, since every investment represents the sacrifice of alternative opportunities of using the resources either for present consumption or for some form of investment. There are other opportunity costs which accrue on account of the students' attending schools, instead of helping their parents in their occupations, like farming. Such opportunity costs are called foregone earnings and they are measured by what students could have earned, had they been employed. This cost item is also considered for calculating the total cost of education.

Benefits of Education

An important objective of investment in education is to identify and measure the benefits of education, which is more difficult than the measurement of costs. Just as there are private and social costs, there are also private and social benefits that accrue, i.e. benefits to the individual and those that accrue to the society. Further, there are also other non-economic benefits, the both to the individual and to society. If education is an investment, it contributes to future incomes by imparting skills and knowledge educated manpower, thus improving the productivity of labour.

If the productivity of the educated workers is higher than that of the uneducated workers, it will be reflected in a higher output and in higher earnings of the educated.

Therefore, we require an estimate of the additional life time earnings of the educated people. Ideally, these data should be collected by comparing the earnings of the educated and uneducated workers, over their whole working lives. Therefore, the usual practice is to use cross sectional data (data across various sections of earners at a particular point of time) to estimate an average age education i.e. earning profile for the workers of the same age with different levels of education and for workers of the same level of education with different age groups.

Cost Effective Analysis

It refers to the consideration of decision alternatives, in which both their costs and consequences are taken into account in a systematic way. It is a decision oriented tool, it is designed to ascertain which means of attaining particular educational goals are most efficient. For example, there are many alternative approaches for pursuing such goals, such as raising reading or mathematics achievement. These include the adoption of new materials or curriculum, teacher training, educational television, computer-assisted instruction, smaller class sizes and so on.

The cost effective solution to this challenge is to ascertain the costs and effects on reading or mathematics achievement of each alternative and to choose that alternative, which has the greatest impact on raising achievement scores, for any given resource outlay.

Purpose

The purpose of cost effective analysis in education is to ascertain which program or combination of programs, can achieve particular objectives at the lowest cost. The underlying assumption is that different alternatives are associated with different costs and different educational results. By choosing those with the least cost for a given outcome, society can use its resources more effectively.

Those resources that are saved through using more cost effective approaches, can be devoted to expanding programs or to other important educational and social endeavours.

Method

The method of doing cost effective analysis can be summarised briefly, but it is best to refer to more extensive treatments of the subject if a study is being contemplated. Cost effectiveness begins with a clear goal and a set of alternatives for reaching that goal. Comparisons can be made only for alternatives, that have similar goals, such as improvement of achievement in a particular subject or reduction in absenteeism or in dropouts.

A straight forward cost effectiveness analysis cannot compare options with different goals and objectives, any more than a standard type of evaluation could compare results in mathematics, with results in creative writing. Alternatives being assessed should be options for addressing a specific goal, where attainment of the goal can be measured by a common criterion such as an achievement test. It should be noted that a more complex, but related form of analysis and cost utility can be used to assess multiple objectives.

Educational Role

Methods of cost effectiveness analysis can assist the planner in evaluating educational programs. This concept should be broadened to include resource effectiveness analysis, which can be divided into two study areas i.e. resource analysis and analysis of effectiveness. Constructing a resource/cost model is suggested to handle the problems of resource allocation, by relating the programs to resources and costs. Defining and measuring the effectiveness of an educational program, must precede the analysis of cost effectiveness of alternative programs. The complexity of the learning process requires the production of a set of measures or indicators.

Indian and International Quality Assurance Agencies

The National Assessment and Accreditation Council (NAAC) is India's premier higher education quality assurance agency. The NAAC quality assurance process has benefited from a thorough study of established accreditation mechanisms, worldwide. It is however, designed to meet the needs of one of the world's largest, most diverse and most complex systems of higher education, which comprises 17, 967 institutions catering to the needs of some 10.5 million students.

On an international level, the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) is a world wide association that is active in theory and practice of quality assurance in higher education. INQAAHE is a quality assurance community with shared interests, a common language and understanding of how things are done with regard to a very specific field of work.

National Assessment Accreditation Council (NAAC)

Historical Overview of NAAC

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy of Education (1986) which laid special emphasis on upholding the quality of higher education in India.

To address the issues of quality, the National Policy of Education (1986) and the Programme of Action (POA, 1992) advocated the establishment of an independent national accreditation body. Consequently, the University Grants Commission established the NAAC in 1994 under its Article 12, CCC, as an autonomous body with its headquarters at Bengaluru.

NAAC as a premier quality assurance agency has always been responsive to the ever changing higher education scenario as well as stakeholder's requirements. The NAAC functions through its General Council (GC) and Executive Committee (EC) where educational administrators, policy makers and senior academicians from a cross section of the system of higher education are represented. The Chairperson of UGC is the President of GC of the NAAC, the Chairperson of the EC is an eminent academician in the area of relevance to the NAAC.

Objectives of NAAC

- Assess and accredit institutions of higher learning.
- Stimulate the academic environment and quality of teaching and research in accredited institutions.
- Generate awareness of quality in education.
- To embed self-assessment in the quality culture of the institution.
- Share information on successful quality strategies.
- Encourage innovations, self-evaluation and accountability in higher education.
- Help institutions to achieve self-actualization institutional strengths and weaknesses,
- Focus on improvement of quality.
- Promote necessary changes, innovations and reforms in all aspects of the institutions for excellence.

Functions of NAAC

NAAC is entrusted with the primary function of assessing and accrediting higher education institutions of the country.

- Provide guidance to institutions for preparing their -Study Reports (SSRs).
- Preparing in house pre-visit documents for assessors.
- Assessing and accrediting institutions.
- Coordinating the on-site' visit to its effective completion.
- Evolving appropriate instruments of accreditation fine tuning them whenever necessary.
- Develop pre and post accreditation Identifying enlisting and creating a pool of efficient assessors.
- Identifying enlisting and creating a pool of efficient assessors.

- Providing appropriate training to assessors.

To supplement the functions of NAAC in addition to assessment and accreditation, it also undertakes the following functions

- Disseminates the NAAC process and quality enhancement mechanisms through relevant publications.
- Organizes seminars/workshops/conferences to share and discuss issues related to quality in higher education.
- Partner with stakeholders for promoting assessment and accreditation.
- Promotes the establishment of quality assurance units i.e.

(i) Internal Quality Assurance Cell (IQAC)

(ii) State Level Quality Assurance Cell (SLQAC)

- Establishes collaborations with other national and international professional agencies, involved in assessment and accreditation. .

Role of NAAC

Role of NAAC in the changing scenario of higher education needs to be re-defined with respect to recognition cum accreditation, programme accreditation, national level ranking of universities, preparation of national benchmarks, national and international database, research and development centres, etc.

- Assessment and accreditation by NAAC may be made mandatory for all higher education institution of the country
- NAAC may start programme accreditation.
- Ranking of institutions may be very much relevant when compared to grading. All accreditation agencies, including NAAC are to be accredited once in three years.
- While NAAC could be accredited by recognized international accreditation bodies, NAAC could perform this function for all the multiple accreditation agencies getting recognized by the Government of India.
- NAAC needs to continue to be an apex assessment and accreditation body for higher education institution, in the country providing vision and leadership

Initiatives of NAAC

- Quality sustenance and promotion of sensitizing institutions to concepts, such as credit transfer, student's mobility and mutual recognition.
- Networking among accredited institutions in order to promote exchange of best practices.
- Formation of quality circle for follow-up of accreditation outcomes.
- State-wise analysis of accreditation results for policy initiatives.
- Promoting the concept of lead colleges and cluster of colleges for quality initiatives.
- Project grants for accredited institutions for quality innovations.
- Financial support to accredited institutions for conducting seminars/conferences/workshops quality issues in higher education. on

- NAAC and NCTE joint activity for self-appraised and accreditation of teacher education institutions.
- Interaction with other agencies to develop a National Qualification Framework.
- Training programmes for quality promotion and excellence in higher education. .

Advantages of NAAC

- Helps the institutions to know strengths, weaknesses and opportunities, through an informed review, .
- Identifies internal areas of planning and resource allocations.
- Enhances collegiality on the campus.
- The outcome of the process provides the funding agencies with objectives and systematic database for performance funding.
- Initiates institutions into innovative and modern methods of pedagogy.
- Given the institution a new sense of direction and identity.
- Provides the society with reliable information on the quality of education, offered by the institution,
- Employers have access to information on standards in recruitment.
- Promotes inter-institutional and intra-institutional interactions.

Performance Indicators

They indicate what concrete actions the student should be able to perform as a result of participation in the program. Once a program's outcomes have been identified, the knowledge and skills necessary for the mastery of these outcomes should be listed. This will allow the desired behaviour of the students to be described and will eliminate ambiguity concerning demonstration of expected competencies. Performance indicators are made up of at least two main elements i.e. action verb and content (referent). The expected behaviour must be specified by name, using an observable action verb, such as demonstrate, interpret, discriminate or define.

Sample performance indicators includes :

- Students will know a professional code of ethics (knowledge).
- Students will be able to describe the problem-solving process (comprehension).
- Students will solve research problems through the applications of scientific methods (applications).

Performance indicator is a type of performance measurement that helps you understand how your organization, department or institution is performing and it allows us to understand if we are headed in the right direction with our strategy.

In education, performance indicators are classified as follows

Academia or Academics

Graduation Rate It determines the number of students who completed their schooling or received a particular certificate or degree within the normal time frame.

Awards This looks at the number of awards granted to students or faculty during each academic calendar year.

Research grants This examines the percentage of the grants students or faculty received versus those that were applied for.

Student's Attendance Rate Determining the number of students that have achieved say 90% attendance during a given semester or academic year is vital to track.

Finance

Percentage of Students or Aid It calculates the number of students receiving some kind of financial assistance, like scholarship, money or government aid,

Tuition Cost It examines the cost to each student in a given scholastic timeline to attend the institution,

Ratios

Student to Faculty Ratio Schools may want to examine this ratio to ensure that the students are receiving proper attention.

Faculty to Administration Ratio If this ratio is too low, like if you have only two administrators for 50 faculty members there may be issues with scheduling, organization and finances.

Curriculum

Proficiency Rates for Each Subject This allows us to see not just how our curriculum breaks down, but how each area of curriculum is performing.

Faculty

Number of Training Sessions Per Year Ensuring faculty members are in touch with the latest teaching methods or technologies help ensure that students receive the best educational experience.

Faculty and Staff Attendance If the institution has a low attendance rate from faculty and staff members, this can have a negative impact on the organization as a whole.

Technology

Percentage of Classes Using Technology A high percentage of classes are using technologies or online platforms that have been provided to them

Percentage of Administrators Using Technology Both teachers and administrators should be using the online or classroom based technologies they have been provided for lessons, projects or activities and the percentage will help whether that is happening or not.

Facilities

Classroom Utilization Rate It examines whether we are making the best use of campus space and keeping class as full as possible.

Quality Council of India (QCI)

Quality Council of India (QCI) was set up in 1997, as an autonomous body. It was setup jointly by the Government of India and the Indian industry, represented by the three premier industry associations i.e.

- Associated Chambers of Commerce and Industry of India (ASSOCHAM)
- Confederation of Indian Industry (CII)
- Federation of Indian Chambers of Commerce and Industry (FICCI)

It aims to establish and operate national accreditation structure and promote quality through National Quality Campaign.

The Department of Industrial Policy and Ministry of Commerce and Industry, are the nodal ministries for QCI. The Chairman of QCI is appointed by the Prime Minister, on recommendation of the industry to the government.

Objectives of QCI

- To establish and maintain an accreditation on quality the country
- To provide right and unbiased information . related standards.
- To spread the quality movement in the country through the National Quality Campaign.
- To facilitate upgradation of equipment techniques, related to quality. forums.
- To represent India's interest in international
- To help establish brand equity of Indian products and

They become the world's leading national apex facilitation, accreditation and surveillance organisations, to continuously improve the climate, systems, processes and skills for total quality.

It also focuses on helping India achieve and sustain total quality and reliability, in all areas of life, work, environment, products and services, at individual, organisational, community and societal levels.

Roles of QCI

- To Promote Quality improvement.
- To set goals and time frames.
- To make recommendations to the executive staff.
- To monitor progress, and for improvement. success areas
- To provide technical assistance with quality improvement projects.
- To promote communication about quality improvement effort throughout the organisation.
- To provide an annual written report on activities, accomplishments and future projects.

International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) is a world-wide association of organisations that is active in the theory and practice of Quality Assurance (QA) in Higher Education (HE). The greater majority of its members are Quality Assurance Agencies (CAA) (as full members), that operate in many different ways.

However, it also welcomes other organisations (as associate members), that have an interest in QA in HE, and individuals with major interest in HE (as affiliates). Thus, INQAAHE offers its members the many benefits of being part of such an active group of workers in its QA in HE.

It was established in 1991, with only 8 members. Today the total membership exceeds 300 members. Distance Professional accreditation has become more important as more Higher Education Institutions (HEIs), delivering Fundamental to the work of the INQAAHE, the key values that education as well as vocational education have become increasingly more important, as is the need for recognition of prior learning. HE has become more global, than ever before.

programs in different modes, enter the market. All these have thrust QA agencies into ever expanding roles. INQAAHE is a QA community, with shared interests, a common language and an understanding of how things are done, with regard to a very specific field of work. It provides a forum for the discussion of global issues that go beyond national or regional boundaries, such as cross border education. Members have the opportunity to learn from what others are doing, both from their successes and failures and thus, have now set the ground for the development of a QA profession.

Aims of INQAAHE

The central purpose and role of INQAAHE is to promote and advance excellence in higher education, through the support of an active international community of quality assurance agencies. In order to achieve this goal, the network focuses on the development of the theory and practice of quality assurance, the exchange and understanding of the policies and actions of its members and the promotion of quality assurance for the benefit of higher education, institutions, students and society at large.

Values of INQAAHE

Fundamentals to the work of INQAAHE, The key values that support the policy and practice of quality assurance are as follows

- Recognition of the value of collective wisdom, gathered from the practices of a diverse set of members and their ability to address the challenges of the educational and social structures, in which they operate. INQAAHE celebrates this diversity, which has also made it possible to identify and highlight commonalities and fundamental principles that underpin good practice and guide the operation of Quality Assurance (QA) agencies.
- Belief in the primacy of academic freedom and institutional integrity and a commitment to the idea that quality and quality assurance are primarily the responsibility of higher education institutions, themselves.
- A fundamental understanding of the importance of working in partnership among members, with higher education institutions, regional, international government and non-government organisations, as well as the business sector, in order to provide member support, guidance, information and advocacy for quality assurance.

Objectives of INQAAHE

- To create, collect and disseminate information on current and developing theory and practice in the assessment, improvement and maintenance of quality in higher education.
- To undertake or commission research, in areas relevant to quality in higher education.
- To express the collective views of its members on matters relevant to quality in higher education, through contacts with international bodies and by other means.
- To promote the theory and practice of the improvement of quality in higher education.
- To provide advice and expertise, to assist existing and emerging quality assurance agencies.
- To facilitate links between quality assurance agencies and support networks of quality assurance agencies.
- To assist members, to determine the standards of institutions operating across national borders and facilitate better informed international recognition of qualifications.
- To assist in the development and use of credit transfer and credit accumulation schemes, to enhance the mobility of students between institutions (within and across national borders).
- To enable members, to be alert to improper quality assurance practices and organisations. To organise, on request, reviews of the operation of members.