CHAPTER - I

INTRODUCTION
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CHAPTER - I
INTRODUCTION

1.1. Education is a very ancient human enterprise. For a very long time man has been making conscious and planned efforts to educate both children and adults. The needs and problems of the individuals, family and society have determined the goals and purposes of educational efforts and the means. Tools and opportunities available in society and life have determined the programmes and procedures of education.

1.2 EDUCATION - AIMS:

The aims of education vary from time to time and from nation to nation depending upon the political, economic and social systems and the philosophy of life prevailing at the particular time. Consequently the curricular methods and appraisal must also be more or less different in different countries at different times. Changes in the ideals and values accepted by a society will call for corresponding change in the system of education. Therefore good aims of education are related to situations of life. Any organized system of education must meet the real situations of community. Pillay (1986). Agarwal (1981) state that the aims must be in accordance with the physical and social needs of the community. Brubacher (1996) classified the aims of education into two viz. i) proximate aim and ii) ultimate aim.

1.3 EDUCATION - TECHNICAL SPHERE:

In the history of human life, the period of Renaissance in Europe has changed the life style of the complete world. The Industrial revolution followed it demanding technically skilled people for the industries. This has brought in a drastic change in curriculum of education developing new scientific and
technical disciplines. With the advent of time, the technical education has evolved into a new educational sphere completely detaching itself from other literature and human sciences.

1.4. STATUS OF TECHNICAL EDUCATION IN INDIA:

In India the requirement of Technical personnel for all types of Industries is met by Technical Institutions in three levels. A large number of Technical personnel come out every year from these Institutions in the forms of:

1. Degree holder-Engineers from colleges
2. Diploma Engineers from polytechnics
3. Certificate level skilled craftsmen from ITI s.

**TABLE 1 (1.1)**

<p>| TABLE - 1 (1.1) STATUS OF AICTE RECOGNISED INSTITUTIONS / COURSES / INTAKE AT UNDERGRADUATE AND DIPLOMA LEVELS |
|---|---|---|---|---|---|
| REGION | DIPLOMA | DEGREE |</p>
<table>
<thead>
<tr>
<th>NOI</th>
<th>NOC</th>
<th>INTAKE</th>
<th>NOI</th>
<th>NOC</th>
<th>INTAKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CENTRAL REGION</td>
<td>70</td>
<td>283</td>
<td>9925</td>
<td>25</td>
<td>107</td>
</tr>
<tr>
<td>2. EASTERN REGION</td>
<td>60</td>
<td>218</td>
<td>7510</td>
<td>17</td>
<td>77</td>
</tr>
<tr>
<td>3. NORTHERN REGION</td>
<td>134</td>
<td>519</td>
<td>16839</td>
<td>37</td>
<td>147</td>
</tr>
<tr>
<td>4. NORTH WESTERN REGION</td>
<td>133</td>
<td>75</td>
<td>19625</td>
<td>45</td>
<td>195</td>
</tr>
<tr>
<td>5. SOUTHERN REGION</td>
<td>225</td>
<td>863</td>
<td>41397</td>
<td>112</td>
<td>540</td>
</tr>
<tr>
<td>6. SOUTH-WESTERN REGION</td>
<td>214</td>
<td>847</td>
<td>35165</td>
<td>68</td>
<td>420</td>
</tr>
<tr>
<td>7. WESTERN REGION</td>
<td>193</td>
<td>781</td>
<td>35995</td>
<td>112</td>
<td>505</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>1029</td>
<td>4086</td>
<td>166456</td>
<td>416</td>
<td>1991</td>
</tr>
</tbody>
</table>

NOI = Number of Institutions  NOC = Number of courses

(Source: Indian Society for Technical Education. Hand Book 1996-97)
From the above table, it is obviously visible that there is an unbalanced growth of technical education on region-wise basis. The number of institute - number of course ratio is the lowest in the North Western region and highest in the Central and Western regions. The Number of institute - intake ratio is lowest in the Eastern and Northern regions and highest in the Western region.

1.5. OBJECTIVES OF TECHNICAL EDUCATION:

The Objectives of Technical Education are:

1. Development of innovative and creative mind.
3. Development of professional skill.
4. Infusion of self confidence and self reliance.
5. Promotion of analytical mind and administrative capability.
7. Promotion of inherent talents.

(Shanmuganathan, V., 1992)

1.6. THE TECHNICAL INSTITUTION - “A SERVICE INDUSTRY”:

It is undoubtedly a cliche, but it is true that we are moving rapidly towards a knowledge-based society. Education has become what land was for centuries and the capital was till only recently - the primary means of generating wealth and also a lead-age of status.

The growing importance of education and its direct economic pay-off to the individual is serving greatly to increase the demand for education. The large demand and the willingness of the 'consumer' to pay for a quality product opens up education as an area of economic opportunity. These factors point to the education becoming a new 'sunrise' industry.
In this context the Indian private sector is active and the increasing privatisation of education is now a visible reality. The most striking example is the street corner computer education centers, so much in evidence in towns and cities across the country. Recognizing the potential in this field, a whole host of foreign universities and other educational institutions are making a bee line for India.

In line with the above, we can consider educational institutions as a provider of services. These services include tuition, assessment, guidance to pupils, parents and sponsors. The 'customers' - the stake holders of the service, are a very diverse group and need identification.

1.6a. INSTITUTION - INDUSTRY COMPARISON:

The major components of a technical Institution, considered as a service industry, can be compared with those of Industry as shown in table II.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>like raw material (albeit a live stock) in Industry.</td>
</tr>
<tr>
<td>Staff</td>
<td>like men in Industry.</td>
</tr>
<tr>
<td>Laboratory, Workshop and Library</td>
<td>like machiines in Industry.</td>
</tr>
<tr>
<td>Education Technology</td>
<td>like methods in Engineering Industry.</td>
</tr>
<tr>
<td>Curriculum and study programs</td>
<td>like sequencing, scheduling and a part of production, planning and Control in Industry</td>
</tr>
<tr>
<td>Management</td>
<td>like Policy makers, Planners, Auditors and controllers of Input/output in Industry.</td>
</tr>
<tr>
<td>Money</td>
<td>Like Financial Management in Industry.</td>
</tr>
<tr>
<td>Matrix</td>
<td>Like Services and Utilities in Industry.</td>
</tr>
</tbody>
</table>

However there are various factors having contrast in the Institution - Industry comparison that cause differences in the performance.
1.7. DEVELOPMENT PHASES OF TECHNICAL EDUCATION IN INDEPENDENT INDIA:

When we look at the history of Technical Education, it can be seen that it has gone through three distinct phases in terms of providing technical man-power to the needs of the country's growth, viz.

i) Immediate Post Independence phase

ii) Industrial Growth phase

iii) The Present scenario of the New economic order. (Shivaram 1996)

1.7a. POST INDEPENDENCE PHASE (UPTO 1960):

During this period the Technical man power requirement was driven by the fact that the entire emphasis was towards Irrigation, establishment of infrastructure, like power, rail network and roads through projects in the establishments of public-sector units. For supporting these projects, technocrats with a common base but specialized in basic engineering disciplines like Civil, Mechanical and Electrical Engineering were developed.

1.7b. INDUSTRIAL GROWTH PHASE:-(From 1960 To 1990)

The advent of consumerism i.e. the demand for consumer durables, the engineering products and the establishment of communication infrastructure has led to the industrial growth. So the needs of technical man power has drastically changed with more emphasis on skill-oriented outputs from technical institutions. With the emphasis on providing knowledge and skill in different disciplines like electronics and instrumentation to cope with the technological changes, the technical education has developed a number of specialised disciplines further alienating itself from human and social sciences.
During this period, demand for technical manpower was so high that the Government institutions alone were not capable of catering the demand. This was the beginning of the era of private sector participation in developing Technical Institutions. As there was no specific structure for Technical Institutions to grow, a mushroom growth of Technical Institutions without any emphasis on scientific management and fulfilling any specific norms was witnessed. Even though the complexity of Technical Education Management was more clear in terms of managing obsolescence, sustainability, viability of Technical Institutions and mechanism for fulfilling the aspiration of the user system, the lack of understanding of these led to a large number of Institutions developing technocrats who were not employable.

1.7c. THE PRESENT SCENARIO VERSUS TECHNICAL EDUCATION:

The Market place in the Indian context has opened flood gates for the international companies to participate in the economic activity. This has led to a greater demand on technical Education system to provide technical manpower which is not only knowledgeable, but also competent. Also the world over there is an emphasis on competency based education and training. Further, the demand on Technical Institutions to sustain on their own without grant / support from Government has increased. At this juncture it becomes imperative that Technical Institutions Management becomes more complex with two distinct focus:

- Management for sustenance
- Management for Growth (Shivaram 1996)
1.8. POLYTECHNICS: A DIPLOMA LEVEL INSTITUTION
FOR TECHNICIAN:

In India, technician level education and training is being imparted by Polytechnic. The term Diploma holder is more common. Diploma Engineers usually work in Industry as technicians at supervisory level. They are quite important to the Industry on account of their acting as link between the management and the workers. Performance of a plant and its productivity depend much on how efficient a Supervisor is. (Bhatt.KM1990)

1.9 ENVIRONMENTAL PROBLEMS FACED BY POLYTECHNICS

Rapid Industrialization and consequent adoption of modern processes and practices in Indian employers and Society expect from the products of Polytechnics the possession of specific knowledge and skills and the ability to apply such knowledge and skills in new situations and to learn new skills and become responsible to the changing needs.

However the pass-outs from Polytechnics are generally found to lack in regard the ability:-

1) To identify quickly the causes of trouble in mechanical equipment under his charge.

2) To understand basic principles or theory governing the working of a machine or apparatus and apply that knowledge for striking solution for problems encountered.

3) To provide efficient leadership.
Now the time has arrived when one should like to find out:

i) Why does the class/credit earned by a student does not reflect his real ability?

ii) Why does the quality of passouts not come up to the expectation of Industries of our country?

iii) What is really wanting in our present day Technician education?

Are one or more of the following factors responsible for the above shortcomings?

a) Growing indiscipline in Educational Institutions;

b) External influence;

c) Real causes of students indiscipline not assessed and remedial action not taken timely;

d) Short-cuts taken to appease students community resulting in reduced class-room and laboratory/Project work.

e) Covering poor performance of students by granting them liberalized promotions.

f) Inadequate teaching staff or sub standard faculty or both.

g) Incorrect evaluation and / or grading system.

(BHATT K.N. 1990)

1.10 POLYTECHNIC FACING PEDOGOGIC ISSUES:

The salient Pedagogic issues facing the Polytechnic at present are:-

1) Developing curricula that will meet the functional requirements of Polytechnic products in Industry.

2) Evolving an approach to teacher development to enable them to play the role of agents for change.
3) Preparing and making available teaching-learning material appropriate to the needs of students.
4) Developing an examination system that will evaluate students on their problem solving abilities and total personality traits.
5) Providing opportunities for students for self-development so as to contribute effectively to society’s needs.
6) Developing a Management system in Technical education that will encourage and support in teaching-learning process. (Bhattacharya 1993)

1.11 MANAGEMENT PARADIGM FOR EDUCATION - A NEED:-

In the field of Education the customers can be classified as "primary" and "secondary". The primary customers are the students who directly receive the service. Secondary customers are the parents, sponsors and other employers (Who have a direct space in education as further employers) the Government and the Society as a whole. The diversity of customers makes it all the more important for Educational Institutions to focus on customer wants and to develop mechanisms for responding to them. It is important to define clearly the nature of the service an institution provides to its customers. It is equally important to maintain an excellent and continuing dialogue with them.

If quality is about meeting the customer’s needs and wants, it is important to be clear about the kind of need we should be satisfying. Quality Management is needed because nothing is simple anymore, if indeed it ever was. Management is a powerful concept. Its potential for application extends to all aspects of human life and society. In the popular mind it is associated primarily with business. Historically, business was not the first source of management ideas. The early management ideas come from three other sources - the religious churches, the military; and the civil administration. There has been a virtuous cycle. The industry has picked-up and developed management ideas from these sources, added several of its own and made available a large corpus of management methods to non industries organizations.
The core message of management is one of hope. It is that any existing situation can usually be improved by better management. (Athreya M B 1996)

Peter Drucker (1995) calls the churches, hospitals and educational institutions as 'Non-profit' institutions. They must perform and in order to perform management technique is required as the 'Non-Profits' have no bottom line; they require a dedicated management approach.

Whether it is a Government Institution or Private Institution, the Head of the Institution and Heads of Departments form the managing team as far as the management of day-to-day affairs is concerned. They also have a vital role to play in the development and growth of the Institution. They are supposed to plan, organise and carry out the activities as per the laid down policies and objectives of the Institution.

Though it may sound a simple task to the person unaware of the complexity of the system, the task is a challenging one as it involves different interacting groups within and outside the Institutions.

Like management of any Industrial Unit or Business Organisation engaged in production/service activities, the management of Technical Institution involves the following aspects:

- Financial Management
- Personnel Management
- Management of Process
- Materials Management
- Project Management
- Image Building
1.12 A NEED FOR QUALITY MANAGEMENT:

In the post liberalisation era, the accelerated industrial growth and information explosion provide the most fundamental challenge to the management of technical education in India. The changes are so profound and accelerating that any attempt to respond to them using established principles, models, practices and processes are likely to be out of order. At the same time there is a critical need to establish a common platform of understanding technical education management so that the demands of the reforms do not result in slow and delayed response. Too much late response is no response. It will further deteriorate trust by industries and society in accepting technical institution pass outs and services.

In this context there is an urgent need for technical institutes to develop a sophisticated response to this new changing environment or climate. The net effect of pressure from agencies will bring extreme competitiveness in the institutions. The people for whom the institutes were created to provide services will allow the institutions to deteriorate or collapse ultimately.

Also there will be an inevitable increase in specific demands on technical institutions as suppliers of pass outs and services to the society as a whole. The concern of quality in delivery is further complicating the design of right approach for managing technical institutions. Changing Government, industrial and social expectations, the concepts of right value for efforts and money are being expressed in clear practicable terms. The emergence of new Indian culture of expectations where customer driven or client driven needs are most important, forces the institutions to be in a dynamic interaction with society, industries and other stakeholders.
Under these circumstances the technological educational institutions should set an example in propagating quality consciousness, team work optimization of resources and manage the competitive environment and encourage team spirit among all concerned. At a time when industrial concern are vying with each other in procuring International Standard Organisation (ISO) certification Total Quality Management (TQM) has become the need of the hour. And Institutions have to make conscious effort to plan for products of high quality to be sent out of their portals. This is where TQM assumes great significance in educational institutions.

1.13 ACCREDITATION - NBA AND ISO:

The quality means different things to different people. Therefore a series of standards namely ISO 9000 series was brought out by the International Standard Organization spelling out minimum element that must be satisfied for a recognizable quality management system. The ISO 9000 can be suitably modified or amplified to suit the educational needs. The need for such actions is already felt and is evidenced by the formation of agencies such as the National Assessment and Accreditation Council and National Board of Accreditation (NBA). The Table IV shows how the various elements of ISO 9000 could be profitably applied to the Educational Organizations.
Elements of ISO 9000 applicable to educational organizations.

<table>
<thead>
<tr>
<th>ISO 9000 ELEMENTS</th>
<th>APPLICABILITY TO EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Management Responsibility</td>
<td>* Management's commitment to quality</td>
</tr>
<tr>
<td>* Quality system</td>
<td>* Quality system</td>
</tr>
<tr>
<td>* Contract review</td>
<td>* Contracts with internal and external customer</td>
</tr>
<tr>
<td>* Document control</td>
<td>* Document control</td>
</tr>
<tr>
<td>* Design control</td>
<td>* Curriculum Design</td>
</tr>
<tr>
<td>* Purchasing</td>
<td>* Selection and admission policy</td>
</tr>
<tr>
<td>* Purchaser supplied product</td>
<td>* Pupil support services including welfare, counselling and tutorial arrangement.</td>
</tr>
<tr>
<td>* Product identification and Trace</td>
<td>* Record of pupil progress</td>
</tr>
<tr>
<td>ability</td>
<td></td>
</tr>
<tr>
<td>* Process control</td>
<td>* Curriculum delivery, teaching and learning strategies</td>
</tr>
<tr>
<td>* Inspection and testing</td>
<td>* Assessment and testing</td>
</tr>
<tr>
<td>* Inspection, Measuring &amp; test</td>
<td>* Consistency of assessment methods</td>
</tr>
<tr>
<td>equipment</td>
<td></td>
</tr>
<tr>
<td>* Inspection and Test status</td>
<td></td>
</tr>
<tr>
<td>* Control of non-conforming</td>
<td></td>
</tr>
<tr>
<td>products</td>
<td></td>
</tr>
<tr>
<td>* Corrective and preventive action</td>
<td></td>
</tr>
<tr>
<td>* Handling, storage, packaging &amp;</td>
<td></td>
</tr>
<tr>
<td>delivery</td>
<td></td>
</tr>
<tr>
<td>* Quality Records</td>
<td>* Assessment records and procedures including records achieved.</td>
</tr>
<tr>
<td>* Internal quality audits</td>
<td>* Systematic identification of under achievement and failures; diagnostic procedure.</td>
</tr>
<tr>
<td>* Training</td>
<td>* Corrective and preventive action to eliminate pupil under-achievement and failure.</td>
</tr>
<tr>
<td>* Servicing</td>
<td>* The system to deal with complaints and appeals.</td>
</tr>
<tr>
<td>* Statistical techniques</td>
<td>* Physical facilities &amp; environment, other facilities offered etc.</td>
</tr>
<tr>
<td></td>
<td>* Quality Records</td>
</tr>
<tr>
<td></td>
<td>* Validation procedure &amp; internal quality</td>
</tr>
<tr>
<td></td>
<td>* Staff training and development including procedures for assessing training needs &amp;</td>
</tr>
<tr>
<td></td>
<td>evaluating the effectiveness of training.</td>
</tr>
<tr>
<td></td>
<td>* Placement and follow up.</td>
</tr>
<tr>
<td></td>
<td>* Method of review, monitoring &amp; evaluation</td>
</tr>
</tbody>
</table>

1.14 a. FEATURES OF TQM IN TECHNICAL INSTITUTIONS:

TQM has three crucial features that distinguish it from others applicable for managing technical institutions.

1. It is holistic - it permeates every aspect of organisation, every process and every relationship. It therefore offers an integrity and coherence that are lacking in most other models.
2. It is value driven - TQM places fundamental significance on values and purpose. It is therefore introducing moral imperative into management that seems necessary in technical education system.

3. It is about managing the interpersonal components of the organisation and equally acknowledges the interdependence between an organisation and its environment.

4. TQM has to evolve in response to the needs, context and values of specific technical institution. There will be a significant difference between an industry and public sector grant in - aid - institutions and private institution in the way in which TQM is interpreted and applied. However certain fundamental principles of TQM will remain constant.

(SHIVAGUNDE.R.B. 1996)

1.15 Components of TQM:

Total Quality Management requires the integration of a complex range of factors.

They are:

1. **Customer** – In the TQM organisation the customer or client is defined as the person or group who is receiving services or products.

2. **Values** – It emphasis on the significance attached to the values of the organisation and the way vision are communicated. Organisation must have clear shared value and quality mission for basis of decision making and each action.

3. **Leadership** – Leadership in the context of TQM is driving vision.

4. **Team** – A team is a quality group for TQM organisations team building is most crucial investment.

5. **Processes** – Defining the process for quality change is key feature of TQM. It is necessary to ensure conformity to the requirements and is necessary to minimise variation from the desired norm. Emphasis must be given on prevention.
6. **Structures** – The organisation structure is to be customer focused. It must be close to the customer for communication feedback and requirement time to time. Effective work teams with autonomy are main components of the structure.

1.16. **TQM TO TQS:**

The TQM approach has already been adopted in many Universities, Colleges and Schools in the United Kingdom and the United States of America. By 1992, half a dozen educational Institutions in the United Kingdom had adopted and in the U.S.A. out of 3400 Post Secondary Educational Institutions, about 200 had adopted.

(Subramanyam.K 1996)

TQM has moved from the board room to the class room. It is called Total Quality Schools. Greenbaum created TQS in 1992 in conjunction with Chicago-area School Principals, North Western University business School faculty and business executives when he was a faculty member and associate dean of the Kellogg Graduate School of Management. Since its inception in 1992, TQS has been put to test in more than 40 schools in Chicago. It continues to grow there.

(Rozanne Kennedy 1996).

TQS opens the lines of Communication within Schools and with their external audience - namely Parents and the Community - and exalts the students as ‘Customer’ rather than product.

The root causes of failure in Schools can be obscure and seem ridiculously insignificant to outsider observers and even to those inside the School setting; so insignificant that if not identified via TQM principles, the problem may continue to go unaddressed, silently undermining the quality of the product and
'customer' satisfaction - And the problems may have little to do with the learning capacity or intelligence of any given student, but have very much to do with social or environmental factors affecting the students' ability to learn and the teacher's ability to teach. (Greenbaum, Stuart I)

TQS has addressed tardiness, hall-way disruptions, class room interruptions, parental involvement, safety issues, discipline and morale, among other issues. (Rozanne Kennedy 1996)

In the corporate world and in education many problems stem from the fact that customers and stakeholders in the process often are not communicating effectively with each other. Quality Management Principles provide the structure for constant effective communication. (Greenbaum 1996)

Quality may be classified under three types of headings:-

- Quality assurance
- Contract conformance
- Customer driven.

All these types of quality are inter related to the work of the School or College. These qualities play vital role in Education. (Raghuveeran 1996).

Of all perceptions about education system, the most common one relates to its so called quality which in a near unanimous view is supposed to have sharply deteriorated during the last couple of decades or so.

In contrast to past assumptions about the automatic and autonomous capacity of education systems to ensure quality, there is now a distinct uncomfortable feeling that unless quality is deliberately and decisively planned for, the education
system is not likely to produce quality; also it is sure to slide further down the ladder of mediocrity. (Doraisamy 1996).

With this background one has to identify the appropriate need for Leadership in Technical Education.

1.17 ROLE OF LEADERSHIP, MANAGEMENT AND ADMINISTRATION:

In the Management literature there is a clear difference in the meaning attributed to the words management, leadership and administration. Management is the technique adopted to achieve certain objective. Leadership deals with setting the objectives and also the course of action which should be taken to achieve this objective. Administration is also partly leadership but is the second stage of implementation. It is the leader who visualizes the objective and the means to be adopted to achieve his objective. Then the administration comes in and frames the organizational structure for achieving the objective and the rules that should give the organizational working. Management then comes into the decision to get the organization going and also to deal with the day-to-day activities between the several arms and organs of the organizational structure.

It is therefore clear that it is the role of the leader to set the objectives, to inspire and motivate both the administrator and the manager to appreciate the inherent merit of the objectives and to make them understand that it is in their interest that they have to strive for achieving the objective. In the attempt both the administration and the manager will find the satisfaction and fruition. The leader in his turn will find satisfaction and a sense of achievement in motivating the other limbs, who have to work for achieving the objective. It is therefore clear that it is leadership which is ordained in developing excellence in any walk of life.

(Subramanian.N 1996)
1.18. LEADERSHIP AND AUTHORITY:

When men follow a leader they do so willingly; they follow because they want to do that which their leader wants them to do. Herein lies the distinction between an authority and a leader. A leader stimulates, motivates and inspires a group of people to follow willingly and even eagerly. An authority pushes and drives people who yield and obey only because they dread the consequences of disobedience.

Thus we can see that there is a significant difference between an authority and a leader. A good leader achieves much higher goals (both qualitative and quantitative) by making his people want to follow him. In some mysterious way, some people are able to set others to have faith and confidence in them and make others do what they want them to do. This is Leadership. (Devarajan.R 1995)

1.19. OPERATIONAL NATURE OF LEADERSHIP - A FUNCTION OF ORGANISATIONAL SITUATION:

The change has become the hallmark of global activities today. Exacting requirements of the users have shortened the product-life-cycle. This demands a leadership to cope with changes.

To cover the various aspects involved within a single frame of study and to comprehend them, a leadership module is constructed as shown in the figure.

The module depicts discretely, the transitional process of organizational situation and the corresponding operational nature of leadership should be a right combination of the following four variables.

- Leadership vision
- Leadership goals
- Leadership tasks
- Leadership tools.
Figure I: **Operational nature of leadership is a function of organisation situation**

*Source: The Hindu*
LEADERSHIP VISION:

Leadership should have a broad vision of the changes that they intend to see through in an organization. However, when the question of change involves creating a turn around from a setback situation, the span of leadership vision should emphasise on the 'present' targets, as achieving them successfully would lay a strong foundation for the future. A set of goals, tasks and the tools for this purpose must be employed accordingly. Once the organizations recover and sustain the turn around the horizons of leadership vision should be extended beyond the 'present' and must emphasise on futuristic objectives. The goals and tasks during each transitional process are specific and they need to be focused with all vigor and single minded devotion.

LEADERSHIP TOOLS:

The leadership tools that need to be utilized by the organizations can be broadly divided into hardware and software aspects. Those actions which would result in the much needed changes in physical structural setup of an organization represent the hardware aspects of leadership tools. The task-relationship model of leadership styles developed by Hersey and Blanchard (Ohio University) can be made use of to represent the software side of it. The hardware and software aspects mutually complementing each other, should provide effective tools for an organization's leadership.

RECOVERY PROCESS:

When an organization suffers a set back, to start with, leadership should go heavily on changing the status quo' mind set of the employees. Leadership through all formal and informal means at its disposal should make them realize that the organization's recovery depends very much upon the individual employee putting in his/her best.
Turning to the actual initiation of action, the leadership's top priority should be to set in a crisis management package with a view to move towards the immediate goal of recovering from the set-back. High operational efficiency should be the central concern during such crisis management. Therefore, at this critical juncture leadership's relation with employees must be limited to an unidirectional 'telling' to do a thing right (efficiently). Hence high priority for task should emanate from the leadership and get disseminated clearly and convincingly to all employees. Further, to back its task oriented style, the leadership should resort to structural revamping of the organisation such as reshuffling of key positions to ensure fitment of right persons at right places.

Thus, the efficiency driven crisis management package organization such as reshuffling of key positions to ensure fitment of right persons at right places, with unified effect of high priority for task and restructuring arrangement, should cause a gradual recovery of organization from setback.

CONSOLIDATION PROCESS:

Now the task before leadership is to consolidate the gains of recovery and set the appropriate tools in action to move towards a turn around state. For successful consolidation and for gaining momentum towards turning around, an organization, apart from setting high priority task, has to give a high priority for relationship with employees also, as by now the maturity and 'realization' level of the employees would have come up. The communication between the leadership and the employees can now take a bi-directional flow, meaning the organization may now seek the intellectual and emotional support from employees while making policy decision.
OPTIMIZATION PROCESS:

Here the leadership needs to 'sell' its decision by taking employees into confidence. Also it is time for the leadership to concentrate on making hardware (plant and machinery) and work force of the organization capable of doing right things (effectiveness). Therefore, the organization should focus on the optimization of process procedures, job flow etc., even at the concurrence of additional cost on it for it would pay off sooner or later. Optimum utilization of existing capacity must be stressed. Each stage of job flow must be value additive, either quantitatively or qualitatively. All these actions should result with a high value added output with low factor costs which in effect is higher productivity in operations. This event in fact marks the triggering of turn around, the organization's indispensable goal.

PROACTIVE PROCESS:

Organizations ought to keep in mind that achieving turn around is not an end in itself but only a means to achieve the ultimate goal of attaining excellence. Sustaining turn around and marching towards excellence is the next task before the organization. Leadership style needs to be participative and hence high priority for relationship and low priority for task should form the software aspects of tools. Here leadership facilitates the accomplishment of tasks and involves the employees more intimately in its pursuit of developing futuristic vision for the organization. The leadership should evolve and institutionalize a unique work culture, highlighted by professionalism and innovation.

On the hardware count, the leadership should go in for rapid modernization by resorting to deployment of state of the art factor inputs such as latest technology, modern infrastructure and knowledgeable human resources into operation. At this stage the leadership needs to initiate an organizational drive towards customer focus. It should make the organization as a whole, pay serious
attention to even the minor test details of customer requirement. For it is such
differential features which would set apart an organization from its competitors. This
marks the beginning of an organization attaining excellence status.

But then excellence is not a destination. It is in fact a journey in pursuit
of what an organization is capable of becoming. Now the task before the
leadership is to perpetuate the name, the organization has gained and lead towards
no less a goal than that of becoming a pro-active organization.

For an organization to remain really proactive, the leadership should
supplement its efforts with assurance of the following points.

1. Transparency in operation.
2. Free and quick information from top down the line and vice versa.
3. Converging the employees' individual aspirations and goals and
   integrating it in the direction of the common organizational goal.
4. Up-lifting the maturity and awareness levels of employees to a point at
   which employees themselves develop sensitivity to the external
   environment needs and an urge to change and respond from within.

(Sashimohan.D.S. 1995)

1.20. THE LEADERS’ INDEBTEDNESS TO ORGANISATION:

Leaders are given the gift of leadership by those who choose or agree to
follow. People choose a leader to a great extent on the basis of what they believe that
a leader can contribute to the person's ability to achieve his or her goals in life. This
puts the leader in the position of being indebted in the sense of what he or she owes
to the organization.
One relatively straightforward way of looking at it is that the leader owes certain assets to an organization. In some organizations, that would be the ability to recruit the right people. Another important asset is the ability to raise the necessary funds. Another area is legacy of the values of the organization. The leader may not be the author of those values but he is accountable for expressing them, making them clear and ensuring to the people in the organization that the values will be lived up to in a way in which decisions are made. Vision comes under the heading of legacy. Agreed upon work-process comes under this heading. (Peter Drucker 1993)

1.21. QUALITIES OF A LEADER: - TQM LEADERSHIP:

There are certain qualities which apparently exercise the utmost influence on the followers in the groups and which seem to make the leader effective and his position stable and secure. These qualities are:

1. Thoroughness
2. Fairness
3. Initiative
4. Fact
5. Enthusiasm
6. Emotional Control
7. Mental stability
8. Communication skill
9. Maturity and
10. Administrative Acumen.

(Devarajan.R 1995)
There are no poor outfits, just poor leaders. Often it is because they are poorly informed. Often it is because they are wrongly motivated. Often it is because they use flawed principles and outdated techniques. Always it is because they have been poorly prepared. Leadership can be learned; leaders must create leaders. Success in that shapes everything else.

Succinctly leadership style can play a key role for either survival or otherwise of institution especially the head of the Institution needs to be a TQM task leader striving hard for:

- setting the Institution Identity
- Generating Commitments
- Managing Power Process and
- Managing Cultural Transformation

There is clearly a strong psychological barrier to be crossed at the very outset by any academic leader wanting to introduce TQM in an educational institution. When strong indefatigable visionary leadership is needed even in a market compelled commercial organization, it is much more so in an academic institution where sense of autonomy and complacency are stronger.

At the level of implementation things do not appear to be hopeless. Whatever an academician's view on TQM, no academician will admit that he is indifferent to quality or that education systems do not need quality.

(Doraisamy 1996)

Leadership in the context of TQM is driving the vision. TQM leadership has the following main components:

* Vision - the shared vision of the organisation. Leader's responsibility is to derive organisation's shared vision and communicate clearly to all.
* **Empowerment** - leader has to delegate his powers and develop potential of individuals allowing them to grow. Trust must be the basis for influencing and decision making. Teams must be empowered with work as decision centres.

* **Managing change** - creation of learning organisation where continuous process improvement occurs. Integration of personal development to organisation development by enhancing personal capacity.

(ShivaGunde R B 1996)

### 1.22. PRINCIPALSHIP - A LEADERSHIP SUBSTITUTE:

In order to implement the Total Quality Management in a school or college, the Principal should be a leader, because the Principal is the pivotal person in a School or College. He/she is the administrator, academic leader, friend, philosopher and guide of the institution's community comprising teachers, students, non-teaching staff, parents and the society at large. He makes or mars it. In fact, an educational Institution is what its Principal makes it to be. The U.S. National Commission for Principalship (1990) has identified four broad areas of competence and skill which are crucial for the effective functioning of a Principal i.e., functional, programmatic, interpersonal and contextual.

**PROBLEM OF APPOINTMENT**:

Now-a-days many Universities have started new Degree Courses with a curricula combination of different Scientific and Technical courses. But the appointments are made on the basis of the old curricula degree pattern. No consideration is given to the candidate's intellectual abilities in the subjects that are being taught in the Polytechnics. As such many talented candidates could not be made available for teaching in the Polytechnics.

This becomes the outlook of the Head of Polytechnics- The Principals. His pivotal role has to look after the issue.
QUALITY PROMOTION:

The Principal as the academic leader of the Institution can play the principal role in improving the academic standards. The Principal can be compared to the captain of a team or commander of an army. Just as the captain or commander has a crucial role in the success or failure of the team, the Principal has a pivotal role in the maintenance of academic standards in the institution under his control. He/she can make or mar the reputation of a College.

For the effective functioning of a College, the Principal should be an effective, active and dynamic leader. As the quality of education depends mostly on the quality of teaching, programmes to motivate the faculty can be organized by the Principal. If such programmes are organized at the beginning of each academic year the teachers will have the required driving force and inspiration to discharge their duties with dedication.

The Principal should lead the staff by example, that is, by himself discharging his responsibilities with zeal and commitment. He should himself take classes and be an ideal teacher, if all the teachers in the college are to function as effective teachers. Identifying the staff for various academic and extra curricular activities, co-ordinating their work, guiding and directing them and resolving conflicts among the staff requires much resourcefulness on the part of the Principal.

The Principal can play an important role in improving the infrastructure facilities also. If the infrastructure facilities are improved, the quality of education will improve. For developing the basic infrastructure, the Principal should take up the responsibility of finding the required financial resources. Good rapport with the Community will enable the Principal to get funds from the community around the College.
The Principal should motivate not only the staff but the students also. Unless the students have a positive attitude and are prepared to work hard it will be difficult to have high academic standards in the College. Motivating the students is not an easy work. Frequent contact with them, and counseling the students by teachers, will help students to develop the right attitudes. The Principal has to play a major role to see that in the College the examinations are conducted in a strict and fair manner.

The Principal instead of being a passive de-jure leader must become an active de-facto leader. But an active role for the Principal does not mean that he should act in an authoritarian manner. Dictatorial functioning of the Principal does not help the institution. On the other hand with persuasive and democratic style of functioning the Principal will be able to take the staff along with him which helps the institution to perform well.

The Principal has to play the role of a manager of the organization. He should plan, co-ordinate and control the activities in the college and take all necessary steps for the effective utilization of the resources both material and human, for the efficient functioning of the college.

Annual academic planning is necessary in all colleges for their effective functioning. This planning and the monitoring of the implementation of the annual academic plan is the primary responsibility of the Principal by drawing up a plan of work for the year and by taking steps for its effective implementation. Then Principal will be contributing richly for the improvement of academic standards in the college.

(SUBRAMANYAN.K 1995)
1.23. Contributing disciplines to the study of Leadership Behaviour:

Leadership is a dynamic phenomenon. It is neither a mere conceptualization of traits nor a result of contingent situational entities. Leadership is the depiction of an integrated complex compound personae in action. So the contribution of many human interactive disciplines will be of immense value for the study of leadership behaviour. Some of the disciplines that essentially contribute to the leadership are enumerated below.

**Psychology**: It is the science that depicts the individual behaviour. Its contributions have been expanded to include learning, perceptions, personality training, leadership effectiveness, motivational forces, job satisfaction, decision making process, performance appraisals, attitude measurements, employee selection job design and work design. These are areas in which a leader must excel in order to depict the leadership behaviour. So the contribution of Psychology will be of immense value for the leadership study.

**Sociology and Social Psychology**: Sociology contributes to the study of social system in which individuals fill their roles. It studies people in relation to their fellow human being. It describes the group behaviour, communicative power, conflict and organizational technology.

Whereas social psychology focuses on the influence of people on one another. The area of study includes the change-how to implement it and how to reduce barriers to its acceptance. It also makes significant contribution in areas of measuring, understanding and changing attitudes, communication patterns, the ways in which group activities can satisfy individual needs and group decision making process.
As the leader has to interact with group and make the groups to interact with each other the rich contribution of sociology must be used for the study of leadership. Also, the leader is basically a change agent. The change introduction and change management behaviour analysis of a leadership will be enriched by the contribution of social psychology.

**Anthropology**: Anthropology helps to understand differences in fundamental values, attitudes and behaviour between people in different organizations. The current understanding of organizational culture, organizational environment and differences between national cultures is the result of work of anthropologists. As the leader has to knit the fundamental values and attitudes of people in the organization to create a culture suitable to the desired goal, the leadership study will be enhanced through the contribution of Anthropology.

**Political Science**: Political Science deals with the behaviour of individuals and groups within a political environment. The specific topic of concern here include structuring of conflict, allocation of power and how people manipulate power for self interest. It is prime concern of a leader to deal conflicts structure and the power in the organization, to understand the prevailing power balances, thus the contribution of political science to the study of leadership will be of very high value.

When the leadership behaviour is studied through the contribution of the above disciplines, an integrated personality in action will be viewed.
OVER VIEW: MAJOR CONTRIBUTION TO THE STUDY OF LEADERSHIP BEHAVIOUR

CONTRIBUTION
1. Learning
2. Motivation
3. Personality
4. Perception
5. Training
6. Leadership
7. Job satisfaction
8. Individual decision
9. Job design
10. Work stress

BEHAVIORAL SCIENCE
Psychology

UNIT OF ANALYSIS
Individual (Leader)

OUTPUT
Leader role dynamics
Personal facet

Organizing mechanism
Performance facet

Leadership Behaviour

Group dynamics
Communication
Inter group behaviour

Sociology

Group

Organisation system

Political science

Social psychology

Behavioural change
Attitude change
Group process
Group decision making

Anthropology

Comparative values
Comparative attitudes
Cross cultural analysis

Organisational attitude
Organisational environment
1.24 DESCRIPTION OF LEADERSHIP FACET OVERVIEW DIAGRAM:

The figure II depicts the various factors that contribute to the leadership behaviour on three facets viz, :

- Personal facet
- Performance facet
- People facet

a) PERSONAL FACET:

The leader role dynamic is the individual’s factor - that is leader's - and it can be analysed through psychological attributes like learning, motivation, personality, etc. Thus the learning, motivation, personality, perception, training, leadership effectiveness, job satisfaction individual decision making, job design and work design contribute to the leader role dynamic which in-turn results in the leadership behaviour.

b) PERFORMANCE FACET:

Performance facet results in the leadership behaviour which is the output of group analysis. The contributing sciences to the group analysis are 1) Sociology 2) Political Science 3) Anthropology. Thus the sociological attributes of group dynamics, communication, inter-group behaviour, formal organisation theory, organisational technology, organisational change, culture and power contribute to the organising mechanism which in-turn results into the leadership behaviour.
c) **PEOPLE FACET**: 

The third factor of leadership behaviour work and worker integration- i.e., People facet is the result of organisation system analysis. The contributing sciences for this are 1) Political science 2) Social psychology 3) Anthropology. Thus the attributes-of power and conflict of political science, the behavioural change, attitude change, group process and group decision making of social psychology, the comparative values, comparative attitudes, cross-cultural analysis, organisational attitude, organisational environment contribute to work and worker integration factor of leadership behaviour.

1.25 **SUMMARY**: 

In this chapter the discussion started with the aim of education and its offspring technical education detailing the status and developmental phases with objectives of technical education. Diploma level polytechnic institutions' problems were also discussed. Then discussion commenced with the industrial nature of technical education and the need for the management paradigm. Further, the discussion established the need for quality requirement and accreditation with emphasis on TQM and TQS resulting into a leadership requirement. Leader qualities and leader role model were also discussed. Further, the discussion emphasised the Principalship as a leadership substitute without which running the modern technical education institution will be imperious one. Lastly, various study disciplines that contribute to the leadership behaviour with an overview diagram depicting the various facets that result into the leadership behaviour, the unit of discussion and their concerned discipline with the subject matters were described.

With this brief background, the investigator has carried out a review on literature of previous researches in order to form a conceptual framework to proceed with the research study on leadership behaviour of polytechnic principals in Tamilnadu.