

# School Management and Administration

**Unit – II** Lesson 1, MANAGEMENT APPROACHES

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# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Unit - II

*Types of Management approaches: Man power approach – Cost benefit approach – Social demand approach – Social justice approach – Rate of return approach – Intra-educational extrapolation approach – Demographic projection model.*

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### INTRODUCTION

- ▶ Management is a very popular term in present time. It is used in various fields as it has an important role in all types of work.
- ▶ In educational field, management has new role to play and hence it has to be understood very well.

#### The meaning of the term management

- ▶ The verb manage comes from **the Italian Maneggiare (to handle –especially a horse)**, which in turn derives from the **Latin manus (hand)**.
- ▶ **The French word management** (later management) influenced the development in meaning of the English word management in the 17th and 18th Centuries.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### MANAGEMENT APPROACH

- ▶ Management science serves as **a sophisticated framework for resolving highly complex, multi-dimensional problems** characterized by numerous interrelated variables.
- ▶ Rather than relying on a single perspective, **this approach integrates the expertise of specialists from diverse backgrounds**—including the **physical, psychological, biological, sociological, technical, and economic fields**.

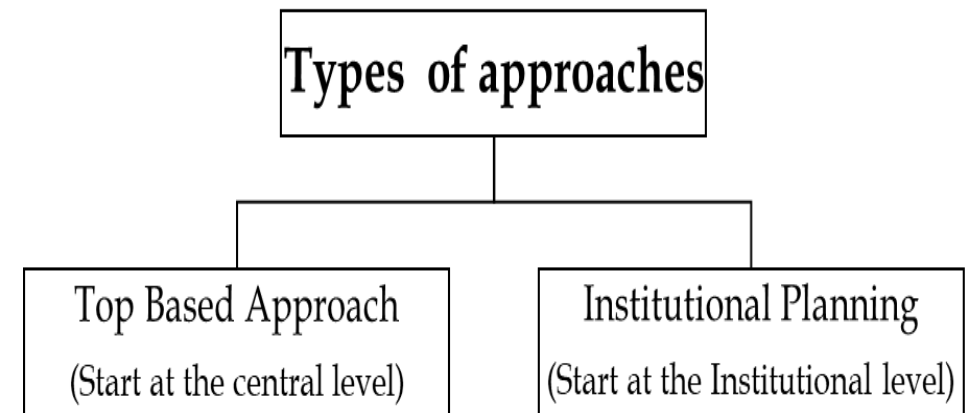
# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### TYPES OF MANAGEMENT APPROACHES

- ▶ In the approaches of educational planning, the following two approaches are available in drawing a plan of education for a national system of education of a country:
- ▶ Top based approach and institutional planning approach.



# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### Three Strategic Management Approaches in Education

##### 1. The Consumption Approach (Social Demand)

In this management model, the school is viewed as a service provider meeting the immediate desires of the community.

- ▶ **Core Philosophy:** Education is a "**consumption good**" —something people have a right to access based on their own interests and goals.
- ▶ **Management Focus:** The school leadership prioritizes accessibility and capacity. **Success is measured by how well the institution accommodates the aggregate demand of students and parents.**

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### Three Strategic Management Approaches in Education

#### 2. The Investment Approach (Rate of Return)

This approach manages the school as a financial asset, where education is a strategic investment comparable to physical capital (**like machinery or real estate**).

- ▶ **Core Philosophy:** Education is an "investment good" that **must yield a measurable financial return**.
- ▶ **Management Focus:** The leadership prioritizes efficiency and cost-benefit analysis. They aim to provide "just enough" schooling to ensure the return on the student's time and tuition matches the returns seen in other sectors of the economy

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### Three Strategic Management Approaches in Education

#### 3. The Manpower Approach (Economic Growth)

Under this model, the school is managed as a human resource pipeline designed to **fuel the national or regional economy.**

- ▶ **Core Philosophy:** Skilled manpower is a "basic input" for the production of goods and services.
- ▶ **Management Focus:** The leadership prioritizes alignment and synchronization with economic targets. They assess what skills the labor market will need in the future and "gear" the curriculum to fill those gaps.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 1. MANPOWER APPROACH OR HUMAN RESOURCE DEVELOPMENT APPROACH

- ▶ The approach asserts that the system of education produces the right quality of **human resources with desirable knowledge, attitudes and skills** in the right numbers and thus, education is directly linked with economic development.
- ▶ Manpower requirement approach is based on **the link between education and economic development of a country**. It is also known as **human development approach** as **it focuses on educational planning** in accordance with **manpower needs of the economy**. Every country needs competent and skilled human resources for its development

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 1. MANPOWER APPROACH OR HUMAN RESOURCE DEVELOPMENT APPROACH

##### The definition of manpower approach

- ▶ **According to Blaug (1968)**, the manpower requirement approach **stems from the idea** that **educational plans** must be established in **the light of economic and social objectives**.

##### The aim of manpower approach

- ▶ **The output of the educational system** must meet **the manpower requirements for future**.
- ▶ The National Education Commission Report (1966) states that the aim of manpower planning is **to provide every educated person with a job and every available job with a qualified person**.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 1. MANPOWER APPROACH OR HUMAN RESOURCE DEVELOPMENT APPROACH

##### Elements of manpower planning

1. Forecasting
2. Acquisition
3. Utilization, and
4. Retention

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 1. MANPOWER APPROACH OR HUMAN RESOURCE DEVELOPMENT APPROACH

Human resources planning has to be a systems approach and is carried out in a set procedure. The procedure is as follows:

##### a. Analyzing the current manpower inventory

Before a manager makes forecast of the future manpower, the current manpower status has to be analysed. For this the following things have to be noted:

- Type of organization
- Number of departments
- Number quantity of such departments, and
- Employees in these work units

##### b. Making future manpower forecasts

Once the factors affecting the future manpower forecasts are known, planning can be done for the future manpower requirements in several.

##### c. Developing employment programmes

The employment programmes can be framed and developed accordingly, which **will include recruitment, selection procedures and placement plans.**

##### d. Design training programmes

- ▶ Training programmes depend upon the extent of improvement in technology and advancement to take place.
- ▶ It is also done improve upon the skills, capabilities, knowledge of the workers.

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# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 1. MANPOWER APPROACH OR HUMAN RESOURCE DEVELOPMENT APPROACH

##### Advantages of Manpower Approach

Approach as highlighted by Azunwena et al., (2013)

- 1) The approach reduces the level of educated unemployment
- 2) It creates a balance between demands and supply of educated manpower on the labour market
- 3) It is rational and ensures that the limited educational resources are applied in the training of only desirable manpower resources.

##### Disadvantages of Manpower Approach

Approach as highlighted by Azunwena et al., (2013)

- 1) It gives educational planners a limited guidance.
- 2) It ignores primary education
- 3) Accurate educational and demographic data are difficult to lay hand on.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 2. COST-BENEFIT APPROACH / RATE OF RETURN APPROACH / EDUCATION-OUTPUT RATIO METHOD

##### Concept

- ▶ This approach recognizes the fact that resources are scarce and must only be applied when the best advantage or result can be achieved.
- ▶ In this approach education is considered to be an investment goal, therefore, expenditure on it is considered investment expenditure.

##### Different terminology

- ▶ Cost Benefit Analysis
- ▶ Cost Effectiveness Approach
- ▶ Rate of Return Approach
- ▶ Cost Benefit Approach

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 2. COST-BENEFIT APPROACH / RATE OF RETURN APPROACH / EDUCATION-OUTPUT RATIO METHOD

##### Three parameters

Estimation of rate of return involves the calculation of internal rate of return which equates the present value of returns earned throughout the future active life with costs incurred soon after the investment decision is made. There are thus three parameters involved in the estimation of rate of return.

- ▶ **Costs of education,**
- ▶ **Returns to education,** and
- ▶ **Discount rate** (used in discounting future returns to arrive at present value).

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 2. COST-BENEFIT APPROACH / RATE OF RETURN APPROACH / EDUCATION-OUTPUT RATIO METHOD

##### ▶ **Costs of education**

- ▶ Economic analysis of investment in education has a simple two-element taxonomy of cost: Direct costs and indirect costs.

##### 1. **Direct costs**

Direct costs again have two components:

- ▶ private expenditure on education and
- ▶ public expenditure on education.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 2. COST-BENEFIT APPROACH / RATE OF RETURN APPROACH / EDUCATION-OUTPUT RATIO METHOD

**Educational expenditure is categorized into two types:**

- ▶ **Private Expenditure:** Costs borne by individuals, including tuition, books, and living expenses. These are generally straightforward to calculate.
- ▶ **Public Expenditure:** Government spending on facilities and staff. It is divided into recurring costs (salaries, maintenance) and non-recurring costs (buildings). Estimating public costs is complex due to difficulties in apportioning shared resources and faculty time across different student cohorts and disciplines.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 2. COST-BENEFIT APPROACH / RATE OF RETURN APPROACH / EDUCATION-OUTPUT RATIO METHOD

##### 2. Indirect costs:

- ▶ Indirect costs involve foregone earnings from a private perspective, representing the income or leisure a student sacrifices to attend school.
- ▶ Estimating this is complex and subjective. From a social perspective, it refers to the opportunity cost of public funds spent on education rather than other sectors, lacking standardized estimation procedures.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 2. COST-BENEFIT APPROACH / RATE OF RETURN APPROACH / EDUCATION-OUTPUT RATIO METHOD

##### 2) Returns to Education

Returns to education may be categorized into three types:

- ▶ direct monetary benefits
- ▶ indirect monetary benefits and
- ▶ non-monetary benefits.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 2. COST-BENEFIT APPROACH / RATE OF RETURN APPROACH / EDUCATION-OUTPUT RATIO METHOD

##### 2) Returns to Education

Returns to education may be categorized into three types:

- i. **Direct Monetary Benefits** Direct benefits are lifetime earnings attributed to schooling. However, isolating education's impact from factors like intelligence, wealth, and motivation is difficult. Estimating future returns requires subjective productivity guesses, while adjustments for unemployment and mortality are hindered by a lack of specific data.
- ii. **Indirect Monetary Benefits:** Initial education facilitates further on-the-job training, though separating these specific gains from lifetime earnings is complex. Educated employees also boost co-worker productivity through improved techniques. Additionally, family benefits include "free" childcare during school hours and the generational transmission of knowledge, which reduces private tuition costs. Quantifying these remains a challenge.
- iii. **Non-Monetary Benefits:** These qualitative benefits include cultural refinement and access to prestigious, independent, or less stressful careers. Because they are subjective and alter personal outlooks, they cannot be quantitatively measured.

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# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 2. COST-BENEFIT APPROACH / RATE OF RETURN APPROACH / EDUCATION-OUTPUT RATIO METHOD

#### 3. Discount rate (used in discounting future returns to arrive at present value).

Because education costs are immediate while returns accrue over a lifetime, future earnings must be discounted to determine their present value. This rate is crucial for calculating the internal rate of return.

- i. **Private Returns:** The rate is typically the interest on educational loans or the return from the best alternative investment. Choosing between these alternatives lacks an objective standard.
- ii. **Social Returns:** Selection is more complex, as it must balance economic criteria with broader social welfare considerations.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 2. COST-BENEFIT APPROACH / RATE OF RETURN APPROACH / EDUCATION-OUTPUT RATIO METHOD

According to Osareren et al. (2013), the four abstract steps in the rate of return approach are:

1. **Cost Determination:** Identifying the total expenditure required for various educational programs.
2. **Benefit Estimation:** Projecting the expected future returns or earnings from those programs.
3. **Cost-Benefit Comparison:** Calculating the internal rate of return by weighing costs against benefits.
4. **Resource Allocation:** Comparing different investment rates to prioritize and distribute funding across educational sectors.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 2. COST-BENEFIT APPROACH / RATE OF RETURN APPROACH / EDUCATION-OUTPUT RATIO METHOD

According to Osareren et al. (2013), the four abstract steps in the rate of return approach are:

#### Advantages of Rate of Return Method

- ❖ Is very simple and easy to understand.
- ❖ Its use is easy.
- ❖ Calculated with the help of accounting data.
- ❖ It may be used to measure the current performance of a firm.
- ❖ It gives due weight-age to the profitability of the project if based on average rate of return.
- ❖ It takes into consideration investment and the total earnings from the project during its life time.

#### Disadvantages of Rate of Return Method

- ❖ **Accounting vs. Cash Flow:** The method relies on accounting profits rather than actual cash inflows, which can misrepresent real liquidity.
- ❖ **Ignores Time Value of Money:** It fails to account for the fact that a rupee today is worth more than a rupee in the future, a critical factor in long-term capital decisions.
- ❖ **Reinvestment Neglect:** The calculation ignores the potential for reinvesting profits, which would naturally compound and alter the true rate of return.
- ❖ **Subjective Benchmarks:** It does not provide an objective "fair" rate of return; instead, the threshold for success is left to management's discretion..

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# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 3) THE SOCIAL DEMAND APPROACH / AGGREGATE METHOD

##### Concept

1. The Social Demand Approach views education as a catalyst for societal transformation.
2. It prioritizes the collective demand for learning, ensuring that educational planning reflects the needs of the community.
3. Grounded in social justice, this model promotes equal development opportunities for every citizen regardless of their background.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### C) THE SOCIAL DEMAND APPROACH / AGGREGATE METHOD

##### Definition

- ❖ The social demand approach may be defined as the demand of the people of the society to get educated.

##### Aims

- ❖ The Social Demand Approach aims to expand the education system by opening schools and professional institutes to accommodate every eligible, interested student. Its primary goal is to treat education as a responsive service, evolving specifically to fulfill the collective desires and educational demands of society.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 3) THE SOCIAL DEMAND APPROACH / AGGREGATE METHOD

##### The steps of social demand approach

In this method are involved the following steps:

1. To estimate the proportion of students completing school education and are likely to enter into higher education.
2. To estimate how many of these successful school leaving students would actually apply for admission to colleges.
3. To determine how many of the applicants should be given admission to higher education.
4. To determine the length and duration of the study.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 3) THE SOCIAL DEMAND APPROACH / AGGREGATE METHOD

##### Key Features of the Social Demand Approach

1. **Demographic Planning:** Relies on accurate population forecasts of school-age children to determine future needs.
2. **Constitutional Mandate:** In India, this approach fulfills Articles 21A and 45, ensuring free, compulsory elementary education as a fundamental right.
3. **Consumer-Driven Enrollment:** At secondary and higher levels, education is treated as a consumer good, driven by parental aspirations and student demand.
4. **Capacity & Employment:** Institutional expansion is balanced against facility availability and professional employment prospects.
5. **Political Priority:** Favored by policymakers, this approach prioritizes popular demand in resource allocation, focusing on costs, teacher supply, and long-term output.

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# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 3) THE SOCIAL DEMAND APPROACH / AGGREGATE METHOD

##### Advantages of the Social Demand Approach

- ❖ **Universal Opportunity:** Ensures educational access for all eligible individuals based on their desire to learn.
- ❖ **Targeted Planning:** Provides planners with specific data on where to establish or expand facilities.
- ❖ **System Synergy:** Helps align the capacity of the educational system with actual societal needs.
- ❖ **Political Utility:** Acts as an effective tool for policymakers to address and satisfy public aspirations.
- ❖ **Rapid Expansion:** Facilitates the quick, quantitative growth of educational services in resource-constrained developing nations..

##### Disadvantages

- ❖ No control over costs.
- ❖ Ignores workforce absorption.
- ❖ Inefficient resource allocation.
- ❖ Lacks implementation guidance.
- ❖ Causes supply-demand mismatch.
- ❖ Lacks economic viability.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### C) THE SOCIAL JUSTICE APPROACH

##### Concept of social justice approach

- ❖ The Social Justice Approach, or planning for social development, **aligns education systems with specific national goals and constitutional policies.**
- ❖ It views education as a vital instrument for achieving societal progress, ensuring that **all citizens receive equal facilities and opportunities for personal and collective development.**

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 4) THE SOCIAL JUSTICE APPROACH

##### The definition of social justice

- ❖ **According to United Nations**, “Social justice may be broadly understood as the fair and compassionate distribution of the fruits of economic growth.”
- ❖ **According to Brodie**, The inclusion of ‘social’ highlights the social collective nature of justice, providing a contrast to liberal individualism.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 4) THE SOCIAL JUSTICE APPROACH

Justice is based on three core principles:

- ❖ **Equal Treatment:** Individuals should be judged by their actions, not their background (caste, gender, or race), ensuring equal rewards for identical work.
- ❖ **Proportionate Justice:** Rewards should reflect the effort, skill, and risk involved, balancing equality with fair compensation for specialized or dangerous labor.
- ❖ **Recognition of Special Needs:** True equity requires providing extra support, like reservations or quotas, for those facing physical, social, or historical disadvantages..

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 4) THE SOCIAL JUSTICE APPROACH

##### Features of Social Justice Pedagogy

- ❖ **Activist Roots:** Derived from Civil Rights and feminist movements, prioritizing ethnic identity and social action.
- ❖ **Critical Pedagogy:** Inspired by Paulo Freire, it treats education as a "practice of freedom" through dialogue and transforming social inequities.
- ❖ **Student-Centered Resources:** Builds on John Dewey's experiential learning, valuing students' personal backgrounds over dominant group knowledge.
- ❖ **Cultural Relevance:** Emphasizes Gloria Ladson-Billings' focus on cultural experiences, critical thinking, and real-life applications.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 4) THE SOCIAL JUSTICE APPROACH

##### The special provisions of education and social justice approach:

- ❖ **Fundamental Principle:** Guided by David Milner's "to each according to his needs," education is treated as a basic necessity for the disadvantaged.
- ❖ **Article 15(4) & 29(2):** Empowers the State to make special provisions for SC/ST and backward classes, strictly prohibiting discrimination in admissions.
- ❖ **Minority Rights (Art. 30):** Grants religious and linguistic minorities the freedom to establish and administer educational institutions of their choice.
- ❖ **Article 46:** Mandates the State to promote the educational and economic interests of weaker sections while protecting them from social exploitation.
- ❖ **Instruction in Mother Tongue:** Article 350A ensures facilities for primary instruction in the student's native language.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 4) THE SOCIAL JUSTICE APPROACH

##### The special provisions of education and social justice approach:

- ❖ **Reservation Quotas:** Recent implementations include 27% reservation for OBCs in higher education and 25% reservation for Economically Weaker Sections (EWS) under the RTE Act.
- ❖ **Right to Education (RTE):** Enshrines education as a pathway to dignity (Art. 19 & 21A), ensuring birth or financial status do not obstruct opportunities.
- ❖ **Targeted Interventions:** Establishment of Ashram schools for tribal areas, alongside scholarships, incentives, and relaxation of criteria for disadvantaged groups.
- ❖ **National Policy on Education (NPE):** Both the 1968 and 1986 policies emphasize education as the primary instrument for national development and social empowerment.
- ❖ **Equity Focus:** Planning commissions and policies prioritize "educationally backward sections" to bridge the gap between social demand and social justice.

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# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 5) THE INTRA-EDUCATIONAL EXTRAPOLATION APPROACH

##### Concept

- ❖ It involves setting specific targets for one aspect of the educational system, such as **universal primary education**.
- ❖ Planners then "extrapolate" the necessary resources—including teacher supply, infrastructure, and textbooks—using flow statistics to ensure all components align to meet the established deadline.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 5) THE INTRA-EDUCATIONAL EXTRAPOLATION APPROACH

##### Example

- ❖ The Intra-educational Extrapolation Approach is exemplified by the 86th Amendment and Sarva Shiksha Abhiyan (SSA).
- ❖ To achieve Universal Elementary Education (UEE), planners calculate specific requirements for children aged 6–14.
- ❖ This involves forecasting the necessary growth in school numbers, maintenance grants, and infrastructure improvements to meet constitutional mandates within a strictly defined, time-bound framework.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 5) THE INTRA-EDUCATIONAL EXTRAPOLATION APPROACH

##### Features of the Intra-Educational Projection Approach

- ❖ The Intra-Educational Projection approach is a management-centric model that treats the education system as **a series of interconnected internal flows**.
- ❖ It focuses on **the mathematical "projection" of requirements based on current enrollment and future targets**.

##### 1. Internal Consistency and Balance

- ❖ **Pipeline Management:** Ensures that an increase in primary school enrollment is matched by a proportional expansion in secondary and higher education capacity.
- ❖ **Avoidance of Bottlenecks:** Management identifies where the "flow" of students might be constricted (e.g., lack of high schools) and plans expansions to prevent systemic clogs.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 5) THE INTRA-EDUCATIONAL EXTRAPOLATION APPROACH

#### Features of the Intra-Educational Projection Approach

##### 2. Quantitative Target Setting

- ❖ **Time-Bound Goals:** Management sets specific dates for achieving targets, such as "Universal Literacy by 2030."

##### 3. Resource Forecasting

- ❖ **Human Capital:** Projects teacher recruitment and training needs.
- ❖ **Infrastructure:** Schedules construction for classrooms and labs.
- ❖ **Materials:** Estimates textbook and digital resource volumes based on projected enrollment.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 5) THE INTRA-EDUCATIONAL EXTRAPOLATION APPROACH

#### Features of the Intra-Educational Projection Approach

##### 4. Utilization of Flow Statistics

- ❖ **Cohort Analysis:** Managers track promotion, repetition, and dropout rates to predict how many students will move from one grade to the next.

##### 5. Systematic Scheduling

- ❖ **Phased Implementation:** Resources are not deployed all at once; instead, they are scheduled to appear just as the projected wave of students reaches that specific level of the system.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 5) THE INTRA-EDUCATIONAL EXTRAPOLATION APPROACH

##### Advantages

**Short-Term Precision:** Uses birth records to accurately predict primary school needs (teachers, seats, books) 5–6 years in advance.

**Resource Alignment:** Leverages demographic models to match educational "production" with the specific geographic "distribution" of students.

**Transition Tracking:** Analyzes internal student flow (promotions/dropouts) to foresee how enrollment "bulges" will impact future secondary and tertiary levels.

**Budget Efficiency:** Relies on existing school census data, making it a cheaper and more accessible alternative to complex economic forecasting.

**Policy Targeting:** Pinpoints "choice points" (e.g., academic vs. vocational) where managers can intervene with counseling to better guide student paths.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 5) THE INTRA-EDUCATIONAL EXTRAPOLATION APPROACH

##### Disadvantages

**Student Choice Errors:** The biggest failures occur at "choice points"—where students decide between academic or vocational paths. These individual decisions are hard to predict and can cause massive resource mismatches.

**Demographic Volatility:** The model depends entirely on accurate population data. Even small errors in birth rate or migration estimates compound over time, leading to incorrect "age cohort" projections.

**Linear Weakness:** The approach assumes the future will look like the past. It often fails to account for sudden socio-economic shifts that change how long students stay in school.

**Resource Distribution Gaps:** Because it focuses on numbers (production), it may ignore the complex "distribution" of resources, such as teacher placement and infrastructure quality in specific regions.

**Long-Term Decay:** While reliable 5–6 years out (for primary school), the data becomes increasingly "fuzzy" by the time that same group reaches secondary or tertiary education.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 6) THE DEMOGRAPHIC PROJECTION MODEL

##### Concept

- ❖ The Demographic Projection Model in educational planning is a mathematical and analytical framework used to predict the future "target population" of an education system.
- ❖ It transforms raw population data into actionable planning criteria.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 6) THE DEMOGRAPHIC PROJECTION MODEL

##### The study of human population

The discipline of the study of human population is known by two terms:

- ❖ population studies
- ❖ Demography.

Population Studies can easily be understood as studies concerned with population.

##### The concept of Demography

- ❖ Demography has been derived from the Latin word '**demos**', meaning people and hence is the science of population.
- ❖ Demographic analysis is confined to **a study of the components of population variation and change.**

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 6) THE DEMOGRAPHIC PROJECTION MODEL

##### Nature

Population studies go beyond **simple statistical descriptions** and **theoretical causes of demographic facts**.

They examine **the complex relationships between population changes** and **diverse external variables**, including social, economic, political, biological, and geographical factors.

This interdisciplinary approach seeks to understand **how these elements influence**, and are influenced by, **the evolving dynamics of a human population**.

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 6) THE DEMOGRAPHIC PROJECTION MODEL

#### The main concept of demographic projection model

Now let us discuss in detail to main concept of demographic projection model, there are:

I. Population Structure and Its Effects on Education

II. Population Growth and Its Impact on Educational Planning

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 6) THE DEMOGRAPHIC PROJECTION MODEL

##### I. Population Structure and Its Effects on Education

Our examination of population structure will be confined to these three aspects.

- 1. Age and Sex** - It provides a sort of summary of the demographic history of the nation.
- 2. Age Composition** - The age structure of a population is the result of trends in fertility (birth), mortality (deaths) and migration (migration) over past periods.
- 3. Dependency Ratio** - The size of the age - group 15-64 years.
  - ❖ Young Dependency Ratio,
  - ❖ Old Dependency Ratio and
  - ❖ Total Dependency Ratio

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 6) THE DEMOGRAPHIC PROJECTION MODEL

#### II. Population Growth and Its Impact on Educational Planning

The population of any place at a specific time is a function of three types of events- births, deaths and migration;

- i) Children may be born in that area;
- ii) The inhabitants of that area may die;
- iii) People from other areas may move into that area (In-migration)

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 6) THE DEMOGRAPHIC PROJECTION MODEL

#### II. Population Growth and Its Impact on Educational Planning

#### The ways of measuring population change

The change in population can be measured by

- a) **The difference between population sizes at different times** (known as growth which results in either increase or decrease)
- b) The analysis of the 4 components of population namely **births, deaths, immigration & emigration.**

# Unit I - SCHOOL MANAGEMENT

## MANAGEMENT APPROACHES

### Types of Management approaches

#### 6) THE DEMOGRAPHIC PROJECTION MODEL

##### Conclusion

- ❖ Demographic data is the essential "skeleton" of educational planning, shifting administration from guesswork to data-driven preparation.
- ❖ While providing foundational predictive insights into population size and distribution, it has limitations.
- ❖ True strategic integration requires combining these numerical realities with qualitative planning—like curriculum and quality—to ensure long-term institutional relevance.