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Meaning of School Administration

School Administration plays a very crucial role in enrolment, retention, staffing, providing physical facilities, supervision and inspection, to improve the functioning of the system, conducting tests and examinations and ensuring overall discipline.

Nature of School Administration

- School administration is a comprehensive effort intended to achieve some specific educational objectives outlined by duly constituted bodies.
- It tries to bring all the components of an educational programme into harmonious and fruitful relationship.
- It is democratic in nature and takes into. Consideration all shades of opinion.
- Decisions are taken after consulting the staff council and student representatives.

Aims and Objectives of School Administration

- The primary aim of the school administration is to implement the school curriculum set for different classes in primary / secondary education.
- Appoint teachers, watch their performance and take corrective measures.
- Maintain cordial relationship among staff members.
- Ensure academic freedom for teachers.

Scope of School Administration

- Selecting and appointing qualified and competent teaching and non-teaching staff.
- Providing building, play ground and garden
- Supplying books for the library, materials for the laboratory and stationery and equipment to the office
- Providing hostel facilities to the needy students
- Constructing Staff Quarters
- Providing facilities for guidance services, first aid, transport, communication and canteen facilities.
- Organising noon meals to needy students

Principles of School Administration

- 1. Principle of sharing responsibility: John Dewey, the famous American Philosopher, has defined democracy as sharing of experiences. A democratic head shares his responsibility with others.
- 2. Principle of equality: Democracy demands equality of opportunity to all. All are equal in the eyes of common man.
- **3. Principle of freedom:** It is one of the unique principle of democracy. The democratic head gives full freedom to the staff so that they may work according to their will.

- **4. Principle of co-operation:** The running of a school is not one man's job. Every member of the school should fully co-operate with their colleagues and with head of the institution.
- **5. Principle of justice:** Democratic administration demands full justice on the part of headmaster of the school.
- **6. Principle of recognition of individual worth:** In democratic administration, the head shows equality to all. He comes closer to his followers and tries to understand their capability.
- **7. Principle of leadership:** Democratic administration needs leadership at different levels. The school administration must possess the qualities of leadership so that others may also follow him.
- 8. Principle of democratic Philosophy: A set philosophies behind every working ensures its success.
- **9. Principle of flexibility:** A democratic head of institution believes in the principle of flexibility. He is ever ready to accommodate others in the wider interest of the institution.
- 10. Principle of efficiency: The fact however remains that all people are not capable of doing the same job with equal efficiency. Only some people can do that job in the best way.
- 11. Principle of optimism: School administrator should be fundamentally optimistic in his outlook and constructive in his policies and procedures.
- **12. Principle of professional growth:** The success of the administrator depends to a large extent on the efficiency of his colleagues and subordinates.
- **13. Principle of relative value:** All decisions should be made on the basis of relative values. The betterment of the school or students should be the most important determining factor.

Institutional Planning

Institutional Plan is a micro level plan. It is prepared at the institutional level by the head of the institution, teachers and parents represented by the Parent Teacher Association.

Definition of Institutional Planning

Institutional Planning is a programme of development and improvement, prepared by an educational institution on the basis of its felt needs and the resources available

Importance of Institutional Planning

Kothari Commission on Indian Education has strongly recommended the adoption of Institutional Planning, as quoted hereunder. In view of the great need to improve standards of education at the school level, we recommend that a nationwide programme of school improvement should be developed in which conditions will be created for each school to strive continually to achieve the best results which it is capable of. No comprehensive programme of educational development can ever be put across unless it involves every educational institution and all the main factors connected with it-its teachers, students and the local community and unless it provides the necessary inducements to make them put in their best efforts".

Objectives of Institutional Planning

- J.P. Nalk, who developed the concept of institutional planning has listed the following objectives:-
- to give freedom to the teacher.
- to make good teachers as effective teachers.
- to involve every teacher in the formulation and implementation of plans.

Characteristics of Institutional Planning

- 1. Institutional Plan is need based and not grant based.
- 2. It is based on present resources
- 3. It is task oriented and not money oriented.
- 4. It is scientific in nature.

Components of Institutional Plan

- i) Objectives
- ii) Present status
- iii) Improvement needed
- iv) New/Additional Resources required
- v) Time Schedule
- vi) Programme of Action

Steps in Preparing an Institutional Plan

- 1. Survey: Survey should include
 - i) felt needs
 - ii) resources available to meet the needs
 - iii) Resources which could be mobilised from other sources
- 2. Preparation of a plan indicating
 - i) Objectives
 - ii) targets.
 - iii) time frame
 - iv) cooperation
 - v) role allocation

- 3. Execution: Execute the plan providing
 - i) guidance
 - ii) active help
 - iii) monitoring
 - iv) mid course correction, if necessary
- 4. Evaluation: Evaluation parameters are:
 - i) target achievement
 - ii) budget limit
 - iii) time schedule
 - iv) assessment of delay / failure, if any.

Scope of Institutional Planning

- 1. Curricular Activities: Organisation of faculty meeting, Demonstration of model lessons by subject experts, Guest lectures by scholars, etc.
- 2. Cocurricular Activities: Conducting Science Fairs, exhibitions, book fairs etc., Organising trekking, Tree planting, Developing a classroom library, etc.
- **3. Beautification of Campus:** Campus Cleaning, Minor repairs to school buildings, Levelling the playground, Developing a garden with vegetable and flower plants.
- 4. Social Service: Helping 'challenged students, Teaching 'dropouts, Cleaning public places, etc.

Limitations of Institutional Planning

- Institutional Planning is possible only when powers and responsibilities are decentralised and grassroot planning gets established.
- Secondly. headmasters and teachers should be frained in the elements of planning and should have loyalty and commitment to the institution.
- Thirdly, frequent transfer of staff will disrupt plan implementation.
- Lastly institutional plans should be linked to block level, district level and state level plans to ensure adequate funding.
 School Complex

Meaning of School Complex

School complex is a group of neighbourhood schools, including a number of primary, upper primary, secondary schools and one or more higher secondary schools which function as one educational unit together in an integrated manner.

School Complex Programmes

School complex programmes are taken up to make the maximum use of the human and material resources available in an area, for all the educands of that area. They provide for organising subject committee meetings, supervision, preparation of teaching aids, etc. They share the library books, the laboratory facilities, the games material and other programmes of this nature.

Three Tier Structure

- **1. Lowest tier:** In the lowest tier, each primary. or middle school is integrated to eight or ten lower primary schools of the neighbourhood to form one complex of educational facilities. The pivotal and central middle schools give academic guidance to the neighbourhood schools.
- **2. Middle tier:** In the middle tier, all the middle schools in a particular area are related to one high or higher secondary school in its neighbourhood, under the charge of a secondary or higher secondary school acting as the pivotal school and giving guidance to others.
- **3. Upper tier:** In the upper tier, all secondary and higher secondary schools in a particular locality or town are associated with a neighbouring degree college, college of education or State Institute of Education to work co-operatively.

Characteristics of School Complex

- 1. Complex of neighbourhood schools
- 2. Unit for educational development
- 3. Co-operation
- 4. Three tiers
- 5. Better methods of teaching and evaluation
- 6. Unit for promotion
- 7. Performance of departmental tasks
- 8. Help in solving problems

Objectives of School Complex

- 1. To break the isolation
- 2. To encourage group efforts
- 3. To utilize resources
- 4. To assist solving problems
- 5. To assist common planning

Functions of School Complex

- 1. Academic guidance:
 - (a) Teaching
 - Division of syllabus for preparation of unit plan,
- Preparation, collection and maintenance of charts, maps, models, pictures and other audio-visual aids,
 - Discussion on new methods of teaching,
 - (b) Co-curricular activities:
 - Provision of games material and facilities of the play-ground,
 - Provision of guidance to the physical education teacher,
- (c) School improvement Projects: School complex provides guidance in the field of school improvement projects.

2. Equipment assistance: The higher school may lend following materials and equipment to the lower level schools:

Library, Teaching Aids, Material, Play-ground, Purchase, etc.

- **3. Supervision:** The head and senior teachers of higher level institutions may supervise the instructional work, organisation work and other activities of the constituent schools and give their suggestions.
- **4. Evaluation:** To make improvement in the evaluation work of constituent schools, committee is formed to help the teachers in setting up better question papers, in the preparation of cumulative records and conducting new experiments.
- **5. In-service education and upgrading:** It maintains a central circulating library for the use of teachers. It arranges meetings of all the teachers in the complex, where discussions could be held on school problems, some talks or film shows arranged.

Advantages of School Complex

- 1. Breaking of isolation
- 2. Learning by other's experience
- 3. Sharing of resources
- 4. Professional development of teachers
- 5. Improvement in standards

Disadvantages of School Complex

- 1. Increase in load of work
- 2. Inferiority Complex
- 3. Neglect of duties
- 4. No mutual benefit
- 5. Killing of initiative:

Democratic Administration in Education Meaning Administration of Democratic

In a democracy, power and responsibility are delegated in a hierarchical system to the administrators at different levels. It is participation based on the principles of cooperation, sharing of responsibilities, equality, justice and equal opportunities. Administration reflects this spirit through nurturing leadership qualities and collective decision making.

Principles of Democratic Administration

- 1. A sound philosophy: Philosophy gives direction to administrative policies and actions. Democratic administration should respect the rights of others and care for their welfare.
- 2. Freedom: Freedom of expression, freedom in discharging their academic duties in an innovative or creative manner, criticism, etc are part of the academic freedom.
- 3. Student Centred: Students are the consumers and ultimate beneficiaries of the education system. Steps should be taken to involve them in the achievement of the goals of education.
- **4. Flexibility:** The head of the institution should not blindly follow the rules and precedents. New situations demand new solutions. His approach to problems should be flexible and not rigid.

Measures for promoting Democratic Administration

- 1) Staff Council: Staff Council should meet periodically, preferably at least once in a month, or whenever some urgent problems have to be considered.
- 2) Student Self Government: Election of leaders at class level / course level and also election of student chairman / general secretary may be held through direct or indirect election.
- 3) Involvement of Parents: Parents should be familiarised with the programmes of the institution. For this purpose, parent-teachers meeting should be held periodically.
- 4) Social Service: To strengthen the lies with its neighbourhood institutions, schools should undertake programmes like cultural evenings. Exhibitions, tree planting, etc.

School Plan

Education Departments of state governments and autonomous bodies like AICTE, NCTE and universities, have prescribed the minimum requirements for educational institutions for giving recognition/approval affiliation.

Physical resources include the following: Land (School Campus), Buildings, Classrooms, Library and reading room, Laboratory, Museum, Stall room, Garden, etc.

1. Recommendations of the Secondary Education Commission (1952)

Secondary education commission headed by Dr.A.Lakshmana Swamy Mudaliar made the following recommendations regarding physical facilities:-

- 1. Certain amenities for the students such as common rooms, sanitary convenience. provisions for midday meals and refreshments to be taken, retiring room for girls should be provided.
- 2. Accommodation for teachers with a common room which they can share.
- 3. A reading room and library.
- 4. A visitor's room where parents and relatives who have come on business can wait.
- 5. A separate room for Asst. Headmaster if it has such a post.

2. Site for an Educational Institution

- 1. Surroundings: Site selected should not be far away from the town. There should be adequate space for the present and some extra space for future development.
- 2. Site selected should preferably rectangular and have a regular contour.
- 3. Site should be level and slightly elevated to avoid water logging.
- 4. The land should not be barren but fertile enough to develop garden.
- 5. Sites to be avoided: Undesirable surroundings near the school like factory, market etc., Crowded streets, heavy traffic, Marshy lands, etc.

3. Buildings

There are different type of designs for constructing school buildings They resemble the letters: E,H,L, or inverted L, and the main entrance to the building should face the road. Buildings should be designed by qualified architects or civil engineers and approved by the concerned authority.

Separate buildings or wings are needed for the following facilities:- Administrative Block, Library, Laboratory, Principal's room, Computer Block.

Recommendations of Indian Education (1964-66) Commission

- 1. In view of the present unsatisfactory position regarding school buildings, it is necessary to take steps to clear the backlog of unconstructed school buildings as well as to provide additional buildings for new enrolment.
- 2. Allocations of funds for construction of school buildings should be increased in the Central and State budgets.
- 3. In view of the shortage of traditional building materials and the cost involved, well-designed and constructed katcha structures should be accepted as a part of school system.
- 4. In rural areas efforts should be made to encourage local initiative and contribution in putting up school buildings.

4. Staff Rooms

Two staff rooms-one for men and another for women should be provided in the middle of the building complex, not far away from the principal's room, Basic amenities should be provided in these rooms. In large institutions staff rooms could be provided subject/department-wise or level-wise.

5. Classrooms

Classrooms should be sufficiently large, at least 25' X 20' in dimension. Number of classrooms depend upon the number of standards, courses, etc. Every Classroom should be properly ventilated, have sufficient light, power connection and comfortable seating arrangements. Classrooms should have verandas (passage ways) at the entrance side and backside.

6. Library and Drawing Room

Reading habits have to be encouraged. It is desirable that libraries have different working hours to enable the students to use it more extensively.

7. Laboratories

Separate laboratories for physical sciences, biological sciences and natural sciences could be developed wherever possible. Laboratories should be equipped with the apparatus-and materials to conduct experiments and demonstrations relating to the practical assignments suggested in the curriculum.

8. Playground

Play is essential for the physical and psychological well being of children. It is a good recreation and has great socializing potential.

9. Washrooms

Adequate number of urinals, toilets and wash-basins should be provided to staff members, girls and boys. Other facilities like auditorium, stadium, swimming pool, conference hall and gymnasium could also be planned it the institutions have surplus funds.

10. Garden

Native study awakens the curiosity of children. Gardening teaches them about soil, climate, vegetables and fruits and food and medicinal value of plants, Gardens add beauty to the school campus.

11. Furniture

Furniture made of wood or steel must be provided in adequate numbers. When ordering for furniture the following considerations should be kept in mind.

- 1. Furniture must not be of the same size for students of all the classes and of different ages.
- 2. Benches or stools used for sitting must have backs as support to students.
- 3. They should be arranged at right angels to the walls so that light is not blocked.

12. Equipment

Two kinds of equipment could be used. Movable equipment: Gadgets like overhead projectors, Radios, Television sets and boards. Fixed Equipment refer to light and sound systems, ventilators, water taps, power points etc.

13. Canteen / Lunch Hall

Noon meal is served in all institutions other than private ones. Lunch halls have to be provided with water taps, drinking water and seating arrangements.

Time – Table

Meaning of School Time-Table

The school time-table is the plan or the chart in a school showing the daily allotment of time among the several subjects, activities and classes. What a school stands for and how it functions can be assessed from the school time-table. It is a mirror that reflects the entire educational programme followed in the school. It is the 'spark plug' of the school which sets its various activities and programmes into motion.

Definitions of School Time-Table

× Edmonson: "The time-table is an outline of the day's work which indicates (1) Time of beginning and ending of school day; (2) Time of beginning and ending of each class period, activities period, and home work period; (3) Subjects and activities offered; (4) Days on which each class and each activity meet; (5) Name of the teacher incharge of each class or activity; (6) Room in which class or activity meets; and (7) Time, length and number of intermissions."

Principle of Good Time-Table

While framing the time-table the following principles may be kept in mind.

- 1. Variety: There should be change of subject from one period to another, difficult and light subjects may follow one another; etc.
- 2. Sufficient Place for Activities: Activities like physical exercise, yoga, arts and crafts, work education, practical work etc. should find a honourable place in the school time table.
- 3. Duration of Periods: Duration of periods could be more in the forenoon and less in the afternoon. Further duration of each period of classroom instruction should suit the age of the pupils.
- 4. Providing the most appropriate work for teachers: While allotting work to teachers, care should be taken that each teacher is assigned those subjects which he is best qualified to teach.

Role of Headmaster / Headmistress in School Administration

Role behaviour of a headmaster refers to the real performance of an individual while in the post of headmaster. Office is a point (location) in organisational space defined by one or more roles (or activities) intended for performance by a single individual locating him in relation to his fellows (Katz and Khan).

Major roles of the headmaster:

i) Manager in charge of administration of the school

Organise and coordinate both physical and human resources and put them to the best possible use so as to achieve the goals of the organisation smoothly and effectively. His main role is to develop and implement policies and procedures which will result in efficient operation of the institution. The school headmaster is responsible for the evaluation of student performance and the clear communication of such information according to established and known criteria.

ii) Instructional leader

His duty is to provide leadership to the various instructional activities in his school such as observation, supervision, guidance, organising in-service education programmes and demonstration lessons. He should be expert in one or two subjects but also acquainted with other school subjects.

iii) Facilitator of human relations

Meeting the just needs of the employees and developing cooperative and harmonious relationships among them for achieving the goals were emphasised by them. Providing a humanistic institutional climate along with high staff morale is important.

iv) Change agent

Head master should serve as a catalyst for innovation. His duties:

- diagnosing the need for change
- developing or selecting an innovation
- Orienting the target group to the proposed change
- Anticipating problems and resistance by pressure groups against change

v) Conflict mediator

Clashes of interests and egos lead to conflicts. Inter and intra conflicts occur among teachers, students, parents and social workers which affect the school. Thus, the headmaster has to use his persuasive skills to resolve the conflicts to the best of his ability. He should act like a just mediator.

vi) Disciplinarian

A totally different concept of discipline is aimed at by educators. It is more of self- discipline, cooperation, sense of duty and fairness and dignified behaviour

Role of Teachers in School Administration

Seara has presented the teacher working in school in the following four roles according to environment:

- 1. As a superintendent
- 2. As a supervisor
- 3. As a planner
- 4. As a controller
- 1. In the role of a superintendent: Teachers are given several duties in addition to their primary duties, in the teaching-learning process in the classroom, some of which can be in the administration of the school.
- 2. In the role of a supervisor: The teacher has also to work as a supervisor in various functions of the school that fall in the realm of management and may be of the nature of supervising examinations to supervising the administrative staff in the school to performance of various other school activities.
- 3. In the role of a planner: The teacher contributes substantially as a planner who helps the headmaster and other administrative staff with planning of time table periods, examination duties, results, co-curricular activities, curriculum, text books, etc.
- **4. In the role of a controller**: As part of their duty, the teacher has also to perform the duties of a controller who exercises control over the students, discipline, staff curriculum, etc.

Duties of Teacher

Duties of Teacher towards Students

- i) providing instruction following closely the prescribed syllabus.
- ii) motivating students to learn more and more.
- iii) facilitating learning by offering useful help.
- iv) caring for students even after the school hours

Duties towards the Institution

- i) cooperating with the head of the institution in the day to day administration.
- ii) Willing to work as a member of a team
- iii) maintaining cordial relationship with colleagues.
- iv) involvement in the implementation of institutional plans.

Duties towards Community

- i) initiating social education programmes to create social awareness.
- ii) contacting the parents of his students as frequently as possible.
- iii) taking note of the views expressed in parent- teacher association meetings.
- Iv) participating in community and social service.

Thankyou