



Shree H. N. Shukla Group of Colleges

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(Vaishali nagar 2 & 3, Near Amrapali Railway Crossing, Rajkot.)

CC-4

Unit-1 School Administration

❖ Concept of School Administration

Administration has been defined by Ordway Tead as, “a comprehensive effort to direct, guide and integrate associating human strivings which are focused towards some specific ends or aims.” Educational administration is also a comprehensive effort intended to achieve some specific educational objectives and it deals with educational practices, whereas educational philosophy sets the goal and educational psychology explains the principles, educational administration tells the do-how of educational objectives and principles. It is, in fact, the dynamic side of education. Educational administration deals with educational institutions – right from the schools and colleges to the secretariat. It is concerned with both human and material resources. The human elements include –

- Children
- Parents
- Teachers, and
- Other employees at local, state and national levels of government.
- Money
- Buildings and grounds
- Equipments and instructional supplies

Beyond these two elements are ideas, laws, and regulations, community needs and so on. All of these have a bearing on the educational process. The ‘integration’ of these ‘parts’ into a ‘whole’ is educational administration.

❖ Nature, Objectives and Scope/Area of School Administration

Society is dynamic. It is subject to rapid changes – cultural, economical, philosophical, political, scientific, social and technological. It is therefore, very essential that educational administration must confirm to the changing situation and an educational administrator must be very dynamic.

Educational administration is the embodiment of the ideal and a spirit. It must enable different limbs of education enterprise to function harmoniously in happy coordination; blending themselves into a composite personality like the different rivulets which join together.



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Oliver Tead gives a definition which explains not only the administration but also leads towards an understanding of the good or bad administration. Tead says – “.....administration is conceived as the necessary activities of those individuals (executives) in an organization who are charged with ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to realize certain defined purposes.”

It may be quite clear from the above that good administration involves associated efforts in realizing the defined goals. For the associated efforts to be successful, there must be certain principles put forward which ought to be followed. It is true that there are no perfect principles, which may lead to complete successful administration. On the basis of experience of people in different directions in different types of organizations, certain ways of approach, adoption of attitudes and methods of attack have evolved. However, to apply them in specific situations “comprises an art requiring great skill; discernment and moral fortitude.” It is on account of the requirement of such skills in administration that Tead calls administration an art.

Administration involves creativity. A good administration is one which exhibits human product of associated performance which continues towards perfection. Thus, the four main ingredients of good administration may be cited as

- (i) Associated performance – human beings work in close collaboration. Their responsibilities are organized and there is sharing of responsibilities and duties;
- (ii) Organized purpose – human beings have well – defined purposes before them and through mutual sharing of responsibilities try to achieve them;
- (iii) Creativity – the path towards the achievement of purposes is not present. It is through a dynamic approach that the group proceeds towards its goals. The group makes efforts to increasingly improve its methods of approach as it gets more and more insight into the problem; and
- (iv) Achievement – the feeling of achievement marks the culmination point of good administration. But achievement, good administration and a quest for perfection are interlinked. A good administrator is not only satisfied when he follows a particular pattern, he achieves perfection within the limitations imposed by the environment and thus allows his creativity to play fully.



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Objectives of Educational Administration:

Objectives of educational administration derive their inspiration from the philosophy as contained in the Constitution of a country.

The following ladder explains how our way of life, objectives of education, contents of education and educational administration derive their strength from our Constitution which serves as a beacon in our endeavours.

The foremost objectives of educational administration is the fulfilment of the educational goals as envisaged in the Constitution of a country. As Kandel has observed, “Fundamentally the purpose of educational administration is to bring pupils and teachers together under such conditions as will more successfully promote the end of education.”

While describing the educational needs of India, Secondary Education Commission (1952-53) says that, “India has recently achieved its political freedom and has after careful consideration decided to transform itself into a secular democratic republic. This means the educational system must make its contribution to the development of habits, attitudes and qualities of character which will enable its citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook.” The Education Commission (1964-66) also emphasised, “ In this context special emphasis has to be laid on the development of values such as temper of mind, tolerance, respect for the culture of their national groups, etc., which will enable to adopt democracy not only as a form of government but also as a way of life.” The objectives of educational administration must broadly be seen in the development of democratic values. If this point is lost sight of, then the very purpose of educational administration goes into oblivion.

In operational terms, the objectives of educational administration are to enable the right pupils to receive the right education from the right teachers under conditions which enable the pupils to profit best by their learning.

Scope of Educational Administration:

The term educational administration, due to variations in usages, indicates different levels and types of application of management to educational problems and situations. In its broadest sense, it applies to the full range of administrative control in education ranging from classroom operations, school management, administration of educational institutions and programs in a



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locality to the control of educational policy of a nation as a whole. Educational administration, in a narrower sense, refers to the operations of the various educational services or facilities with regard to “the direction, control and management of those aspects of administration such as teacher and pupil, personnel, program of studies, program of activities, curricula, methods, instructional aids and guidance.”

In educational administration, various categories of personnel are employed at different levels-some of them at leadership and decision-making, some at technical, and some at office and clerical positions. Some employees are engaged in operations related to general management of the system such as personnel, finance and procurement while other employees are responsible for operations related to the educational process such as teacher-education, curriculum development, planning, educational evaluation and the like.

The scope of educational administration is very vast. It includes within its scope the building up of personnel, appointment of men, running the administrative machine, seeking cooperation of people, informing and educating the public and finally, organizing a sound system of planning based as much on the participation of people at each level as on the best technical, economic and statistical information available.

Educational administration includes everything regarding the functioning of educational institutions – securing the greatest benefit to the greatest number through an adoption of practical measures. It interprets and clarifies the functions and activities of an educational program in fruitful relationship and harmonies their mutual action. It ensures sound planning, good direction and efficient execution.

Unit -2 Student-Teacher And Principal

2.1 Student Welfare Schemes,Rights Of Children In The Context Of Secondary School

1) Leave Travelling Allowance:-

With the limitation of RS.4500 are isgive taxes sing allowance government servant and their family member for going any place or their native it is called L.T.C.

RS.144 more than salaries employee are given class one rent or first class rent



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Less than 1400 basic salaries employee are given second class rent.

Schemes of students welfare.

In the field of secondary edu. For students various welfare scheme explain

Introduction

Students of secondary school to get edu. In proper way various welfare scheme have been prepared by central govt. and state govt. students get the scheme.

1) Free edu. At secondary:-

This is a special sheme in prohreasive starts like Gujarat students at secondary level are not supported to pay tuion fees tution for has been discarded for students at this levelingovt.schools.

2) SC- ST Students scholarship:

Importance of education to students from sc-st class to create awareness amongst from scst group.

SC-ST those children who are studying at secondary level for them scholarship are granted. In this way intelligent and needful get scholarship through govt.

3) Financial aid to handicapped students

Handicapped students to includesbothphysicaly are mentally handicapped students.

Handicapped students get aid the education and such student for education and trainingand for reestablishment purpose special stress has been laid & such scheme are way useful through handicapped students get a lot of benefits.

4) Navodya schools

Acc to central givt scheme irrespective of caste religion and difference navodya school have setup in all states for the intelligent talented students in these schools talented intelligent,superior students are admitted and after there all he expenditures are by the govt.

5) Specialized school:-

Such schools are more active in backward there such students where they and get vocational training along with the normal courses of edueg.

Agriculturel school such schools get special aids from the govt.



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6) Motivation to sport :

For the development of hidden qualities of students motivation is provided by govt various competitions are held for the students at local district national and international level and motivate students through sport authority various sport school have been setup to motivate students.

7) Science attitude property good at district talukas state and at national level organize the science for and their research abilities are developed. Govt provides grant to schools for organizing science fairs.

8) Talent Search:-

For students this is a welfare scheme secondary school students participates in talents search Competitor and try to recognize the notional hidden talent of their ownself.

9) Cultural competitions:-

For the secondary school students in different class various cultural compitions are organized because of which we can recognize the hidden talent of the students and can create interest in different subject.

10) NCC(National Cadet cops)

In Schools through activities of NCC & ACC Training are given to the students in such activities students able to generate and national welfare and discipline.

11) Activities of school welfare:

Under the national service scheme students after being in the society through various programme try to serve the society cleanliness educating prohibition of bad habit adult education etc programme are organized for social welfare.

12) Distance education or open school education

These students who have left studding and if they again want to have secondary education then it's a welfare scheme for such students they can be educated through distant edu scheme by being in contact with different / various centers.

13) Optional school:



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These Students who can't get the edu as per the prescribed manager, for then acc to their time edu as provided for eg. In Ahmedabad stxaviers school has started night class for working people ,tillssc education has been given.

14) Help of edu.Aids like dresses cycle etc.

In Many states in secondary schools the needful students are provided free various types of thing through the govt due to which students get aware of such aid and can get equipped in this way,gost has stared various welfare programmers for women SC ST etc groups.

But due to many reasons there have not been implemented properly in sec school students and parents are exploited badly. For their knowledge rights of students were made to the constitution can help students it became necessary to make aware of their rights

Secondary edu receive students right under the rule of consume right 1986, acc to for the propection of consider right it is applied to the students of the school also schools receiving edu is sec. schools are to be given many rights which are as follows.

2:2:1 Selection Committee For Teacher Recwitment And Current Merit Schemo

The formation of committee for teacher selection and marking scheme.the committee for the teacher selection is constitute as below.

- (a)representative appoint by schol management
- (b)school principal
- (c)selecting & teacher from selves in a school havin more them 6 teaher and appointed single teacher in a commite if total no of teacher are less than 6.

The above mentioned committee is constituted as per the provisin in vorticle 35(2)(1),35(2)(2),35(2)(3),35(2)(4).

Under The Gujarat Secondary & Higer Secondary Education Act.

Marking scheme

- 1) **H.S.C-05** (to give the marks out of 5 according to percentage in H.S.C)
- 2) **Graduate-15** (to give the marks out of 15 according to percentage in graduation)
- 3) **B.ed-15** (to give the marks out of 15 according to percentage in B.ed)



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- 4) **Post graduation-05** (to give the marks out of 5 according to percentage in P.G having more marks degree will be considered if P.hd degree than 5 marks is to be given.)
- 5) **Experience-05** (A 1 marks yearwise according to the percentage in class three year board result. B- first 3 rank in state national competition to be give 1 to 2 marks maximum 2 marks N.C.C b certificate.)
- 6) **Computer proficery-05** (i)university recogniseddegree course.
(ii)university recognized diploma course ut
marks
(iii) B.ed com sub university recognized certificate
government
approved institute course of 6 month 02 marks.

Note:only one out of 3 eligibility is liable for marks total 50 marks.

Mention the marking selection scheme of the secondary teacher.

<u>s.no.</u>	<u>certificate</u>	<u>marks</u>
1	12 th or ssc	05%
2	graduation degree	15%
3	Bed or other degree	10%
4	post graduate	05%
5	experience of regarded sec.school	02%
6	impression	03%

2:2:2 Teacher's duty

A teacher is supposed to discharge numerous duties.for the following heads:-

- 1)Planning the curricular and co-curricular programme.
- 2)Educating.
- 3)Organising the programme.
- 4)Supervising and guiding the pupils.
- 5)Maintenance of cumulative records,etc.
- 6)Evaluating the achievement of the pupils.



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7)Reporting.

8)Maintaining relation with pupils, headmaster, parents, and community for effective education.

1)Planning the curricular and co-curricular programme:every teacher is supposed to be in charge of some curricular and co-curricular programme. For effectively carrying on this programme, he should plan it well and in advance, divide the syllabus into weekly and monthly units and plan it according to the time available,fix dates and time for the co-curricular activites, decide about the students who will take part, the person who will preside, etc.

2)Educating: teaching is his first and foremost duty. It is his duty to have a thorough knowledge of the subject, he teaches to study and practice the latest teaches to study and practice the latest techniques of teaching,select the learning materials, manage the daily routines and procedures of teaching, and motivate the students to learn.he should give sufficient and adequate home-task and make regular curricular activites and look to te allround development of pupils.

3)Organizing the programme: A teacher has to organize the various activities and programmes for which he is responsible. He has to make the proper seating aarangement, arrange the audio-visualaids, organize the instruction work, prepare the home-work assignment, and arrange their effective checking.

4)Supervising and guiding the pupils: the teacher has to ensure regular attendance and regular work, detect the irregular and truant pupils.he has to check the practical and written work and supervised study of the pupils and guide the pupils according to their needs. He has to supervise the co-curricular activities and help them in proper selection. He has also to supervise the boarders.

5) Maintenance of cumulative records, etc: the teacher has to maintain the cumulative records of maintain the cumulative records of his wards and keep them up-to-date with all sorts of needed information.

He has to keep record of the work of the pupils and of their day-to-day participation in activities. He has to of record their admission attendance, realisation of fee and other matters.he has to help the office in maintaining certain school records such as stock of furniture,issue of



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furniture, supply of equipment, university result, and scholarship awarded to pupils.

6) Evaluating the achievement of the pupils: after all sorts of curricular and co-curricular programmes have been carried on he must evaluate the achievement of the pupils, diagnose weaknesses, spotlight, brightness, and offer guidance in the light of achievements. For this purpose, he has to conduct weekly, fortnightly, monthly, and terminal tests, score papers, tabulate results, help in the determination of policies of promotion, and prepare results. The teacher must be fully conversant with the latest techniques of evaluation.

7) Reporting: when the achievement of the pupils has been assessed and the position of the child ascertained, the parents must be kept informed.

8) Maintaining relation with others: the teacher has to maintain good relations with the pupils, colleagues, principal, parents, and community for effective education of the children.

2.3 Principal

2.3.1 Selection Committee for principal recruitment and current merit schema.

Administrative experience 02

Principal/secondary vice principal/clerk/supervisor/inspectors of the register secondary school maximum 2 marks (for the clerk experience after graduation year experience is counted)

Computer english 05

University recognized day 05 marks

University recognize course in diploma 04 marks

B.Ed with computer subjects/certificate course e marks

Marks as per the in degree or diploma.

Any one marks note only one will be considered.

Personality impression 05



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Marking scheme

1) Graduation -10 (Marks to be given calculation as per the percentage score in graduation)

2) B.ed- 15 (Mark to be given out of 15 as per the percentage score in B.ed)

3) post graduation-05 (P.G with any of the subject taught at sec/higher sec. higher sec. level M.A/Msc./M.com

Mark out of 5 as per the percentage obtained in pg (%of any one degree will be considered)

m.ed/M.pharm/phd/university recognized professional P.G. eligibility 05 marks out of 05 as per percentage obtained in degree (for Ph.D 5 marks)

4) Education exp.

i) According to year 05 (Max.5 marks as per 1 mark for each year.

ii) According to performance 03 (as per the last 3 year board result 1-marks for each year.

2:3:2 Principal Role And Functions

The headmaster is supposed to discharge numerous duties which may be grouped under two heads-specific duties and general duties.

A) Specific duties

- 1) Supervision
- 2) Teaching
- 3) Management
- 4) Special services

B) General duties

- 1) Duties before the session.
- 2) Duties throughout the year.
- 3) Duties at the close of the session.

Now, we shall discuss these duties in detail:

(A) Specific Duties :

The headmaster as the leader of the school has to supervise various activities:

(I) Supervision of Instruction, Curriculum, Development and Improvement and Evaluation Programme.

(II) Supervision of Co-curricular Programme.

(III) Supervision of Hostel.

(IV) Supervision of Registration Work and Accounts.



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(V) General Supervision

(I) Supervision of Instruction, Curriculum, Development and Improvement, and Evaluation Program:

Supervision of instruction, curriculum, development and improvement and evaluation program is one of the most important responsibilities of the headmaster. The classroom is the heart of teaching. It is the centre of instruction. It is, therefore, natural for it to be a centre of supervisory attention. It is very important that the headmaster upgrades the quality of education through creative, cooperative, and constructive supervision.

And yet supervision of the teaching work is a very ticklish part of the job of the headmaster. It is not a simple matter of rushing into a classroom to make a correction or an adjustment or to apply a skill as an auto mechanic adjusts a faulty motor. Instead, it calls for deliberate and long-range planning. A motor is a thing within itself, but a classroom has many human ramifications, and its operation is tied into a multitude of connecting parts on the outside. Its supervision includes classroom visitation but also capitalizes upon patient work with teachers in out-of-school study groups, extending over a period of time. Class visits, therefore, form an essential part of the duties of the headmaster. But that alone gives him no right either to snub or criticize a teacher in the presence of the class. If a headmaster feels that a teacher needs correction whether in the details of the subject-matter or in the technique of teaching adopted by him in the class he should send for the teacher for a post-visit conference. Then headmaster should prove himself an excellent guide in every possible way in the masterly suggestions about improved methods of teaching and the tactful way that he drives the suggestions home. The teacher should come out of the home master's office after a post visit conference as a better person, wiser and saner, and in a more pleasant mood than when he went to him.

There is need for flexibility, for willingness to recognize that there are many roads to Rome and that varied procedures can have a common goal. A headmaster must have the itching inclination to run everything smoothly and must avoid doing anything which hurts or is likely to hurt anybody's feeling, except where there is no other way out. The supervision should be comprehensive and creative.

(1) Curriculum Development and Improvement: The learning which takes place in the schools must be constantly adapted and improved so as to take account of the aspirations and changing needs of a nation. This requires constant revision of



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the curriculum of a school. Experimentation must be an accepted practice. In the respect, the headmaster can exercise his influence in a number of ways:

- (a) He can understand and commend the good work that is already being done.
- (b) He can encourage the attitude of inquiry. The headmaster can encourage the development of this attitude by being receptive to new ideas, by inviting from the members of his staff suggestions for improvements by consulting pupils and parents by conducting investigations of pupils progress, by promoting follow-up studies of drop-out and by posing questions of many kinds and setting the wheels in motion to find the answers.
- (c) He can help his staff to understand better what the school should accomplish.
- (d) He can provide security and recognition for those who attempt change. He can make it plain to those who undertake new assignments that all he expects is a “good try” that if a new program does not work out successfully, there will be no recrimination, and that those who have made the attempt, will be commended for it.
- (e) He can organize and administer the work so that it will be effective.
- (f) He can provide time and facilities for curriculum programs conducted by other agencies.

(2) Allied to Supervision of Instruction and Curriculum Development and Improvement is the Supervision of Evaluation: The introduction of internal assessment poses another challenge to the headmaster. This is a task which should be performed with great care. He should:

- (a) Appoint a committee of teachers together and tabulate the marks in a proper manner.
- (b) Periodically check the position of students and pull up those who are not faring well and encourage those who can obtain distinctions.
- (c) Pick up the talented and weak and ensure adequate attention to them.
- (d) Send the awards to the Board after thoroughly checking in time.

(II) Supervision of Co-curricular Programs:

As a comprehensive co-curricular program is a very important part of today’s educational program, the headmaster has to see that all the activities are efficiently planned carefully carried on and result into student development. The



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patronage of the headmaster and his keen supervision of the various societies and clubs is important for improving the standard of activities. One of the main things to be checked in this connection is to see that the teacher entrusted with the job not only knows it thoroughly but, his interest in it is genuine. He should also pay attention to the smartness and alertness of the group. He himself might give occasional demonstrations of minor games by taking active part in them. He should:

(a) *Distribute the activities according to the interests and aptitude of the teachers.* if possible, training facilities for some specific activities like Athletics, Scouting, N.C.C., First Aid, Home Defence, may be provided or the teachers deputed for such special training.

(b) *Encourage voluntary participation of student and give guidance to them for proper selection.*

(c) Keep a proper record of the participation of students and ensure sound evaluation.

(d) *Make adequate budget allotment for activities.* A sense for proper use of money should be developed in the students and all wastages and unnecessary expenditure should be checked.

(e) Recognise creditable participation.

(III) Supervision of Hostel: The headmaster is also responsible for the careful supervision of the hostel, if there is one. He should see that the atmosphere of the home rather than that of the hostel prevail therein. Every now and then the headmaster should taste the food supplied to the boarders and examine the cooking arrangements, the kitchens, the dining rooms, the arrangements for washing dishes, and so on. He should go into the question of diet with the superintendent and see that it is the best that can be supplied for the money that is being paid. Occasional visits must also be paid to the hostel to see its management.

(IV) supervision of registration work and accounts: it is also the function of the headmaster to supervise the various registers and accounts. In this way, he will know his teachers and will know whose work needs special attention and supervision. The headmaster office is said to be “the heart around which and through which the life of the school operates.” It is generally recognised that the competence of the



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manner in which the office is run. The headmaster, therefore, should see that the office procedure are systematised and duties are properly assigned to the teacher, so that office work may not take too much of his time and energy. All registers should be carefully checked occasionally. He should also see to the accounts because it is he who ultimately is responsible to the managing committee or to the department for these sums.

(V) General supervision: the headmaster is responsible for the all-round progress, development and upkeep of the school. High standard of school administration can be the result of constant vigilance on the part of the headmaster. Everybody in his place, everything done in a systematic manner – will only be possible if the headmaster keeps his eyes wide open and is well-informed. There are so many problems which can be solved right from the time they raise their heads, if the headmaster knows the situations and tackles them well in time. “Prevention is better than cure.”

2) Teaching:

Despite the frustrations of administration and demands on his time, improvement of instruction is one of the most important responsibilities of the headmaster.

He has to be an effective instructional leader who perceives the right encouragement, to evaluate and to culminate the activities. The headmastership and leadership are synonymous in education. He is the key person, charged with the responsibilities of improving instruction.

No one expects him to be an expert in all instructional areas but he must be an expert at or three periods per day and teach one or two subjects in which he has specialised. He should be a first rate teacher and should be well conversant with the latest methods as well as content of a number of subjects. This will give him a number of advantages – he will come into contact with his pupils and establish



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relationship with them. He will also be able to understand the difficulties of teachers as well as pupils.

The headmaster should take both the lower and the upper classes. One period a day in the lower classes ensures a strong foundation and creates love in the youngest pupils for the school and the headmaster.

It is also expected of the headmaster to be an expert in coordinating, organising, stimulating, activating, encouraging, planning, and evaluating techniques, directed towards improvement of instruction in all areas and on all levels.

3)Management :

The headmaster has got to discharge various management duties, viz.

- (A) School Plant Management
- (B) Equipment and Supply Management
- (C) School Business Management
- (D) School Office Management

(A)School Plant Management: The headmaster has important responsibilities in planning plant facilities, in managing the utilisation of these facilities, in equipping the facilities and in administering the maintenance and operation of these facilities.

Using the plant for educational purposes requires careful direction or much of its effectiveness can be lost. Effective utilisation is all the more a great problem when the headmaster has to work in outmoded or poorly planned buildings.

Utilisation includes several factors:

- (a)There is the *quantitative problem* of assuring that each room of the building is used somewhere near its capacity. It is his function to ensure that some spaces are not overcrowded while others remain idle.



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- (b) Coupled with this quantitative problem is the question of the education effectiveness of the use of the school plant facilities. Here again, the headmaster must ensure that space is well used and that space assignments reflect careful consideration of the best educational use of each available space.
- (c) The headmaster is responsible for seeing that the space assigned to him for the school programme is utilized quantitatively to a degree that is defensible. Teachers sometimes develop an ownership complex towards their assigned spaces. The headmaster should ensure that such a complex does not lead to a waste of space. On the other hand, the headmaster himself should not develop a utilisation complex in which he loses sight of unassigned space. Although *100 percent utilisation is not a desirable goal, 100 percent educational efficiency* in the use of available space is both desirable and defensible.
- (d) The headmaster should *periodically review the use of special rooms*, e.g. fine arts room, music room, laboratories, etc, to ensure that they are being used in terms of their planned purposes as they are specially arranged and equipped to meet the needs of specific subject areas.
- (e) In addition to the effective use of special rooms the headmaster must be concerned with the *effective utilization of academic classrooms*. The headmaster should see that they are used properly.

In fact, all school facilities should be designed to serve educational or other school purposes and the headmaster needs to evaluate regularly the degree to which such facilities are effectively used to meet the purposes.

Equipping the school plant also requires care and caution on the part of the headmaster. Here are some ways in which the headmaster can take care of the school plant.





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(a) The headmaster and his staff need to consider educational specification for equipment in order to determine the educational purposes it is to serve and to determine the amount of equipment of any given kind necessary to serve enrolment expected.

(b) It is a rare school indeed that has all the equipment it needs. The headmaster and his staff need, then, to develop procedures for anticipating equipment requirement and for assigning priorities to various needs. If, as often happens, the headmaster has Rs. 2000/- for all equipment for a given year and his need is for Rs, 5000/- worth of equipment, what should he do? The success of what he does depends to a large extent upon the degree to which he has established a long-range plan for purchasing new equipment and replacing old equipment. The faculty needs to be involved in this planning, and a teacher should know when his turn can be expected.

(c) If it is a rare school that has all the equipment it needs, it is an almost equally rare school that does not have unused, antiquated equipment hidden in various corners and closets. This equipment is usually using needed space and often has a cash value that can be used in purchasing new equipment. The headmaster needs to assure himself that equipment is being used. If it is not, he should either determine ways that it can be used or recommend that it can be disposed of in the most profitable manner.

The headmaster is responsible for the proper *maintenance and operation of the school plant*. *Maintenance* refers to those cyclic but intermittent services intended to keep the plant near its original state of preservation, in other words, repairs and replacement; while *operation* refers to the normal routine daily services its intended purposes. In the former category, are included such thing as painting, roof repairs, repairs to furniture and the like. In the latter category are such activities as keeping the building warm or cool, daily sweeping, and dusting, care of the grounds and the like. The headmaster has to see that the school is ready for use each day and that sufficient care is



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taken of the plant so that it does not deteriorate as a useful school faculty. The headmaster should see to it that a major part of the responsibility for the maintenance and operation of a school is borne by those who use the school.

The headmaster should attend to the following to keep the plant tidy:

(a) Ample containers for waste-paper and other miscellaneous trash should be provided.

(b) As an attractive building is generally treated with more respect than a shabby building, every positive step should be taken to brighten up the school. Halls should be attractively painted and decorated. Rooms should be kept neat and clean and should be well-decorated with pictures, charts, etc. The general outlook should be pleasant enough to elicit respect.

(c) The headmaster staff personnel and pupil personnel procedures should lead a healthy school spirit to a high morale to help solve the maintenance and operational problems.

(d) The headmaster should prepare regular schedule for painting, inspection of equipments, and other preventive maintenance measures. Teachers, whose work involves the use of equipments, should be encouraged to follow regular preventive maintenance schedules. The headmaster needs to know when equipment will be available for inspection and upkeep. The vacation period during the school year should be used for maintenance purposes. A school plant should be useful for fifty years or more but such a period of usefulness cannot be realized without wise maintenance procedures.

(e) The headmaster should solicit regularly the opinions of his staff regarding ways in which plant and equipment are helping or hindering the program of the school. These opinions should be organised so that interpretation is possible. Then these organised opinions can become the basis for future expenditure and space and equipment assignments.



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(f) In administrating the school plant, it will be desirable if the headmaster makes use of certain records and reports. For instance,

(i) Scale drawing of each floor of the school plant indicating room numbers and type.

(ii) Inventory of equipment, including current assignment and room number.

(iii) Enrolment date for a room and subject for each period of the day.

(iv) Maintenance schedule.

(v) School policy relating to community use of school facilities and other school plant matters.

(vi) Calendar of use of school facilities by both school and non-school groups outside of regular school hours, or for example, in the case of an auditorium and examination hall, during school hours.

(vii) File of instruction manuals relating to various pieces of equipment in the building. This file should include guarantees, etc.

(viii) List of equipment servicing agencies approved by the department to make necessary inspections or repairs of the equipment in the building.

(B) Equipment and supply management: a headmaster has vital responsibilities for procuring, protecting, and using the school supplies. This involves careful planning. Estimates have to be prepared regarding the quantity and quality, to be purchased and how to be purchased. Specifications for each item have to be laid down, quotations have to be invited, goods have to be ordered, inspected and checked on arrival, properly stored to obviate any chance of damage or loss through insects, rain, etc. and finally these have to be issued as and when required.

To manage the supplies efficiently the headmaster should make the following arrangements.



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(a) Appoint a Selection Committee for Purchase and Maintenance of Equipment: This Committee will prepare the list of items of purchase, which are needed and prepare the budget. The Committee should invite quotations from the leading firms. The lowest quotation is to be approved by the headmaster. Economy should be ensured without sacrificing quality.

(b) Start School Cooperative Department: This department may procure, store, supply, and sell pretty items of daily use like stationary, etc.

(c) Ensure Protection to the School Equipment and prevent Damage: This can be achieved with the cooperation of the students, staff, and the menials. He should bring home to the students the necessity of keeping the equipment spick and span.

(d) Ensure Proper Record of the Equipment: He should see that a proper record of the equipment is maintained, every year a physical verification of the items of equipment is made, unserviceable and consumed items are written off, damaged articles are auctioned, and lists of new requirements prepared. He should keep an accurate and up-to-date inventory which should indicate both the quantity of equipment within a building and its location. Another inventory card for rooms may be used for determining the exact equipment within a single room. Room inventories should be taken yearly and the room figures checked with the item cards.

(e) Know the Latest Trends in Equipments: He may go in for modern scientific equipment such as epidascope, tape recorder, loud speaker, fluorescent lights, if the fuds permit.

(f) Ensure Effective use of the Supplies: Regardless of the nature of the supply, ineffective use of it is hardly excusable. Equipment and materials that are allowed to remain in storage have little value.

(C) Business Management: Business management encompasses those jobs that relate to the efficient and effective handling of money and



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materials within the school. This task area is an important part of the headmaster's job and one that needs to be performed with care.

(i) *Internal accounting*: Whether the school is managed by Government or by private management bodies, it does involve a great deal of money. Students clubs, class groups, athletics, dramatics, and musical programmes, and receive money. The responsibility for these internal funds or non-appropriated money almost always rests squarely with the headmaster. This means the headmaster needs to be responsible for the development of a system that provides for the following:

- (a) Preparing budgets.
- (b) Recording receipts.
- (c) Crediting receipts to the proper funds.
- (d) Banking receipts.
- (e) Authorizing expenditure.
- (f) Receiving invoices or statements.
- (g) Making payments for expenditures.
- (h) Billing expenditures to the proper fund.
- (i) Issuing regular financial reports.
- (j) Providing for periodic outside audits.

(ii) *Budgeting and Finance*: The headmaster should have the understanding of the roles of the various levels of government in financing education, of the source of income which are both fiscally adequate and socially equitable of the various types of grants-in-aid and of the interrelation of education and economic growth. For good administration, it is necessary that the best possible use is made of available funds. For this there should be long-term planning educationally and financially, with close coordination between the two.



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(D) School Office Management: The headmaster has great responsibilities as far as the management of the school office is concerned. The office is the contact point between the school and the public. The impression that people receive from the office is often the impression they have of the entire school. Thus, it is very important that the office is well-managed.

The headmaster, however, must avoid making himself an office manager. He is an educational leader. Office management is only one part – and a small part of his job. He should not become enmeshed in official details, as although this may result in an efficient office, it can lead to a most inefficient use of the headmaster's time. All of the different office tasks must be provided for, but the headmaster is not meeting his challenge, if he provides for these tasks himself.

The headmaster should attend to the following for the proper management of the school office:

(a) Be aware of the office work necessary for the efficient operation of the school.

(b) Staff the school office with sufficient personnel to make it possible for the necessary office work to be done.

(c) Delegate the management of the office to responsible clerical assistant.

(d) Periodically evaluate the effectiveness of the school office, check irregularities, remove inefficiency, and ensure regular and prompt work.

(e) Know his varied type of duties.

i) Legal duties, i.e. the duties for which he is legally responsible;

ii) Duties prescribed by the Education Department or the Managing Committee or both;



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- iii) Compliance of the rules and regulations prescribed by the University or the Board to which the school is affiliated;
- iv) Routine duties such as admission, classification, checking class register, cash book, acquittance roll, attendance registers, register of accounts of various fees and funds, etc.

Much of the school office work can be made routine, whenever possible, forms should be developed To facilitate the work of the school. Not only do forms make work go faster. They also eliminate errors that occur from the random recording of information.

4) Special Services:

In a modern secondary school so many special services have been introduced for the proper development of the pupils- school health services, school guidance services, free supply of mid-day meals, school uniforms, textbooks, etc. It is obligatory on the headmaster that these ancillary services are administered well so that maximum numbers of pupils are benefitted.

(B) General Duties

1) Headmaster's duties before the commencement of the academic year:

The headmaster has to do so many things before the commencement of the academic year,. The following items demand a careful attention on his part:

- (i) Preparation of the school calendar showing details of different courses, co-curricular activities, rates of tuition fees, school timings, duration of the class-period or recesses, a list of holidays, the practice for the collection of tuition fees;
- (ii) Completion of teaching, clerical and menial staff;
- (iii) Distribution of work-teaching and administrative;
- (iv) The school time-table;
- (v) Purchase of necessary equipment, books, and supplies;
- (vi) Completion of the admission of as many new pupils as possible; and
- (vii) Formation of new classes showing the names of pupils of each class.

For the convenience of teachers, a school administration bulletin may be prepared. It should show the distribution of work of different teachers, the co-curricular duties, different committees of the schools, clubs, and



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associations, dates of staff meetings, the procedure of talking casual leave, etc. every teacher should be supplied with a copy of the bulletin. It proves very helpful to a new teacher, acts as a reminder to the old teachers, and is an aid to the headmaster to plan for the coming year,

The opening day of the school must be planned with great care. The classrooms, the library, the lavatories, the laboratories- all should be spick and span to receive the new comers. Two or three days before the school is to reopen, a staff meeting for facing the new problems with confidence, is a must. Let everyone be familiar with the work he or she is supposed to do.

On the first day, the headmaster meets the students, Clarifies the day's arrangements of work to the pupils.

During the first week, so many problems need immediate solution, e.g. arrangement of optional subjects, balancing class sizes, adjustment of classrooms and equipment, etc.

2) Duties Throughout The Year: one or two week's preliminary work should settle the major issues. After that the headmaster has to do so many things-panning the supervisory programme. Organizing the guidance service. Arranging medical examination of children, checking the evaluation of programmes, sending internal, assessment marks, informing parents regarding the deficiencies of their children.

The headmaster has to administer the entire programme of the school through his personnel supervision and direction. He is the person who reaches the school before the regular work begins, inspects the sanitary arrangements of the campus attends the school assembly, does office work, supervises, meets visitors and parents and is the last to leave the school

3) Closing The School Year: before the close of the year, the headmaster should be reach with;

(i) Arrangements of the final examination programme setting and printing of question papers, evaluation of answer-books, preparation of result sheets, and declaration of results;

(ii) Completion of pupil's and the date on which they are to be submitted to parents for information;

(iii) Announcement of the next year's textbooks to pupils;

(iv) The issue of school leaving certificates to pupils, desiring to leave the school before close of the year;

(v) The annual report of the school.

2:3:3 Guidance and Leadership in Maintaining Discipline.





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Guidance as a function of a headmaster is of recent origin. He is expected to provide educational and vocational guidance. Here are some of them:

- 1) The students in the selection of the subjects at the secondary stage, leading to suitable vocations after the school leaving stage.
- 2) The students in their day-to-day activities and instructional work.
- 3) The teacher in organizing, teaching and other activities, in making a deeper study of their subjects, and in solving specific problems of discipline, backwardness, teaching, etc.
- 4) The parents in supervising the education of their wards, in planning their education according to their abilities and aptitudes.
- 5) The higher authorities in matters of curriculum, textbooks, school organizing, framing of educational problems.

Out of all these tasks, educational and vocational guidance is of the utmost necessity, although it is neglected so far. The headmaster must reconvene meetings of the staff for purposes of planning, educational guidance, and organizing a full-fledged guidance program. He should start a guidance unit in the school and appoint the necessary staff for guidance.

The guidance unit must provide not only curricular and vocational guidance but also personal guidance to those young children who lack adjustment for this purpose he may have to see help from psychologists and other organizations. The headmaster shall have to act as a liaison between the school guidance unit and the state guidance bureau, employment officers and other organizations.

Every headmaster has to extract work from his colleagues, this he cannot do smoothly and effectively through an autocratic attitude. He has to motivate his subordinates to work conscientiously and enthusiastically. The headmaster has to create motivating situations prompting others to accomplish the task for attainment of the full goal. For this purpose, he is expected to use human skill, besides technical skills. The human



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skill will mean ability to motivate others to work, judgment to evaluate their work, understanding of the sources of behavior of others and patience to deal with difficult situations.

2:3:4 Types Of Discipline.

Authoritarian discipline began to crumble at the beginning of the 18th century. There was a considerable reaction against this type of discipline. Initiated by Rousseau and followed by Pestalozzi Froebel, Montessori, the modern reaction against this concept of discipline reached its climax and found its most persuasive exponent in the American philosopher-educationist John Dewey. Also with the adoption of democracy both as a political creed and as a way of life in modern times, need was felt of educating him, anticipating the future needs.

Today, we teach children to obey, but we want this obedience to be a thinking obedience, not merely a reliance upon authority. Children are led gradually to discipline themselves. They are taught that there is a time to keep quiet and a time for activity, a time to converse and a time to listen, time to work, and a time to relax. Teacher today realise that it is not possible to teach by coercion: the goodwill of the pupil is always essential.

Freedom is the watchword of the new school. All kinds of superimposed and unnecessary restrictions have been wiped. The teacher, instead of working as a hard task master, is a friend and a guide. The pupils have gained such boons as the right to move about the new classroom at will, to form natural groups, to talk, to choose their subjects, to handle objects, to have a voice in the student disciplinary matters and to and to take a large and active part in a general way, in class and social affairs. Modern discipline satisfies the needs of self-respect, security, and activity. It creates an earnest desire in the child becomes a true co-partner in the educational process. Discipline emphasised is of positive and creative type. The teacher, who is a skilled disciplinarian, integrates character and education into every



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learning situation. Right attitudes and desirable habits are formed in the pupils.

The modern educator believes in self, discipline. The source of control is to be largely within the individual, not external to him or imposed from without by force. The capacity for self-control and self-direction is developed. The child makes decisions and assumes responsibility for his actions without always requiring a vigilant watch over him. In short, the modern discipline helps the pupil to become self-propelled, self-controlled, and self-guiding person.

