

**Q.** Explain the different functions of school or educational management.

**Ans: Functions of Educational Management :**

Educational Management operates through various functions, often classified as Planning, Organization, Directing and Controlling.

**PLANNING:**

Planning in educational management is the process of laying down goals and objectives of education and deciding what should be done to achieve the set goals and objectives. Planning is an act of making decisions by the educational managers so as to ensure the success of the process of education. The main objective of planning in educational management is to help educational managers in successful and effective management of education. It helps to achieve the objectives of education effectively within the stipulated time and thereby minimize the costs in terms of time, money and effort. Another important objective of planning is to set priorities and focusing on the important areas of management. Besides, planning help to anticipate challenges and opportunities in the way of managing education.

**ORGANISATION:**

**Organization is another important function of educational management. According to Louis A. Allen, "Organization is the process of identifying and grouping of the works to be**

performed, defining and delegating responsibility and authority and establishing relationships for the purpose of enabling people to work most efficiently. Organization involves division of work among employees, grouping of closely related activities, assigning duties and responsibilities to the employees and delegating authority and power to each employee or the group to discharge their duties. Organization in educational management aims at effective teamwork towards the achievement of educational objectives

### **DIRECTING :**

Directing in educational management refers to the act of guiding and leading the employees in an educational organization. In educational context directing is not just giving instructions by the head of institution to the sub-ordinate employees but it is a process of supervising, guiding and motivating them to achieve the educational objectives. The task of directing in educational management is a complex one that ensures the employees work effectively and efficiently. Directing is an aid of influencing people to act willingly and enthusiastically for the achievement of educational objectives.

### **CONTROLLING :**

Controlling as a function of educational management involves establishing standards of achievement based on the objectives and comparing that with actual achievement, and taking remedial measures as and when needed. Control in educational management is a process of regulating activities according to the objectives of education. It is essential for directing efforts of an institution towards the achievement of educational objectives. Control as a part of educational management deals with any deviance between planned performance and actual performance. Control is based on accurate, up-to-date and

credible information about the performance of groups or persons working in an institution.

### **STAFFING:**

Staffing is the process of assessing, appointing, evaluating and developing the employees at work in an organization. Staffing is the process of making right kind and number of employees available at the right places at the right time needed by an institution. Staffing involves notifying vacancies and selecting best talents as employees for an institution. Performance appraisal and professional development are other areas involved under staffing function of management.

### **EVALUATING:**

Evaluating is the process of assessing the achievement of objectives set by an educational institution. Evaluation provides for the much needed feedback for making proper progress towards the achievement of educational objectives. Evaluation finds out the strengths and weaknesses of an organization and its activities. It helps in planning and bringing improvements in educational management in the future. Evaluation determines the success and failures in terms of achieving goals and objectives of education and thereby guides necessary changes in plans and activities for possible success in the future.

**Q. Discuss the duties and responsibilities of a good head master.**

Ans: The Headmaster is supposed to discharge numerous duties which may be grouped under two heads — Specific duties and General duties.

**Specific Duties :**

1. Supervision.
2. Teaching.
3. Management.
4. Special services.

**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 :

## **Specific Duties :**

**1) Supervision :** As the leader of the school, the Headmaster has to supervise various types of activities;

- i. Supervision of Instruction.
- ii. Curriculum, Development and Improvement.
- iii. Evaluation Programme.
- iv. Co-curricular programme.
- v. Supervision of Hostel.
- vi. Registration work and accounts.
- vii. General set-up.

**(i) Supervision of Instruction :** Class-room is the heart of teaching situation. It is the centre of instruction. It is a centre of **supervisory** attention. The Headmaster should upgrade the quality of education through creative, co-operative and constructive supervision.

**(ii) Curriculum Development and Improvement :** To take account of the aspirations and changing needs of a nation, the learning's which take place in the schools must be constantly adapted and improved, This requires constant revision of the curriculum of a school. Ex-perimentation must be an accepted practice. The Headmaster can exercise his influence in the following ways :

- a) He Headmaster may understand and commend the good work that is already being done.
- b) He may encourage the attitude of inquiry, by being receptive to new ideas, inviting from the members of his staff sugges-tions for improvements, consulting pupils and parents by conducting investigations of pupil progress, promoting fol-low-up studies of drop-outs posing questions of many kinds and by setting the wheels in motion to find the answers.

- c) He may help his staff to understand better what the school should accomplish.
- d) He may provide security and recognition for those who attempt change. While to those who undertake providing new assignments he can make it plain that all that expects is a "good try" that if a new programme does not work out successfully, there will be no recriminations, and that those who have made the attempt, will be commended for it.
- e) He may organise and administer the work so that it will be effective.

**iii. Evaluation Programme :** The introduction of internal assessment Headmaster is a task which should be performed with great care. The Headmaster should do the following in this connection :

- 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 Boards after thorough checking in time.

**iv. Co-Curricular Programme :** In a comprehensive co-curricular programme the Headmaster has to see that all the activities are efficiently planned, carefully carried on and lead to student development. His patronage and keen supervision of the various societies and clubs is important for improving the standard of the activities. He should see that the teacher entrusted with

the job knows it thoroughly and 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.

**v. Supervision of Hostel :** The Headmaster is also responsible for the careful supervision of the hostel. He should see that the at-mosphere of the home prevails in the hostel. Every now and then should taste the food supplied to the boarders and examine the cook-ing arrangements, the kitchens, the dining rooms, the arrangements for washing dishes and so on.

**vi. Registration Work and Account :** By supervising the various registers and accounts. In this way, the Headmaster will know his teachers and will know whose work needs special attention and super-vision. His office is said to be "the heart around which and through which the life of the school operates." His competence is measured by the manner in which the office is run.

**2. Teaching :** The Headmaster has to be an effective instruction-al leader who perceives the right moment to initiate action, to lend encouragement, to insect new zest, to give due recognition, to evaluate and to culminate the activities. He is the key person, charged with the responsibilities of improving instruction. No one expects him to De an expert m all instructional areas but he must be an expert at least in one or two subjects.

**3. Management :** The Headmaster has got to discharge following management duties :

- a) School Plant Management.
- b) Equipment and Supply Management.
- c) School Business Management.
- d) School Office Management.

**4. Special Services :** Many special services have been introduced in a modern secondary school for the proper development of the pupils — these are school health services, school guidance services, free supply of mid-day meal, school uniforms, textbooks etc. The Head-master should administered these ancillary services well so that maximum number of pupils are benefited.

## **GENERAL DUTIES OF THE HEADMASTER**

### **1. Duties before the commencement of the academic year :**

Before the commencements of the academic year the following items demand a careful attention on his part :

- i. Preparation of a 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. Provision of teaching, clerical and menial staff;
- iii. Distribution of work- teaching and administrative ;
- iv. Finalising 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.

**2. Duties on the opening Day :** The opening day of the school must be planned with great care. The class-rooms, the library, the lavatories, the laboratories should be spick and span to receive the new comers. A staff meeting for facing the new problem<sup>^</sup> with confidence should Headmaster. Everyone should be familiar with the work he or she is supposed to do.

**3. Duties throughout the year :** One or two weeks' preliminary work would settle the major issues. After that the headmaster



has to the supervisory programme, organise the guidance service, arrange medical examination of children, check the evaluation programmes send internal assessment marks and inform parents regarding the deficiencies of their children.

**4. Duties while closing the school year:** Before the close the year, the headmaster should attend the following:

- i. Arrangement 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 cumulative records, and the data on which they are to be submitted to parents for information.
- iii. Announcement of the next year's textbooks to pupils.

**Q.** Mention the professional efficiency of the teacher. Discuss the role of the teacher in school management and administration.

**Ans:** **PROFESSIONAL EFFICIENCY OF THE TEACHER**

**1. Dedicated to his job :** Teaching is not a soft option. It is not everybody's cup of tea. It requires hard labour, sweat and tears. Only those who have got a genuine love for this calling are able

to do the job well. As Jesus Christ said to his disciples : “He that loses his life shall find it.”

**2. Lifelong Student :** A student “Only a burning lamp will burn another lamp.” The teacher must keep alive the flame of his own mind if he expects to kindle the minds of his students.

**3. A good experimenter :** Progress can be achievement only through experiment. The teacher must experiment with new methods and techniques and provide enough opportunities to the pupils for creative work.

**4. Equipped with originality and creative power :** There are certain class-room situations which call for adapting subject-matter to the level and interest of pupils. The individual who lacks initiative and originality cannot do this. He needs creative power. A sense of security and confidence comes from being master of the situation and be able to control and direct activities constructively.

**5. A fair knowledge of current affairs :** The teacher should be a voracious reader of books in his own and other allied subjects. He should know a lot about his own subject and other subjects, about his own community and other communities, about his own country and other countries of the world. He must possess enough information to satisfy the students.

**6. Knowledge of new matter and new methods :** There is no machine more complicated or difficult to manipulate than man’s physical and mental organisation. The teacher has to the right type of education both—the physical and the mental health of the child can never be given if the method of teaching is neglected.

**7. Committed student :** The teacher should treat the facts as raw material for understanding basic relationships. The whole job of teaching is weaving a fabric of relationship to attach many points in the students life.

**8. A sense of calling to the profession :** "There is nothing more inspiring than having a mind unfold before you. Let people teach who have a calling. It is never just a job."

## **THE ROLE OF THE TEACHER**

**1. The most vital factor in the system of education :** Prem Kir-pal said, "A significant change", "in the educational process is governed by the extent of his receptivity and initiative." The well- equipped teacher is a supreme factor in education. The framers of the second Five-Year Plan observed, "At all times, the teacher is the pivot in the system of education. This is especially the case in a period of basic change and reorientation."

**2. Affects eternity :** Henry Adams said "A parent gives life but as parent he gives no more. A murderer takes life, but his deed stops there. A teacher affects eternity, he can never tell when his influence stops." He plays an important role in shaping and moulding the habits, tastes, manners and above all the character of the students. That is how he affects the young for all times. For imparting good education, good teacher is needed. Only he can affect eternity.

**3. Backbone of Society :** As the national integrator the teachers the backbone of society, particularly in the remote villages. He stands as an outstanding figure among the illiterate and semi-illiterate families. He is their friends, philosopher and guide.

**4. The Social Engineer :** The teacher actively shares the responsibility for reconstructing a social order, the values and traditional beliefs of which are being eroded by the surge of new ideals and practices. He has to be a social engineer.

**5. Useful Social Worker :** Useful social worker in most of the Indian school systems, teachers are assuming the role of counselors to the community, mediating not merely between pupil and pupil

but between pupils and parents, and even in the domestic affairs of the families. Thus the teacher is fast becoming a useful social worker.

**6. A Superior Guide :** At the back of every great man, is a good teacher who kindled enthusiasm, fostered confidence and guided him to the way of progress. Alexander the Great said, "I owe my birth to my father but life to my teacher."

**7. The Nation Builder :** Humayun Kabir said, "Teachers are literally the arbiters of a nation's destiny." Tomorrow's nation will depend upon the type citizens trained and educated today in the temples of learning. On the teacher devolves the responsibility of building the nation.

**Q4. Discuss the teachers qualities in regards to educational management.**

**Or**

**Short note "Qualities of an ideal teacher."**

**Ans:** The qualities of an ideal teacher may be discussed as follows.

**1. Knowledge of Objectives :** The teacher should know the objectives before the nation in terms of economic, social, political and cultural growth. This should engender in him the ability to train present generation of students into enlightened citizen of India.

**2. Information about thought and culture :** A teacher should have good information about Indian through! and culture from ancient times to the present. It will help him to have an adequate an healthy personal philosophy of life.

**3. Appreciation of Challenges and responsibilities :** The teacher should appreciate the challenges of the profession and its basic responsibilities. This will engender an optimistic attitude towards his job and create spontaneous pleasure in teaching.

- 4. Importance of the Job :** The teacher should have a clear perception of the importance of his job for the nation. He should take pride in the teaching profession.
- 5. Democratic Values :** The teacher should respect values of democracy.
- 6. Emotional Development :** The teacher should have healthy emotional development and a cheerful disposition.
- 7. Leadership :** The teacher should exercise leadership in the community and win the esteem of adults as well as the pupils. He should keep in touch with the parents and the community, explain to them his own ideas about schooling and receive their support and cooperation. He should relate school activities to the ongoing process of community improvement.
- 8. Wide Reading :** A teacher should be well informed, curious and alert. He should not only have a through command of the subject taught or skills imparted by him but should also have habits of wide reading including current journals and magazines.
- 9. Communication Skills :** The teacher should have a high degree of communication skills, clarity, precision and logic.
- 10. Understanding of the learning process :** The teacher should have a clear understanding of the learning process and methods of guiding children to learn. This includes ability to devise new methods of organising class work. He should not be so rigid as to be incapable of falling in line with new trends.
- 11. Not too much Drilling :** The teacher should not resort to too much instruction and drilling. Drilling can get good results but is of no use in the long run. On the other hand children should be guided on to the right track and left to do their own thinking.
- 12. Use of Audio-visual Aids :** A teacher should be able to use audio-visual aids effectively. He should clearly understand

when and why to use them. He should even have the ability to prepare simple aids.

**13. Use of Evaluation :** A teacher should be able to use modern evaluation techniques, interpret and communicate result.

**14. Co-curricular Activities :** A teacher should be able to organise and participate in co-curricular activities.

**15. Understanding Syllabus :** A teacher should understand the underlying purposes and scope of the syllabus.

**16. Loyalty :** A teacher should be loyal to the school, get along with the colleagues and cooperate in maintaining tone of the school.

**Q. Write short note “duties of the teacher.”**

**Ans:** A teacher is supposed to discharge the following duties :

1. Planning the curricular and co-curricular programme.
2. Organising various activities programmes.
3. Supervising and guiding the pupils.
4. Maintaining cumulative records.
5. Evaluating the achievement of the pupils.
6. Reporting.
7. Maintaining relations.

**1. Planning the curricular and co-curricular programme :**

When a teacher is in charge of some curricular and co-curricular programme, he has to plan it well and in advance, divide the syllabus into weekly and monthly units, plan it according to the time available, fix dates and time for the co-curricular activities and decided about the students who will take part, the person who will preside etc.

**2. Organising Various Activities Programmes :** A teacher has to organise the various activities and programmes for which he is responsible. He has to make the proper seating arrangement, arrange the audio-visual aids, organise the instructional work,

prepare the home-work assignment, and arrange their effective checking.

**3. Supervising and Guiding the Pupils :** A teacher has to en-sure regular attendance and regular work, detect irregular and truant pupils. He has to check the practical and written work, supervise study of the pupils and guide them as according to their needs. He has to supervise the co-curricular activities and help and guide them in proper selection. He has also to supervise the boarders.

**4. Maintaining Cumulative Records :** The teacher has to main-tain the cumulative records of his wards and keep their up-to-date with all sorts of needed information.

**5. Evaluating the Achievement of the Pupils :** After nil sorts of curricular and co-curricular programmes have been carried on, the teacher must evaluate the achievement of the pupils, diagnose weak-nesses, spotlight brightness's and offer guidance in the light of achievements. He has to conduct weekly, fortnightly, monthly and ter-minal tests, score papers, tabulate results, help in the determination of policies of promotion and prepare results. He must be fully conver-sant with the latest techniques of evaluation.

**6. Reporting :** When the achievement of the pupils has been as-sessed and his position ascertained, the parents are informed by the teacher.

**7. Maintaining Relations :** For effective education of the children the teacher has to maintain good relations with the pupils, colleagues, principal, parents and community.