

Q What is school organization? Discuss the need for school organization.

Ans: Organization means to bring into existence. Organization is directly connected with planning and efforts made by the people. It is a medium, through which goals and the objectives envisaged by the administration are achieved. Administration is pre-executive stage while actual execution occurs or should occur at the organizational level. It is the coordinated activities of a group of persons constituting the organization to lead the common goal.

The school is a special environment where a certain quality of life and certain types of activities are provided with the object of securing child's development along desirable lines.

When we combine the two terms, school and organization, we mean school organization is nothing but setting up of an institution. The important steps for school organization are acquiring land for the school campus, construction of school building, furnishing the class-room with furniture, admitting the students of school, appointing headmaster and assistant teachers, organizing curricular and co curricular activities, maintaining cumulative record cards etc. These organizational aspects of the school are mainly concerned with those systems and processes which contribute to the achievement of the set goals; it covers all human and physical factors which may be made available in a properly organized manner for attaining the object in view.

School organization is concerned with a system in which the headmaster, the teacher, the students and other related persons

come as a team to undertake the task of running the school on sound lines. Hence by school organization we mean the act of organizing all available physical and human resources in an organized manner to attain the objectives of education.

Need for School Organization

School organization facilitates the achievement of organizational goals and maintaining the organization for the progress of education. We need school organization for the following reasons:

Constant Process of Change

School education is in a constant process of change. There is always a need to facilitate student learning in a specified direction in this changing process. School organization, which includes the management of teaching, planning, and supervision of instruction, can help to achieve the goal of student learning; therefore, we need school organization to achieve the above goals,

Goal Development

The educational system is a sub-system of the society, and therefore the society not only provides human and non-human resources but also has certain expectations that the schools will achieve certain goals. Since society is in a constant process of change the needs or society change and so do the goal specifications. It is necessary for the educational institution to be responsive to these changing expectations through school organization. “

Programmed Development and Actualization

The goals that are developed for the school education become the rationale for programme planning and actualization. The responsibility for the planning and actualization of programme for school education rest with effective school organization. Therefore, we take the help of school organization.

Co-ordination

Organization comes into being as a result of the assumption that there are certain goals that can be achieved more effectively through the patterning of certain specialized parts that could be achieved by the parts separately. The teaching staff is composed of highly specialized and competent individuals, and each teaching unit has its own system of goals and is also a part of a larger system of goals to which it is expected to contribute. Therefore, a particular teaching unit cannot act independently, but rather must act as a co-ordinate part of a larger system.

Motivation

Since organizational members interact with the teaching behaviour system, it is assumed that one outcome of that interaction would be enhancement of the motivation of both teachers and educational organizers to work towards the achievement of the goals of organization.

Professional Development

Teachers in a school system are specialized professionals. They have received a level of preparation through which competence in certain conceptual, technical and human skills has been achieved. But expectations of the society from education continue to change and teachers must change. The growing complexity of education requires more specialization. Developments in technology, the study of the behavioural sciences, and curriculum developments, all have implications for teaching. It is imperative that teachers have an opportunity to continue to learn and develop as professionals. Therefore, we need school organization to provide necessary initiation, coordination and support.

Evaluation of Educational Outcomes

The society specifies certain expectations that the school system will provide to meet certain educational needs of the society. It is essential that the educational institution and society be continuously aware of the extent to which these specified educational needs are being met. It is through the process of evaluation that is done. Since it is through teacher student behaviour systems that educational goals are achieved and since school organization interacts directly with these systems, it is logical for the system to provide an external evaluation for the output of the teacher - student system.

❶ **Mention the objectives of school organization. Discuss the principles of a successful school organization.**

Ans: Aims and objectives of school organization are mentioned below.

(i) Organizing the School for Democratic Living

Democracy is the government by the many. If the many are to rule themselves and no more to be ruled by the tyrant and dictator, they must be educated first. Thus school in the modern society becomes a place for teaching students about democratic living. Therefore the school should be organized in such a manner that it will enable the students to be inspired with the spirit of fellow-feeling, brotherhood and social service.

(ii) All round Development of Students

All round development of the students continuing their studies in a school is the chief aim of school organization. It provides opportunities to the students for the balanced development of their personality.

1. The Study of the Students

The students constitute an important aspect of school organisation. Students' needs, hopes, aspirations, interests, achievement levels

and attitudes are important sources of data for developing educational goals and need to be studied on a comprehensive, intensive and continuous basis. Such study is an important aim of school organization.

2. To Follow Definite Procedure

In reaching a decision, school organisation should spend much time on the what, the how, the when and the who. The procedure to be followed will be definite, even though the results may be in doubt. All the members of the staff should be encouraged to watch the results and participate in an evaluation of its worth. By action, the group will develop more faith in group work.

3. Intended Engagement Opportunities

Intended engagement opportunities are the conditions which are developed in anticipation of the instructional process. The assumption is that the student can achieve certain behavioural objectives through a particular engagement.

Principles of School Organisation

Educational thinkers have propounded the following principles for the maximum attainment of educational goals.

(1) Child-centred Principle

Since education aims at the all-round development of the child, it is essential that school organization should be child-centred. As a result, it can help in developing student's abilities, innate qualities, emotions, attitudes and natural traits. The school organization should be such as to generate an atmosphere which may help the child in the developing of his social, moral, physical and mental capabilities

(2) Community-centred Principles

One of the objectives of education is to make the child an active, useful and worthy member of the society. Therefore, along with

child-centred principle, community-centred principle should be adopted in schools. When we try for the development of the child as an individual, we should also make arrangements for the progress of the community. School organisation should keep in view the developmental needs of the children as well as the community ideals, aspirations, needs, values and culture.

(3) Democratic Principles

The School prepares the future citizens and inculcates democratic values in them. The democratic ideals are inculcated in the minds of the children through the school activities. Students can develop knowledge about democratic principles if we can organise schools on democratic lines. The principles of co-operation and co-ordination in the entire school system can help the students to develop knowledge about democratic living. School organisation should be planned in such a manner that the headmaster, the teachers, the students and other staff members work with learn spirit. They should feel that school organisation is their own activity. If a single individual dominates over school organisation, all democratic ideas are destined to fail.

(4) Principle of Optimum use of Available Resources

Education has certain objectives to be achieved. In order to achieve these objectives, optimum use of available resources must be made while organising the school. The physical and human resources of the community should be used in such a manner that the items, money and energy are utilised effectively for proper organisation of the schools. Recruitment of teachers, use of up-to-date teaching techniques, use of equipment, preparation of textbooks and construction of curriculum should be made in such a manner that they can be

directed towards fulfilling the educational needs of the students and avoiding the misuse of time, energy and money.

(5) Principle of Flexibility

Society is dynamic in nature, not static. Since education aims at developing the faculties of the child in a manner that would help in the development of the society, it becomes necessary to effect changes in school organisation from time to time. Therefore, school organisation should be dynamic in nature, not static.

From what has been discussed so far, it is clear that for the maximum attainment of the goals of education, it is very essential to adopt some well considered principles propounded by the educationists.

Q. What is school organization? Distinguish between school organization and school administration.

Ans: Meaning of school organization (see Q.N.1)

Difference between school organization and school administration are discussed below

School Organisation	School Administration
1. Organisation of a school is the administrative expression of educational theory.	1. Administration of a school is employed in operating the educational organisation in accordance with established policies.
2. Organisation stands for an organised body or system or structure or framework or manner of being.	2. Administration stands for running, hand-ling, conducting, or controlling of an organisation. It gets things done.

3. Organisation is concerned with the provision of materials, human equipment, regulations, forms, schedules and other facilities of work.	3. Administration is the process of integrating the efforts of personnel and of utilizing appropriate materials to draw maximum educational benefits from the available facilities.
4. Organisation provides a machine or set-up for doing work.	4. Administration deals with the functioning and operation of the machine or setup.
5. Organisation provides resources.	5. Administration is the management of these resources.
6. Organisation is that agency by which we achieve the desired objectives.	6. Administration carries out educational schemes, programmes and practices.
7. School organisation defines and determines the functions of the school programmes and activities.	7. School administration is basically concerned with the efficient execution of these programmes and activities.
8. Good organisation ensures unity of effort, efficiency, goodwill and proper use of resources.	8. Good administration ensures proper planning, direction, and evaluation.
9. Organisation is the pre-execution stage.	9. Administration is the execution stage itself.

Q. Discuss the nature and scope of school/education management.

Ans: Nature of school management

The nature of school or educational management is explained below.

i) Concerns with planning :

Before going to classroom, a teacher has to plan - how to start and finish the lesson, what audio=visual aids are to be use, when to put questions. The Headmaster has to plan for the whole session, master plan for buildings, playground and to plan where from money will come. Thus, it is an essential characteristic.

ii) Execution or implementation :

It is the real phase. Planning topics- particularly teaching and learning should be worked in the real field. Besides, the planning for construction, planning for selection of student's appointments etc. should be executed.

iii) Formulation of objective:

Every plan must be supported by objectives, for example - teaching, learning objectives. It is necessary to highlight that instructional objective are to be framed according to the content fixed.

iv) Quality of Educational Environment:

For proper educational management the quality should be perfect. That is why every person should render service according his / her ability. Quality of environment is maintained only when the persons related to management performs their duty rightly.

v) Code of conduct:

Educational management concerns with various codes of conduct of different persons involved in the institution. It is concerned with ethical background. It maintains the codes of conduct of the teacher relating to students, other teachers, parents and the authority etc. Various organs like U.G.C. /NCTE suggests such codes of conduct for proper functioning of an institution.

vi) Art of taking work:

It implies about the educational management with various work along with different persons involved such as Planners, organizers, supervisors of the management plans and they should work systematically and artistically.

vii) Organising available resources -

Good management prepares the programmes basically from the available physical and human resources. It analyses what output is possible and what is required for further extension.

viii) Evaluation and control -

In order to find out the quality of the institution, it evaluates the whole process and proper functioning. It tries to control the problems or setback of the organization. It evaluates about the steps taken for skill based worker, proper planning, administration, direction etc.

Scope of school management

The word "scope" of a subject means the area jurisdiction or boundary of it. Educational management has also a large boundary. The scopes involve various parts of human resources, various processes of management and the output that we get from adopting the processes. Some of the scopes of Educational management are mentioned below -

i) Students:

Human resource is an important part of raw material of production which is closely related with the scope.

ii) Teaching and Non-Teaching staff:

Teachers prove the role of parents in the institutions which involve many aspects like improving efficiency, his qualities, his service etc, and Non teaching staff is also a part of discussion in educational management.

iii) Parents :

The school or university is the production unit where parents are senders of learners.

Parents take an important part in school management.

iv) Governing Body / Authority:

The GB / authority is the framer of rules and regulations and guide the management.

v) Departmental officials:

Such officials may be also included as human resources who are necessary for helping administration or implementing the plans of the institution.

vi) Planning:

Planning, execution, evaluation are three arms of a triangle. Before launching a job, planning is necessary. Modern planning should be democratic and scientific. It is a process, where management is involved.

vii) Administration:

The word administration derives from the Latin word "Master" which means 'service render to others for their welfare'. So it is such a business which is done for welfare. Again educational administration concerns with implementation of educational plans. It is a comprehensive term while school administration is a part only. Administration executes and directs.

viii) Supervising:

Supervision is a positive force for programme improvement it provides expert technical service. Administration executes and directs. But Supervision advices, explains, guides and instructs administration for the improvement of the institution.

ix) Controlling:

Controlling is exercised through proper techniques to fulfill the purpose of evaluation. The techniques are policies, budgets, timetable, curriculum, personal records etc.

Q. **Define school organization. Discuss the objections of school management.**

Ans: A few definition of school organization are given below.

Reborn : "Organization simply means the practical measures which we take to ensure that the system of work we use will be of the greatest possible assistance in carrying out our aims and of the greatest benefit to our children."

Elsbree : "Organization of a school is the administrative expression of educational theory."

Prof. H. G. Stead : The organization as that agency by which we achieve the desired objective.

Organisation is an organized body or system or structure or arrangement or framework or manner of being. School organization is concerned with the process of regulations, forms, calendars, schedules, arrangement of material and human equipment and other facilities of work.

OBJECTIVES OF SCHOOL MANAGEMENT

- 1. To reflect and conserve Basic values** : “The unity of a culture consists in the fact that all valuations are mutually shared in some de-gree.” In the United States today, in the face of new, emerging values, and despite the rhetoric of “cultural pluralism”, a cement of shared values binds individuals and groups to the commonwealth, to the national society,
- 2. To carry out Educational Futures** : Thus, educational futures are drawn mainly, and by implication from societal futures, on all levels from family, through state and nation, to planet. For example, Harry Broudy has suggested that the major future demand by U. S. society on schooling will be for vocational competence, civic com-petence, and humanness (i.e., individuality, personhood, and freedom).
- 3. To manage Social Change** : Changes continue to occur in society. Individuals never react with each other in the same way on any two occasions. In each of their contact, there it be called “social change ’ or transformation. It indicates the dynamic nature of society.

The process of change in society is not simple. Society is a com-plex network or relationships, in which different members participate in different ways. With the change in relationships the behaviour changes. Men are daily faced with new situations.

Behaviours, differ with each situation. Thus, social change may involve new techniques, new ways of living, developing new ideas and formulation of new values.

- 1. To profit by experience :** Education implies profiting by ex-perience. Learning is nothing but gaining through experience, when we think of educating the young we means providing them with such experience as may help them develop physically, mentally, morally, so-cially and culturally. Thus, education aims at an all-round development of individuals. The aim of education is not only to develop individuals, but to make them adjusting members of society and useful citizens.
- 2. To carry out Modernization :** Modernization does not merely change the material culture but affects values and way of life of society. The society is transformed from its backward structure to a forward-looking, progressive and prosperous set-up. In modernization, society makes full use of the discoveries and innovations in science and technology. It can tap natural resources for better living of its people. It recognizes the importance of cultural heritage but is not bound by the orthodoxy beliefs.
- 3. To Propagate Science :** Science involves search for truth. To find out truth, one has to develop a scientific attitude. It involves col-lection of data, analysis and synthesis of the information collected and drawing conclusion. Here again education plays an important role.
- 4. To Adopt Technology :** Adoption of technology is the most ur-gent need of today's society. By technology is meant not only the science of industrial arts, but a systematic and science way of doing things. As the knowledge in various subject areas is increasing, new methods are being developed. Making use of the most novel technol-ogy in various fields of work and life, men

can achieve best results. Here too education plays an important part.

5. To Realise National Integration : Today anti-social elements raising their heads in society. The unity and integrity of the nation is threatened. Slogans of casteism or communalism, linguism, or regionalism rent the air. Besides andolans, gheraos and destruction of public property have become the order of the day. This disturbs peace and creates chaos. Under such circumstances, social transformation for national integration is the urgent need. This too can be achieved through education only.

By organizing sarva dharma prarthana, community life activities, picnics and feasts Indian schools can sow the seeds of national unity in children. Besides, the school uniform too of the institutions cultural and social functions in the schools, help develop the feelings of nation-al integration.

6. To form character : Social transformation for character formation is an urgent need. Today there is a death of national character in Indians. Corruption, bribery, blackmail, dishonesty and selfishness have taken hold of society, Indiscipline, in obedience and indulgence in destructive activities mark the psyche of the students. Given the circumstances, serious thought and attention has to be-paid to character.

Q. Discuss the characteristics and principles of successful school management.

Ans: CHARACTERISTICS OF SUCCESSFUL SCHOOL MANAGEMENT

1. Flexibility : One of the essential characteristics of successful school management is its flexible character. The manager should be dynamic, not static : it should provide enough scope for additions and alterations. The rules and regulations should act as a means

to an end and not an end in themselves. Dead uniformity and mechanical efficiency is the very antithesis of good administration. The framework of administration should provide enough scope to the administrator to help the needy student, and the needy teacher, to change the time schedule to suit the weather to meet any emergency.

2. Practicability : The school management must not be a bundle of theoretical principles, but must provide practical measures to achieve the desired objectives. Whatever objective is decided it must be achievable and practicable to avoid frustration.

3. Conformity to the social and political philosophy of the country : There must be close connection between school management and the social and political philosophy of a country. It must adjust itself to the impact of new ideals, new patterns and new mores of the society. In an autocratic country, educational theory and practice will have to be different from that of a democratic country because education is one of the means to achieve social and political objectives.

4. Efficiency : Successful management is that which results in maximum efficiency. This will be possible only when human and material resources are properly utilised—right man at the right place; right work at the right time, every activity and project is well planned and well executed.

5. Successful achievement of desired objectives : Successful management is one which leads to the successful achievement of desired objectives of education in a particular community e.g. healthy social living, development of good physical, social, moral, intellectual and aesthetic qualities and healthy democratic living.

School management must facilitate education. It exists for the pupil and its efficiency has to be measured by the extent to which it contributes to teaching and learning.

PRINCIPLES OF DEMOCRATIC SCHOOL MANAGEMENT

India happens to be the largest democracy in the world. To make democracy successful, we have to revitalize and recharge our schools to the full. Schools will be able to add tempo to the struggling democracy if the following principles are taken into consideration while administering them.

- 1. Democratic Philosophy of Education :** In his Report on Indian Administration, Dr. Paul H. Appleby has emphasised the need for a philosophical but simple theory for administration for a country which is determined to create a welfare state. If a philosophy is necessary for general administration, it is all the more so for educational administration which is seeking to fashion a new pattern of education suited to the needs and aspirations of modern India. In an educational institution in a democracy, the administrator is a friend and a guide. He consults his colleagues, honours their opinions, confers with them in staff meetings, and meets them informally in gatherings and clubs. He is one among the equals. He recognises the worth of each individual's child, finds out his potentialities and gives him help and guidance according to his requirements. Thus the total management becomes a joint show of the Headmaster, teachers, and pupils. Everybody has a clear consciousness and realisation of the purpose of democratic philosophy with which the school is administered.
- 2. Freedom :** Enough freedom should be given to all to exercise their powers and talents. The power of critical thinking, an important requisite of democracy, can only be cultivated by individuals in an atmosphere of freedom. The Headmaster should give due recognition to any signs of display of resourcefulness on the part of teachers. They should be free to question, offer constructive suggestions, conduct fresh experiments and bring

about healthy changes. The pupils should also be allowed enough freedom to rise to the full stature of their abilities.

3. Student Centred : All educational management must be largely student-centred. The purpose of all educational endeavour is the welfare of the student. This 'flesh and blood' should never be lost sight of in the midst of facts, figures and files. Enough opportunities must be provided for the wholesome development of the students. Whatever is done in the school should be of the students, by the student and for the students.

4. Flexible, adaptable and stable : Educational management must hold fast to the good, change what requires changing and be fertile in considering individual differences in all personalities involved.

Democracy can only become real through its educational institutions, which will teach its children the democratic way of life. There must pervade an atmosphere of justice, freedom, and cooperation in the educational institutions, only then good training in leadership and followership can be given.