

Unit 2: School as an Organisation

Concept and Objectives of School - Importance and Components of School Plant - Physical, Human and Financial Resources for Elementary School, Secondary School and Higher Secondary School - School under different managements - Recommendation of various Commissions on School Plant - Infrastructural facilities for an ideal Secondary School

Concept and Objective of School

Introduction

An attempt is made here to provide some justification for including "Social-System Perspective" of school as part of the professional education of student teacher. The most general reason is that such preparation would enable the student-teacher to gain some perspective of the profession in which he will be engaged. Certainly the would-be-teacher needs some knowledge and understanding of the role of school as an organization in the society.

The knowledge and information that a student-teacher would learn as part of professional education may make him a more effective class-room teacher because he learns school as an organization, components of school organization-school plant facilities to be created in schools for proper learning, schools under different managements etc.

Concept of School

The term school, it is argued, originated from the Greek work 'Skhole', meaning leisure. The concept of leisure was associated with 'school' mainly because in ancient Greece, general education was not available to all members of the society. It was the privilege of the 'rich' and 'highest class' of the society.

Origin of the School as an Educational Agency

With the growth of civilization and knowledge explosion home and other informal agencies were found to be inefficient for the efficient transmission of knowledge and culture to the future generation. There was the necessity of a formal agency of education called the school.

Thus the concept 'school' came into existence as a result of necessity as the specified agency for learning.

Change in the Role of School

There has been a marked change in the role of the school over a period with the role of parents, and society changing constantly and continuously. The school has been asked to take up more responsibilities. By the end of the twentieth century the purpose of education expanded rapidly and schools' role took on an added dimension. Comprehensive schools have been created beyond 3R's of earlier eras. Goals of education moved beyond the narrow purpose of basic literacy such as healthcare, environmental education, general science and mathematics to specialised sciences and composite mathematics, vocational preparation. IT and computer education and citizenship training, international understanding has taken deep roots in the society. Such diverse goals made twenty-first century schools much more comprehensive institutions and also places for addressing some of the social reforms that have character this century.

Meaning of School

Before understanding school organization and management it is essential to understand the concept of the school. A school is a miniature society and mirrors the social aspirations and

requirements. Different educationists have expressed different views about the school. W.M. Ryburn: "School is a co-operative society or a society where co-operation is sought."

John Dewey: The school is a special environment where as certain quality of life and certain types of activities and occupations are provided with the object of securing child's development along desired lines.

Nunn: The school must be thought of primarily as a place and learning where certain knowledge is learnt and as a place where the young are disciplined in a certain of activities namely those that are of the greatest and most permanent significance in the wider world.

K.G. Saiyidain: The school is a center of vigorous life. It is in direct intimate contact with the realities of life around reflecting the first and the worthiest of its feature which are simple enough to appeal to the child.

All the above definitions emphasize that school is a place of learning and a place where knowledge is imparted to prepare the child for life through life experiences. It is a place where the minds of the future citizens are molded and where their habits, attitudes and aptitudes are formed.

Objectives of School

Today, the informal agencies of education such as family (home) and church have practically failed to change their educational functions due to obvious reasons. So the function of the family (home) and society have fallen on the school. Now the school has to change not only its function as a formal agency of education but also provide what home and society provided in the past. In the light on their changed role the objectives of school are expanding constantly and continuously. However, some of the objectives are:

- * to conserve the social life by handing down culture, tradition values and customs of the society from one generation to the other.
- * to preserve, promote culture and civilization.
- * to plan for all round development of personality of the children.
- * to promote social efficiency of children.
- * to care for post-school adjustability of the children.
- * to inculcate higher values of life.

The school cannot achieve its objectives without the active co-operation of parents and community.

Meaning of Organization (School Organisation)

School organization is a combination of two words viz. school and organization. We have seen the definition of school. Let us now understand the meaning of the term organisation. Organisation means to be into existence. Organisation is directly concerned with planning and efforts made by the people. It is a medium through which goals and objectives envisaged by the administration are realized.

W.H. Ryburn: "Organisation 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."

Elsbrel: "Organisation of the school is the administrative experience of educational theory."

Prof. Stead: "Organization is an agency by which we achieve the desired objectives."

Thus organisation stands for a structure, framework, system or an organised body. It is concerned with the process of rules and regulations, form, calendars, schedules, material equipment, human equipment, workshops, laboratories, infrastructure facilities etc.

School organization is concerned with a system in which the headmaster, teachers, students, parents, society, and the management and other related persons come as a team to undertake the task on running the school on sound lines. It also includes all the infrastructure organization, we mean the act of organizing all available physical and human resources in an organised manner to attain the objectives of education.

Aims and Objectives of School Organisation

The tremendous explosion of knowledge both in the content of subject matter and pedagogy has important implications for school organization. Even though teachers are professionally competent, the need a support the system - school organization – to put their theatrical into practice. The aims and objectives of school organization are:

- to organize the school for democratic living
- to plan for all-round development of students
- to develop a permissive atmosphere

Components of School and School Plant

Components of School

a) Organisation of Infrastructure Facilities or School Plant

It involves organization of building, campus, ground, furniture, fittings, library, laboratories, workshops. It implies arrangement of each physical facility in such a way that each item can be most efficiently used and no wastage takes place.

b) Organisation of Human Resources

Human resources include students, teaching staff, ministerial staff, inspecting staff, experts, management etc. It means, it is the organization and mobilization of all the persons concerned who are legitimately concerned and interested in teaching-learning and other educational activities.

c) Organisation of Institutional Plan

This includes curriculum, syllabus, framing of time-table, conduct of examination rules and regulations, conduct of co-curricular activities etc. It aims at policy planning, execution, identification of priorities, working out innovation and drawing institutional plan for improvement and reform.

The School Plant

Meaning: All the infrastructure facilities required to run a school come under the heading 'school plant'. A School plant is the nerves center of the educational process. It will help in the all-round development of the student-physical emotional, social and moral. School environment should therefore be conducive to the proper development of personality. The school plant should be aesthetically pleasing and keep the students happy. The school plant includes the school buildings, playground, furniture, library, equipment etc.

A school cannot be set up everywhere and anywhere. The character of school location building, ground and all other facilities are important elements in child's education. The school building infrastructure facilities, playground, library, laboratories, co-curricular activities-all

must be planned to implement the educational objectives and philosophy of the school and community. In other words, to get desired benefits of the school, the students should be housed properly in a healthy atmosphere.

With the passage of time, our concept of education has changed. Rapid expansion in education, and ever increasing demands for education changed curricula. All have necessitated better school conditions and facilities. B. Ed students should understand various components of school plant, which are discussed below.

Components of the School Plant

- 1) Physical,
- 2) Human and
- 3) Financial Resources

1) Physical Resources

Selection of Site

While selecting the school site the following guidelines should be kept in view.

a) Good location & surroundings

The school location should be accessible to children and must be free from unhealthy surroundings, market yards, bus-stands, grave-yards, factories, cattle and other unhealthy localities. As a result healthy education atmosphere is maintained. In the city it should be located away from the congested places but in rural areas it should be near the village. To Ryburn "the site should be near the road, yet away from the road, as far as can be arranged to escape as much dust as possible".

b) Level of the school.

The level of the site selected should be little raised so that water logging does not take place in the monsoon season. The land should remain dry with no scope for stagnation of water marshes and ponds which become a good habitat for mosquitoes and insects. Land level must be sloping in the direction of drainage canal so that water flows freely without the danger of flooding etc.

(c) Direction

The direction of sun is very important in selecting the site. The school building should be constructed south-east so that in the winter season sunlight enters all the rooms directly, and during summer season sunlight does not enter the windows directly and the class does not face the sun.

- i) Scope for landscaping the site should permit gardening and landscaping.
- ii) Scope for expansion of the site should provide sufficient space for further expansion.

(d) Area

How much area should a school comprise? The area of a school depends upon the following factors.

i) The number on roll

Every classroom should provide an area of not less than 6-8 square feet per student.

As per Go.Ms no. 1 Govt. of A.P the following are the norms prescribed for school plant including play area.

Requirements for establishing of a New School or Upgradation of the Existing School : -
Every educational agency desirous of opening a new school or upgrading the existing school shall-

- 1) Deposit in a scheduled bank, Endowment Fund as follows-

- Pre-primary School, Primary School, Upper-Primary School, Oriental School, Hindi Pathasalas, Sanskrit Pathasales, Hindi vidyalayas, Special Schools Rs. 25,000/-
- Secondary Schools Rs. 50,000/-
- Linguistic Minority Primary School and linguistic Minority Upper Primary School Rs. 12,500/-
- Linguistic Minority Secondary School Rs. 25,000/- (Added by G.O. Ms. No. 255, Education, Dt. 6-8-1998)

This Endowment Fund is to be utilized after obtaining the prior permission of the competent authority for the purchase of necessary furniture, material and equipment required for the school;

2. have a provision of adequate accommodation for the smooth conduct of classes. This shall be approximately 6-8 sq.ft. per pupil;
3. have adequate accommodation for staff in respect of Upper Primary Schools and High Schools;
4. have adequate accommodation laboratory and library in respect of High School.
5. have adequate sanitary facilities, for children and staff separately for boys men and girls/women in respect of all schools;
6. have adequate drinking water facilities;
7. have play ground facilities annexed to the school. This shall be a minimum of 1000sq.m. in respect of Municipal Corporation Limits and Municipalities Limits, 2000 sq.m. in non-Municipal and non-Municipal Corporation areas. (Subs. By G.O.Ms. No. 52)

e) The Co-curricular activities

(Greater area is needed for school to provide for a good number of co-curricular activities. For such schools large open space should be available for the conduct of various activities.)

f) The type of school

(Space area will also depend upon the type of school residential non residential, ordinary or public school, general school or vocational school and courses being offered Primary/u.p. and high schools require a lot of space for hostel, students dormitories and staff quarters.)

g) Physical features of the space

Leveled land is available in the plains whereas in hilly area it becomes a problem to find a leveled land for games, and sports etc. In all such cases it becomes necessary to relax rules and regulations.)

Taking into consideration all the above factors one should not expect a uniform extent of land for all the schools in India. Some minimum standards must, however, be prescribed so that the country can provide easy access to schooling.

The Central Advisory Board of Education, New-Delhi has suggested the following minimum requirements keeping in view the number of children.

No. of Children	Area of the building	Area for play grounds (Acres)
For 160 Children	2/3	2.3
For 320 Children	1	4-5

Design of the school building

The school has to be scientifically designed with proper ventilation, lighting and humidity.

Normally four designs are being followed depending upon a number of factors such as availability of space, type of schools (primary, upper primary and high schools) etc. School design should keep in view the present and future needs of the schools.

General design for the school building are, E, I, H or U types for primary schools, U is the best type. It can be converted into any other design later (page no 47) for upper primary schools. I or II design is most useful. For high schools, E and H type are suitable. The reason for suggesting these designs is – scope for proper ventilation, lighting. The blueprints are shown below.

Class I	Varandah	V
II		VI
III		VII
IV		VIII
		Library
Staff Room	HALL	Reading Room
		H.M Room

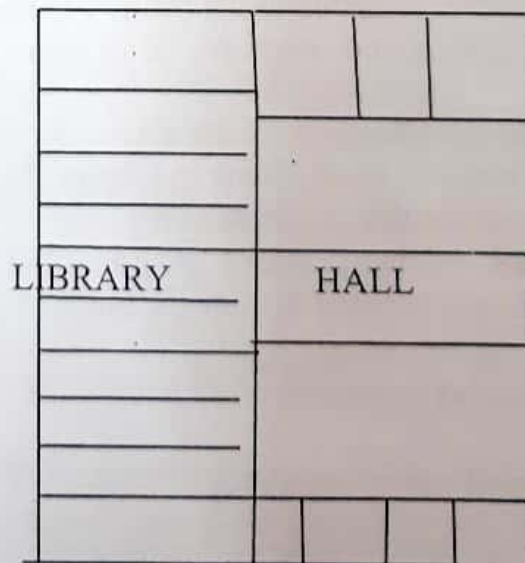
'U' Type

1	Library	9
2		
3		10
4	HM's Room	11
5		12
Office Room	HALL	Waiting Room
7	Activity Room	
8		
9		
10		

'H' Type

1
2
3
HM
Staff Room
4
5
6
1 type

I TYPE

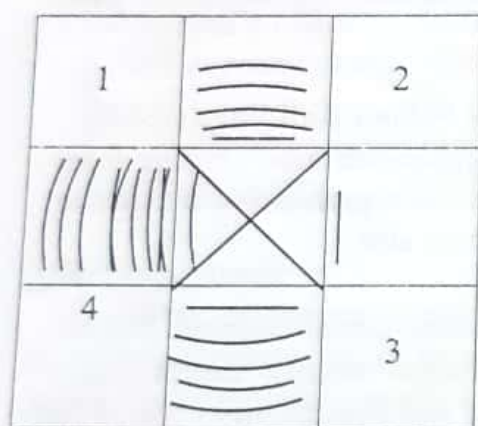


E TYPE

Any one of the above four types can be selected. The selection depends on several factors such as size and shape of the site, number of students and no on rooms and the possibility of future expansion. The design given and suggestions are not mandatory.

Nucleus First Type School

Nucleus First Type School: Prof. K.G. Saiyidain has presented Nucleus First Type School that is the school building may be started with a nucleus and then the expansion may be carried out by stages according to the needs and resources. Under this scheme a functionally designed schoolroom will provide sheltered space for storage etc., while the classes will be generally held in the open. There would be provision for display and blackboard space in the nucleus. A pucca room of suitable size may be built and partitioned into four equal triangles. These triangular rooms will provide storage space for equipment, craft tools and teaching aids. The doors will carry boards for display of pictures, newspaper cuttings, wall magazines and a variety of other materials.



The Nucleus First Scheme was also approved by late Prime Minister Sri. Jawaharlal Nehru. While addressing the delegates attending a training course on Administration of Basis Education, he said, 'we should have a cheap building with a room say 20'X20' or 25'X25' divided diagonally into four parts. This room would serve as an equipment room and not a classroom. Each of the four walls should have outside a black board and teaching will go on in all the four directions outside those walls. If necessary, a platform and shade may be provided

and gradually even a pucca building may come into existence through village co-operation. We have to adopt these things to our conditions and make them cheap so that we can concentrate on giving more equipment and wages".

Space 1, 2, 3 between the classes will be used by the classes for activities like gardening, planting and other craftwork. The nucleus provides excellent facilities for four grades in an elementary school.

Shri Saiyidain mentions the following advantages of the Nucleus First Scheme:

- Enables us to get a well-equipped school functioning quickly with a minimum of expenditure.
- Provides a flexible long-range plan within the means of every community.
- Provides the teacher with better tools than are available in present school buildings.
- Induces and inspires local effort.
- Gives local effort a simple plan of action.

Guiding Principles for Buildings

The ~~Site~~ ^{site} should be chosen very carefully and should be provide in rural areas by the community and in urban areas by the local authorities.

A careful master plan should be drawn up for the site as a whole. In doing this, it should be remembered that schools are neither built for the past nor for the present. They have to be planned and built for the future.

- The master plan should be followed by the construction of the nucleus. It should be strong, beautiful, and functional and should inspire the community to complete the master plan in a befitting manner.
- As numbers grow, the nucleus could be repeated and the school would be able to receive more scholars.
- The shelters for the classrooms should be provided by the community. They may be very simple to start with, but the aim should be to have them as strong, beautiful and functional as the nucleus.
- Equipment both for craft and for teaching aids should receive high priority and should be provided by the state.
- Teacher's quarters should be considered as an integral part of the school plant. Some plan for the capital outlay for the purpose

Recommendations Contained in the Report on Higher Secondary School Buildings (1959)

In order to form an idea about the school buildings, a lot of guidelines are available from the above-mentioned report. This report deals with the issue in a very comprehensive manner in almost all its aspects. The recommendations are relevant to high schools also.

i. Size of the school

A school with high enrolment can be justified purely on economic considerations. But to ensure the desired educational outcomes and to secure intimate student-teacher relationship, it is necessary to limit the size of the school. Principals of schools and educationists are of the opinion that the schools with enrolment in excess of 800 are not desirable. Considering both economy and educational requirements it is recommended that ordinarily schools should be planned for an enrolment of 1600 students. This limit may be exceeded only in exceptional cases.

ii. Size of the class

Almost all educational authorities agree that thirty is the ideal number of students in a class but economic considerations stand in our way in achieving this ideal. Even in public schools, thirty-five is the average class strength. Analysis of data showed that 66.7% of schools have an average of 45 students per class. In the prevailing circumstances, it may be quite ideal to restrict the class size to forty-five.

iii. Area per student in a class

The educational authorities insist on 10 sq.ft. per student in a class.

iv. Laboratories

The area and accommodation of laboratories will depend on the average number of students taking science subjects. The number and area of laboratories should, therefore, be worked out in each case on the basis of actual requirements. Taking both educational and economic factors into consideration an area of 20 sq. ft per student in laboratories was considered essential. In addition a storage space of 80 to 120 sq. ft is needed.

v. Library

A separate room for library centrally located to all the teaching rooms should be a must in every school. But the standard for library accommodation should be rational and consistent with

its utility. Considering the economy, utility and function, it is recommended that a library of 600 sq.ft. would be adequate to meet the present educational needs.

vi. Hall

Ordinarily the hall should be planned in all school designs for future constructions. It could be so planned that it can be divided into 2 or 3 smaller rooms for use of teaching purposes also. Size of hall will depend on the number of students. It is recommended that 10 sq. ft. per student may be taken as the basis to calculate the floor area of the hall. The area for the stage should be in addition to it. It should be so designed that verandah or side rooms could be used to accommodate the overflow from the hall.

vii. Schools Office

The area required for the school office will depend on the size of the school and number of staff members. Whereas it is necessary to reduce the non-teaching areas to absolute minimum it was felt that for efficient functioning of school, suitable accommodation for staff and office was necessary. Taking all the factors into consideration the following scale of accommodation is recommended.

Principal's office	200 sq.ft.
Staff common room	20 sq. ft. per staff member subject to a minimum of 200 sq. ft for 10 teachers.
Activity room	200 sq. ft.

viii. Store Room

One of the most common complaints registered by the principals of school was the absence or inadequacy of storage space. Wherever provided, the accommodation for storage was generally considered insufficient. Therefore, it is suggested that the space under the window sills should be utilized for storage, as it would not take any floor area.

ix. Sanitary Facilities

It is universally agreed that the provisions of proper and adequate sanitary facilities is essential.

Latrines or W.C thereof.	One for every 100 students or part thereof.
Urinals	One for every 25 students or part thereof.
Water taps with troughs	One for every 50 students or part thereof.

x. Ventilation

The standard prescribed by most of the authorities i.e. 15% to 20% of the floor area is recommended. The height of windowsill should be such that adequate light falls on the student's desk. Where the students have to sit on the floor, the height of windowsill should be reduced suitably.

Xi . Floors

Dirty, rough and dull floor is a common sight everywhere. The floors should be such, that these resist the wear and tear, and can be cleaned very easily. The best floor is the cement-floor preferably with marble chips. It is durable, and can be swept and washed quickly.

Classroom Furniture

1. The items of furniture: The items in a class-room can be divided into the following three categories:

a). Essential Furniture

- i) Desks and chairs for the pupils or matting of floor.
- ii) Blackboard, either a wall black-board or a black-board resting on an easily.
- iii) A chair for the teacher.
- iv) A map-stand and a pointer.

b) Desirable Furniture

- i) A teacher's table, a dais or a raised platform for the teacher's use.
- ii) An almirah or cupboard carved into the wall for books, attendance register, chalks, duster and other minor equipment.
- iii) A notice-board and map-stand.
- iv) Ceiling fans and lights..
- v) Wooden nails round the room with hooks and nails for display of charts.

c) Non-essential Furniture

- i) Bulletin board.
- ii) Dust-bin, foot pad, door mat.
- iii) Decorative items such as table-cloth, flower-pots, curtains etc.
- iv) Display boards.

Desks and Seats

a) Importance of right type of seats.

P.C. Wren writes about the role of good furniture:

"Furniture plays an extremely important part in the physical moral and mental welfare of scholars. If the desks be of the wrong kind, or if benches be used instead of desks, curvature of the spine contraction of chest, roundness of the shoulders and a confirmed stoop may result as physical injury; bad discipline, irritation, discontent and discomfort may result as moral injury, and inability to sustain attention and concentration owing to lack of free movement may result mental injury.

Very few headmasters take cognizance of the suitable type furniture, good desks and comfortable seats for the pupils.

The following characteristics are discussed about the suitable form of classroom furniture.

1. The types of seats.
2. The height of desk.
3. The relative position of seat and desk.

The arrangement of the seats in the class.

a) The type of seats

Floor matting is the most unsuitable form of seats. The pupils have to cross their legs, put the bags on the knees, and remain in posture for hours together. We see such seating arrangement in classes of many rural schools.

The benches-backless, and armless are also provided children of tender age. These actually fulfill the criteria of physical moral and mental injury as explained by P.C Wren. At some place little modification is made in the form of seating the pupils of the floor and allowing them to write on sloping desks in front. Here also pupils are made to sit for long in a cramped posture. It is imperative that the pupils' legs should be free to move, and they should have in sitting and standing

A better form of furniture is long benches (provided with back) and long desks. But these are defective on the grounds that they do not provide facility of movement to the pupils and are not easily removable for purposes of cleaning the room properly.

The best type of seat is single seat and desk. These provide the most free movement to the pupils and are easily removable. If the desk is detached from the seat, all the more desirable. A healthy compromise between long seats and single seat is the shuffled system of isolated seats with long desks in front.

Another system which is more economical than the single seat system is dual-seat system. Here two pupils can sit on the seat with desk in front. This provides the necessary free movement for all the pupils. They can leave their seat and come back without disturbing others.

A novel system for senior pupils, which is spreading in colleges, is having one-armed chair for one pupil, with a small wooden plate affixed on the right arm of the chair on which the pupil can place his paper and write comfortably.

Dual desks and seats are ideal furniture for pupils.

b) Height of the desks and seats

The height of the seats should be in accordance with the age and height of the pupils. Hence the height will vary from school to school – elementary, middle or high. The general formula is that the height of the seat should permit the upper part of the legs to be horizontal and the lower part be resting on the floor or on a footrest. In no case should the seat be so high that the legs do not reach the floor and remain hanging. Nor should the seats be low enough to force stretching of the legs in slanting position beneath the desk. There should be no pressure under the knees. The height of the back of the seat should be enough to support the entire spine. It should not, however, press the neck. The neck should be free to move. The height of the writing surface of the desk should be such as to allow the child when writing to sit upright in an easy position. The desk edge should not be higher than the elbow when the arm is straight. The arm must rest comfortably on the desk top. There should be some room between the thighs and the desk-edge to allow free movement of legs.

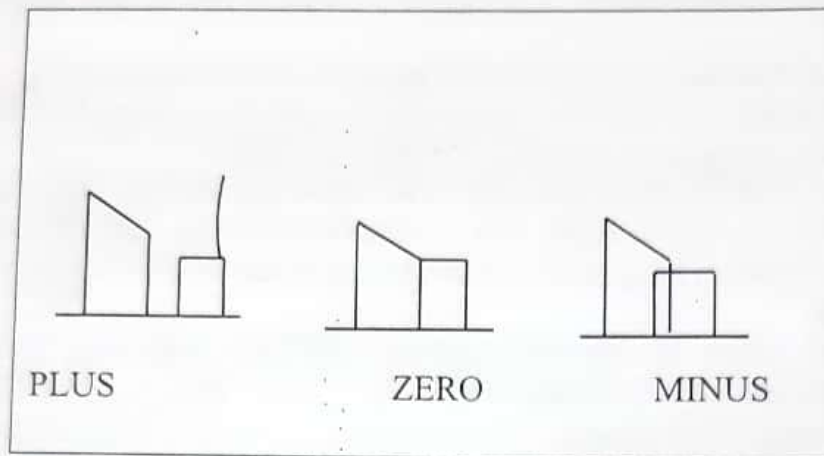
The top surface of the desk should not be flat, but should have a slope of 15°. The width of the desk should not be more than 12 inches. There must be space underneath the desks for putting books.

c) The relative position of seat and desk.

There are three relative positions:

- i) The plus position
- ii) The zero position, and
- iii) The minus position

As is illustrated in the diagrams, given below, in the plus position, there is positive distance between the seat and the desk. In the zero position, the vertical line from the inner edge of the desk exactly meets the inner edge of the seat, in the minus position, the seat is thrust inside the space beneath the desk or in other words the distance between the seat and the desk is minus. Minus position should be avoided.



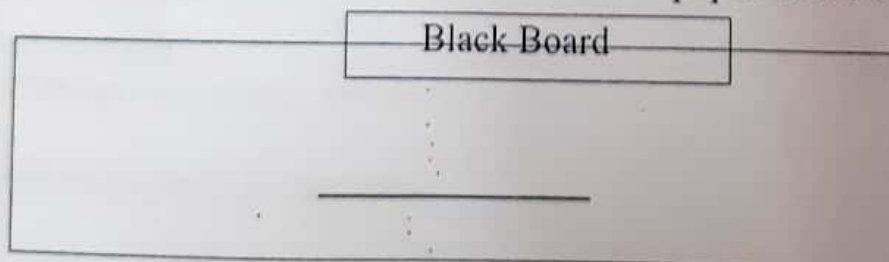
Ryburn, says that there should be proper spacing between the seat and the table. For reading the seat should be in plus position, and for writing minus position. Zero position may be useful for both reading and writing.

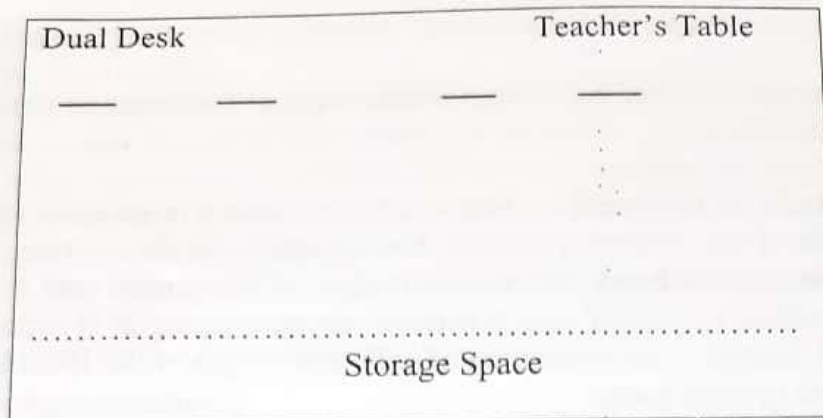
According to Ryburn, "The plus position is best for reading and standing, the minus position for writing. Seats should be of such a height that children's feet do not dangle but reach the floor. Seats should have backs. Preferably these backs should be adjustable to fit the backs of pupils using the seat". P.C Wren says, "If the desks be of wrong kind, or if benches be used instead of desks, curvature of the spine, contraction of chest, roundness of the shoulders and a confirmed stoop may result in physical injury". Dresser states, "If the back of school benches or chairs be just a little lower than the shoulder blades of the pupil when sitting properly, the best results, other things being equal, may be obtained".

As for as possible, the seat and the table should be separate.

Arrangement of seats in the class

The desks can be arranged in the classroom in three ways, viz, the horizontal, the vertical and the semi-circular. In the horizontal way, the desks are arranged in horizontal rows, without leaving any space between the desks. Some space is left between two horizontal rows. This system is defective in the sense that it does not permit free coming and going of the pupils. The system amounts to having long multi- seated desk. The second way is to arrange the desk in columns running from the teacher's desk to the back of the room. Some intervening space so allowed between the vertical columns. This vertical arrangement is better than the horizontal as it allows free movement of each pupil seated on a dual desk. If there are four columns, with six dual desks in each column, the 24 dual desks will seat 48 pupils in the class most comfortably.





A Classroom for 48 students with dual desks.

The semicircular arrangement of rows is not economical, as it needs more space. If the room is rectangular, a lot of space at the corners is unutilized and thus wasted. This arrangement is, however graceful and suits circular rooms. This is again useful in open-a system or Nucleus. First system of building discussed above.

Blackboard

The following questions are relating to blackboard.

- i) What are the various types of blackboards and which type is the best?
- ii) How should the blackboard be located in the room?
- iii) What should be the dimensions of the blackboard?
- iv) What type of paint and colour should be used?
- v) How should the blackboard be used, maintained and cleaned?

Types of Blackboard

Blackboards are usually of 4 types.

- a) The wall blackboard i.e. painted area of the wall is used writing purposes;
- b) The framed wallboard, i.e., a wood board is fixed on the wall through hooks.
- c) The sliding wallboard, which rests on pulleys and is movable or down.
- d) The blackboard resting on an easel.

Each type has its own merits and can be used under specific circumstances. The fixed wall-blackboard in the wall and a blackboard fixed is the most economical one. It can be provided in each room and part of the building construction. The wall blackboard can be 6'X4' allow free arm drawing and free-arm movement to the teacher permits the maximum writing, and is useful for solving mathematics problems and drawing. But most important disadvantage is unmovable.

The sliding board can be easily moved down or up for purpose of concealment of contents during a test. As it has two boards, of which is exhausted, can be moved up, and the second used for writing. This is an improved form of wall blackboard, but it is very costly. But variety is the blackboard and the easel. It can be moved to any part of the classroom. Its angle

can be instantaneously changed to meet the change of the angle of incidence of the light. It can be used outside classroom also.

The blackboard should be located at a place where the writing is seen very easily. Light should fall on the front side of the blackboard rather than on the backside, because in the latter case, the surface of the board will be in the dark and eyes of the pupils will be taxed. The blackboard would not therefore, be placed near a window obstructing light. It should be placed on the left hand side of the teacher at an inclination of 45°. The height of the Blackboard should vary from 28"-40" above the ground level.

The best colour for the Blackboard is green and hence the name blackboard is replaced by green board. Underneath each blackboard should have a place to keep duster and collect chalk dust.

Science Laboratories

Science laboratories hold an important place in modern science. This is so because science education is an integral part of curriculum in modern education. Science teaching requires a well-equipped laboratory. In order to draw full benefits of modern education children should be provided laboratory experience in physical science and biology. It is more useful to have two separate laboratories for teaching physical and biological sciences. However, it depends upon the school whether to use lecture cum laboratory. The single room should be so designed that the twin objectives are achieved. The size of the laboratory may be 48'X25' for a class of 40 children in demonstration mode and 20 children for doing laboratory work. This room should be provided with two doors which should open outward.

Planning for school Library Service

Introduction

A quality school library is an instrument for educational excellence in a school. The school library would, however, become a force for educational excellence only when it functions as an integral supporting component of the total educational programme in a school. In other words, school library is largely considered as the keystone of a quality educational programme.

Since the school library is an integral component of the educational programme, the educational goals/objectives/aims are also the school library goals/objectives/aims – they are identical, inter-dependent, and inseparable.

Need for a School Library

It has already been well established that an educational (page no. 59) dependent upon the masters of few textbooks cannot help in achieving the aims of the school education as embodied in the National Policy on Education and in reports such as those of the Mudaliar Commission and Kothari Commission. These aims can be achieved primarily by following a dynamic school library, which requires students to consult many books and a great variety of reference materials in solving problems in the learning process in the school.

Library in a school is the hub and the centre of the intellectual and literacy of the school and plays the same part, vis-à-vis all the other subjects as the laboratory plays for science subjects on the workshop for technical subjects.

Library is a gateway of knowledge:

What is a library?

"It is a public Institution a knowledge base, charged with care of a collection of literature, and making them available to all who require the use of them". The definition itself makes it a

social institution for the benefit of society. It is an educative agency, a means of self-learning for each individual of the society.

In view of this need for school libraries, the Mudaliar Commission recommended:

As the proper use of a well equipped library is absolutely essential for the efficient working for every educational institution and for encouraging literacy and cultural interests in students, every secondary school should have such a library; class libraries and subject libraries should also be utilized for this purpose.

What is true of a secondary school library is also equally true for a middle of primary school library.

Function of a School Library

The important functions of a school library may be summarized as follows:

- i. To acquire and provide material to supplement and enrich instruction and guidance given in the classroom;
- ii. To acquire and display books, periodicals and other categories of materials to satisfy the varying demands and interest of school children so as to develop in them curiosity, outside the scope of curriculum, for intellectual, artistic or practical pursuits;
- iii. To educate and train the school children to learn the effective use of books and libraries as source of information;
- iv. To provide opportunities for children to learn and practice responsibilities of various kinds;
- v. To introduce the growing children to the good reading habits for utilising their leisure time effectively and profitably. It works as an agency with learning source and treasurehouse of knowledge.
- vi. To regard it as an essential instrument of putting progressive methods like 'Activity Method', Project Method, Scientific Method into practice.

To sum up library is the sign and symbol of man's culture and understanding and a potential agency of education.

School Libraries in India

The Secondary Education Commission (Mudaliar Commission) Report, while describing the existing conditions in school libraries in the country in general, gave a vivid picture of the prevailing position in this regard:

"In a majority of schools, there are at present no libraries worth the name. The books are usually old. Outdated, unsuitable, usually selected without reference to students tastes and interests. They are stocked in a few bookshelves, which are housed in an inadequate and unattractive room. The person in charge is often a clerk or part time indifferent teacher, who does this work on part-time basis and has neither love for books nor knowledge of library techniques. Naturally therefore, there is nothing like an imaginative and well-planned library service, which could inspire students to read and cultivate in them a sincere love of books. What makes this situation particularly difficult is the fact that most teachers and headmasters and even the educational administrators and authorities do not realise how unsatisfactory this position is and, therefore, they have no sense of urgency in the matter".

What was true about the school libraries in the country in the early 1950's is equally true, in general even today. Unfortunately, in our country our educational administrators, planners and

the authorities still generally consider school libraries as more appendages and not as integral components in the educational programmes of the schools. These school libraries continue to remain undeveloped mainly because of lack of sufficient financial support, physical facilities, library staff, etc. Another factor, which needs to be mentioned here, is the continued emphasis on the lecture method and text-books-centered teaching in our schools. Naturally such methods do not make the use of books in libraries a necessity for the child.

Selection and Acquisition of Library Materials

A collection of books and other materials in a school library should be built up after taking into account the interest and requirements of the students and teachers in the school. Fundamental guiding principles for this purpose are:

- a) To provide a comprehensive range, suitable to the capacity of the pupils.
- b) To provide for all ages and levels of intelligence;
- c) As funds are usually limited, it is particularly important to make sure that each item is as good of its kind as possible.

Besides the textbooks, other categories of books usually required in a school library may be mentioned as following:

- a) Reference books
- b) Books expounding ideas in diverse fields
- c) Descriptive and informative books, such as biographies, travels, etc.
- d) Procreative books
- e) Inspirational books

In addition to these categories of books, the school library should have a good collection of non-book materials such as maps, charts and cassettes, CDs.

A Book Selection Committee consisting of a few teachers. The students and the librarian be constituted in every school. The representation of the students on this Committee will encourage the use of the library in the school and the pupils also would benefit from this added responsibility. The Book Selected Committee should however, keep in view that every item selected must help the pupils their power of perception, enjoyment and ultimate broadening of knowledge.

Cooperation between Teachers and Librarian

In addition to the usual lending of books, the school librarians must provide reference service to the students and teachers. For providing reference service to the students, the librarian and the teachers must function in a cooperative manner so that the librarian may be kept well informed about the class teaching in order that he may take steps to provide the necessary items as well as information to the students in anticipation of their demands. In other words, full exploitation of school library depends directly upon the character of teaching. As pointed out earlier, continued dependence on the lecture-method and the text-book-centered teaching would not make the use of the school library a necessity for the students as well as teachers. For this purpose teachers need to understand fully the contribution the school library can make to their own work.

Exhibition

In order to stimulate the interests of the students and teachers in the use of books and libraries, the librarian should organise exhibitions of books and other materials on different topics of interest on a regular basis.

Library Administration

The School library system, depending upon factors such as size of the library collection, number of students and teachers, optional subjects being offered in the school, etc., may be organised on one or more of the following patterns: -

- i. A single Central Library with sufficient space to accommodate the entire library collection, reading room, etc.
- ii. Lending of books from the Central Library for use of classrooms which may be called as Class Libraries.
- iii. Subject libraries consisting of collection of books on specific subjects such as Physics, Chemistry, Geography, etc., and located in subject rooms and taken on loan from the Central Library.

In case Class Libraries and/or Subject Libraries need to be created, these will consist of small collection taken on loan from the Central Library which may be periodically replenished by getting new items from the Central Library and returning the old ones not in much use. In other words, these would be mobile collections which would be under the charge of the teacher concerned and who would be responsible for their use, up-keep and also up to date ness.

It may be worth pointing out here that while a well organized and efficiently functioning Central Library in a School is a necessity, the Class Libraries and Subject Libraries may be considered as 'desirables' and should function as branches of the Central Library and not as isolated and independent units. In addition to the mobile collection of each Class and Subject Library, the Central Library may also be provided with daily needed reference and basis materials such as dictionaries, textbooks, manuals, etc. on long-term basis.

Whatever pattern the School Library system may assume, its ultimate aim has to be to provide library services to the clientele efficiently and effectively so that the library functions as an important and integral component in the whole system of the school.

Finance

In order to develop the school library on proper lines, it is essential that it has proper financial support for its requirement. Unfortunately, as has been often pointed out, the school libraries in the country, in general, usually suffer from inadequate financial support. The headmaster should plan for providing sufficient funds for equipping library.

Library Rules

There should be definite library rules to be followed. The rule should include-issue of books, withdrawal of books, time for borrow and returning, duration of retaining and number of books that can be borrowed at a time.

Role of the Teachers

A teacher has to play a vital role in the effective functioning on the library. The following is the broad role of the teachers.

- ❖ The teacher should himself have a love towards books.
- ❖ He should know names of good authors, good titles and topic in the books.
- ❖ He should guide his students in the selection of good books. He should give homework and assignments based on the books with library to make students refer the relevant books.
- ❖ He should develop extensive reading habits among students and organise debates, seminars, and quiz programmes.

- ❖ He should provide a regular period in the timetable for library reading.
- ❖ He should maintain a record of books read by the students and ask students to write short reviews.
- ❖ He should help and assist the librarian in discharging his duty smoothly.

Activity Room/SUPW Room/Work-Experience Room

A special room should be set apart for SUPW/ work-experience while planning the school. The room set against for doing activities requires to be both a teaching room with work-benches/tables. The activity room should be equipped with tools of carpenters, cardboard and other craft materials.

Principal's Room

The principal's room should be at a place when it can readily exert its influence. Generally it should be at the entrance of the school or in front of the building so that all can see it. The principal's room should be spacious.

Staff Room

The school should have separate room for staff to sit and do their work. The staff room should be very attractive and should be large enough to provide enough accommodation for staff to sit and store composition books assignments and education papers.

Computer Laboratory

Computers now play a major role in a school's work. In a school computers will play two important functions.

- a) To be used by the teaching staff for instructional purposes: computer assisted teaching (CAT).
- b) To be used by the students for computer assisted learning (CAL). Thus every School should have a computer laboratory. It's size should be in accordance with its purpose. It should contain furniture such as computer tables and tables specially designed for operating computers with multimedia and printers.

Common Room for Students

There should be a common room for the students in an ideal school campus. The students can sit there in free time and have recreation with the recreational materials placed there. In co-educational school, there should be separate rooms for boys and girls.

Additional Requirements

In addition to this, a school building has other components mentioned as under:

- i) **Lunch Room:** There should be a lunch room in a school. It is seen, where there is no lunchroom, the pupils find difficulty in taking their lunch. During recess, they sit in verandahs or la to take their lunch. The lunch room fulfils their need. As meals, the room should be immediately cleaned. There should be a cleanliness committee of students for the purpose.
- ii) **School Hostel:** With the expansion of education, more and more residential schools are coming up, and demand for the hostels increasing. In fact the school hostel is an important compound of the school. We have so many residential schools in the country. The pupils learn so many useful things in the hostel cooperation, sympathy, toleration, economy, justice etc.

"The boarding house should be in the school campus at sufficient distance from the school and if possible, away from the main road. If possible, the school should be in front of the road and the boarding house should be behind it, with playing fields or garden between.

The building of the hostel should be constructed in such manner that there is a boundary wall and the hostel gate is locked night. In this regard, Ryburn says, "The best type of building is the single storey building, built in the form of a quadrangle with courtyard in the middle. Whatever the type of building, it is sought be such that, it can be enclosed and shut up at night or with necessary.

Solutions to Shortage of Accommodation

- i) Reducing the Cost: Following studies have been made in the country for reducing the cost of buildings:
- ii) Studies made by Committee on Plan Projects in Delhi. The conclusions of this study are found in Report on Delhi school Buildings, 1960 and Reports on Primary School Buildings, Delhi, 1963.
- iii) Study made by a Committee of the Ministry of Education their brochure, Planning Schools for India, 1959.

These studies show that the total cost of school building can reduced by paying attention to the following.

- i) Proper space requirements.
- ii) Proper design and specifications.
- iii) Use of local material.

Simpler the design, less the cost. Ornamental design resulting in unnecessary cost, should be avoided, Rectangular designs of rooms with open verandah on one side is economical. A two storied building is less costly than one storied building, as there is no cost of laying the foundations.

Attempt should be made to make the design economical as well as beautiful. The designs of primary and upper primary schools designed by DPEP includes the essential qualities of maximum beauty with minimum labour and cost.

Recommendations of Indian Education Commission-1964-66

1. In view of the present unsatisfactory position regarding school buildings, it is necessary to take steps to clear the backlog of unobstructed school buildings as well as to provide additional buildings for new enrolment.
2. Allocations for construction of school buildings should be increased in the Central and State budgets, and community resources mobilized on the basis of equalization. Loans and grants-in-aid should be given on a liberal basis to private schools for the construction of buildings.
3. The norms and guidance available as a result of the work of a number of committees appointed by the Central and State governments and on behalf of Ministry of Education, the Ministry of Works and the Planning Commission, U.G.C. and Central Building Research Institute, for spacing and planning of school buildings should be put into practice.
4. In view of the shortage of traditional building material and the cost involved, well-designed and constructed kacha structures should be accepted as a part of the school system.
5. In rural areas, efforts should be made to encourage local initiative and contribution in putting up school buildings. The "nucleus" approach suggested by the Ministry of Education is recommended for general adoption.

Maintenance of School Plant

It is important to have a good school site, building equipment and furniture. But it is equally important to maintain these on a regular basis and maintenance of a school campus and its infrastructure should be considered an integral part of a regular school plan. Periodic inspection and repairs to school building and equipment and furniture is a must. This requires provision for repair in school's annual budget. All repairs should be carried out, as far as possible, during vacations so as not to allow them to interfere with the regular work of the school.

2) Human Resources

Management system during the last decade has been characterized by a growing concern with the nature and needs of human beings in the educational organization. The assumption that human beings in the organization have their own goals, values, feelings, emotions and needs which affect their need to behave in certain ways and that the organization expects members to behave in ways consistent with organizational needs and goals and that organization needs and human needs are not necessarily congruent is a dominant factor in the theory and practice of educational management.)

Human Potential

Management system must try to create an environment conducive to the release of human potential involved in educational management process. The supervisors who happen to be an important part of human resources in management process should be in a position to create proper environment to release the potential of persons involved in the teaching learning process. The supervisors who desire to release human potential in the management system use their power to create a working environment.

Utilizing Human Potential

Management system has the function of improving the learning situation for children. After releasing human potential, the management system has to utilize human potential for human development through motivation and learning. Studies from anthropology, psychology and human growth and development indicate that each person is born with more potential than he uses, that no matter who he is, no one develops all the potential with which he is born. People are born with different capacities, but no matter how limited or how extensive their potential, no one ever develops all that they have. Since no one ever fully develops all his potential. There is, in effect, no ceiling. Even in the most limited person, there is a ceiling that is higher than he will ever reach.

Academic Role of Headmaster

Planning is the first step in any academic and administrative assignment. The headmaster is to plan all kinds of his activities in time for implementing various programmes with success. He is required to plan his duties and functions throughout the year, but mainly at the following stages.

- i) Planning
- ii) Organising and Administering
- iii) Academic functions viz teaching, guidance and counseling, maintenance of standards.

i) Planning

Planning is the first stop in any academic and administrative assignment. The headmaster is to plan all kinds of his activities in time for implementing various programmes with success.

He is required to plan his duties and functions throughout the year, but mainly at the following stages.

- ❖ Before opening of the school,
- ❖ During the first week of the session.
- ❖ During the session.
- ❖ At the end of the session.

a) Planning before opening of the school

“Unless proper planning is made before opening of the school, there will be a chaotic condition in the school. There may be teachers without students, classes without teachers and so on due to lack of timely planning. The headmaster should, therefore, plan all arrangements before opening of the school so that everything is found ready and as per needs and conditions.

The headmaster should announce the opening of the session after the summer vacation, the date of application for admission, the date of any admission tests for that purpose and so on. All these may be notified on the Notice board of the school and/or advertised in the newspaper.

The following tasks need to be taken up at this stage

- ❖ He should make plans for admission either on the basis of class promotion or holding necessary tests or adopting certain procedures and criteria. This has to be planned according to the prescribed intake capacity, available accommodation and teachers' strength.
- ❖ He should ensure physical verification of all kinds of stock of the school like equipment, furniture, library books journals etc.
- ❖ Necessary registers and files should be opened or made up-to-date according to existing programmes and projects or to be undertaken during the session.
- ❖ A Calendar of activities should be prepared for the whole session in advance. It includes, interviews, steps for admission tests and other examinations for admission, applying for free concession and so on. School calendar and student diaries can be printed funds permit and necessary information should be given in the publications.
- ❖ Steps should be taken for appointment of new staff members to additional sections/classes, death and transfer of teachers.
- ❖ If the school is government managed/aided, necessary proposal should be submitted to government earlier, e.g. for creational posts, releasing grants/sanctions and so on.

b) Planning during the first week of the session

Planning should be made as regards the following during initial period of each session:

- ❖ Teacher-wise, students-wise and room-wise timetables should be prepared.
- ❖ Individual teachers should develop their scheme lessons/activities.
- ❖ Earlier to this, distribution of work particularly teacher assignments should be done among the staff.
- ❖ Distribution of various co-curricular activities/projects should be made among the teachers.
- ❖ Arrangements for necessary physical facilities like furniture.
- ❖ Students assemblies may be converted to orient the new student and for giving instructions.
- ❖ Announcements should be made for purchase of textbooks notebooks etc.

c) Planning during the session

The following tasks should be planned by the headmaster throughout the year.

- ❖ Organisation of the instructional work.

- ❖ Organisation of various programmes.
- ❖ Organising extramural talks/extension activities by experts.
- ❖ Organisation of class-supervision and verification of received students works etc.
- ❖ Organising guidance services, school broadcast/telescope programmes and so on.
- ❖ Making correspondence, furnishing proposals to government for improving infrastructure and academic programmes.

d) At the end of the session

The headmaster has to plan for the following works:

- ❖ Holding annual sports, prize distribution ceremonies etc.
- ❖ Preparing abstracts of attendance, enrolment, fee collection, expenditure statement etc.
- ❖ Recording supervision remarks, making class promotion etc.
- ❖ Preparing Annual Reports
- ❖ Talking preliminary steps for the next session.

In this context it may be noted that the headmaster should plan mainly for two kinds of work: 1) maintenance and ii) development. Any headmaster has to manage the school by planning and doing some routine activities. But the innovative and resourceful head teacher should make plans for new projects, developmental programmes and improvement of the school programmes and improvement of the School Plant.

ii) Model Teaching

The headmaster is the head of teachers. He should be the teacher first and then everything else. He should take some classes, give guidance to teachers and see that teaching work and standard in the school is not impaired in any way. He should command due respect and play a leadership role only by making himself good in teaching and better in knowledge and understanding the teachers and students. He should have skills, interest, and a positive attitude towards academic activities. By doing this he comes to know the standard of the pupils in different classes. He discovers the standard of teaching of various subjects by the teacher. He comes in contact with his pupils and established relationship with them. He understands the difficulties of the students and the teachers. Above all, when he himself teaches, he sets an ideal before the teachers and acts as a source of inspiration of them.

It is, however, found that many headmasters keep themselves so much engaged in administrative and non-academic work that they do not spare time for academic and teaching activities. They thus become the administrative head, not the academic head that is more essential than anything else. They should review the standards of students and teaching work of teachers, their problems and difficulties, so that they can render necessary guidance for improving the conditions.

There cannot be any hard and fast principles or criteria regarding the number of periods for higher or lower classes, subjects of teaching and so on, to be taken up by the headmaster. It depends on the volume of his administrative and supervisory responsibility, his expertise in the subjects, nature of schools and so on. On the whole, the headmaster has to take up some teaching work according to his interest and convenience.

iii) Supervision of the Teaching Work

The headmaster should supervise the teaching work done by the teachers regularly and in actual situations. Sometimes he may be required to demonstrate through teaching any difficult point or concept. He should discuss any defects found in teaching of a teacher in his own office room, and not in the classroom in the presence of students. His attitude should be friendly and cooperative. He should instruct by way of guidance and suggestions.

The headmaster should also supervise the work of students. He may prepare a schedule according to which the monitors will submit the notebooks of students to the headmaster. He should give his brief regarding the nature and extent of correction and suggestions for improving the standard and neatness.

- ❖ The headmaster should prepare and clear schedules – Annual plans, Institutional plans, with reference to school improvement programmes and academic improvement.
- ❖ He should create conducive atmosphere in which the teachers would ultimately be made to invite his interference/indulgence in all the activities.
- ❖ Supervision of welfare activities of students and staff.

iv) Supervision of welfare activities

The headmaster should supervise various student welfare activities such as scholarships, midday meal programmes, supply of textbooks, uniform, medical inspection etc. Other welfare facilities at the school level include water facility, toilet facility, cycle stand and so on.

V) Supervision of examination work

Examination work is a great task, which should be performed with great care. The headmaster should do the following with great care.

- i) Appoint a committee of teachers to look after unit tests and terminal examinations and tabulation of marks.
- ii) Check backward students who are not faring well in the examination and discuss their problem in the staff meetings.
- iii) Periodically arrange parents meeting and send progress cards of students to the parents.
- iv) All examination records and registers shall be maintained carefully by the teachers concerned.
- v) Supervisions of co-curricular activities.

The headmaster has to supervise a comprehensive co-curricular activities programme. He should see that all the activities are planned efficiently, and carefully executed. In this connection he should

- Distribute activities according to the interest and aptitude of teachers.
- Encourage participation of students and give guidance to them for proper selection.
- Maintain proper record of the participation of students and ensure smooth evaluation.
- Make adequate budget allocation for activities.

vii) Supervision of progress of students

Supervision of progress of students includes.

- ❖ Work done in the classroom
- ❖ Written work done at home, homework
- ❖ Assignments/projects given by the teachers in all the subjects.
- ❖ Library work.
- ❖ Participation in Science Fairs/Mathematics Olympiads etc.

Evaluation of the academic subjects, nevertheless, presents certain serious problems to be tackled by the headmaster.

viii) Remedial instruction

Keeping in view the scholastic backwardness of students the headmaster should plan for remedial instruction in the school with the co-operation of teachers. It involves extra work on the

part of the teacher. He should convince teachers in this regard and make them accept the responsibility.

ix) Developing quality of leadership

Leadership is behavior on the part of one individual which influences the behaviors of other individuals. Therefore, leadership behavior is assumed to be one important element of H.M. The Head Master should look to the following elements for developing leadership qualities among the staff and students involved in the process.

i) Leadership is a group role

No one is leader unless he is able to exert leadership through effective participation in groups.

ii) Leadership, other things being equal depends upon the frequency of interaction.

If a person usually shuts himself behind the office door and does not have time to interact frequently with the staff, he probably will not have much influence over his staff.

iii) Status position does not necessarily give leadership

Successful leadership is a function of both formal authority and earned esteem. The fact that a supervisor holds a formal position does not assure his effectiveness as a leader.

iv) Leadership in any organization is widespread and differed

The role of the Head Master is not just leading a group but also coordinating and focusing as well as helping the group use the leadership that exists within it. If a person hopes to exert leadership on everybody, he is doomed to frustration and failure, because there are many groups who can extend leadership on other people.

x) Improving Quality of Learning

The basic role of H.M. is to improve the quality of learning for students. This is done through 1. Improvement and development of curriculum. 2. Continuing professional development of staff. 3. Selection, procurement, allocation and deployment of materials and equipment of instruction. 4. Evaluation of teaching and learning. 5. Development and evaluation of education objectives. 6. Coordination of educational programmes. 7. Research 8. Dissemination 9. Development, implementation, support and diffusion of new programmes.

xi) Professional Development of the Staff

Teachers, administrators, and supervisors need an opportunity for continuous professional development. The changing nature of what is to be taught and how it is to be taught demands the development of new understandings and skills on the part of teachers and administrators. It is also true that new approaches to staff differentiation make it possible for teachers and administrators to aspire for new positions of responsibility. It is through the programme of professional development that teachers and administrators can maintain a readiness to meet the challenge of new programmes and new responsibilities. The Head Master should take a lead in this regard and depute his staff for in-service training programme.

b) Teaching Staff

East or West no better tributes have been paid to any man on earth than to the teacher. He is regarded the chief "Architect" maker of destiny, a maker of man. The success of the school programme depends upon the teacher. In the school organization the B. Ed students should understand how important teacher in the school organization is. In the process of school programme the head master, the teaching staff hit upon the basic human elements of school organizational structure. Role of teacher in school organization is discussed in detail in the next chapter.

c) Non-Teaching Staff:

Office staff, hostel staff and other sub-staff include non-teaching staff. In school organization they play very important role. For example office staff will maintain all records and registers and totally concerned with administration. They will assist the Head Master in all the administrative matters of the school. Like this, the sub-staff like attender, sweeper, watchman, Record assistants; also talk their own special role to play in the day-to-day administration of the school. They are part and parcel of school organization.

d) The Students

Students are the centers of the entire educational process. School works for the all round development of the students. Students are the future citizens and destiny makers. So they should be cultivate good habits, discipline and practice equality, and social justice enshrined in our constitution. They should not be discriminated on the basis of sex, colour or creed.

Financial Resources

Education and financial resources are inter-connected. It is said "There is little progress without education and there is little education with poverty: Management of human resources cannot be possible without management of financial resources. Therefore, educational finance has been introduced as an important field of study for the progress of education in India; this is one of the most important functions of the HM.

3) Financial Resources

A nation, however rich in natural resources, cannot prosper unless its human resources are properly developed. Such development is essentially the function of education.

Thus public education and educational finances are an Integra part of the national economy. Money spent on education is in productive investment which is not only fully liquidated, but which also returns a yield over and above its value. The educational systems in the long run must contribute to national economy by improving in human resources.

The question of financing education involves consideration of resources and expenditure. Financing is not only the initial expense of building and educational equipments, but in addition to it, teaching staff, clerical and menial staff have to be paid regularly. We are to pay them decently in order attract competent persons. School plant is to be repaired, equipments have to be replaced and at times facilities have to be expanded both in buildings and in teaching staff according to the growing social needs. All these require money. This we call "Financial Education".

Principles of Educational Finance

- i) All allocation of funds to education should be determined by the educational budget and priorities to various sectors should be made within the sphere of education itself.
- ii) Improvement of education should be made within the financial and human resources available in the country.
- iii) Through careful analysis of trends in economy, allocation should be made to important educational sectors in accordance with the projected manpower requirements. As a result of which maximum returns will be ensured and the wastage of human and physical resources of the country will be eliminated.
- iv) Education cannot be purchased like a commodity according to the desire of the individuals, who can pay the full cost. Attempt should be made to provide education free or at much lower cost than the real one to help the young and immature members of the society to develop.
- v) Education should be duly financed to provide equality to opportunity for the development of the individuals. It can develop their capacities and talents and leaders can spring from

all ranks and conditions of life. Men and women can develop intellectual initiative, judicious intervention, foresight, of consequences, ingenuity of adoption and capacity for making moral choices.

- vi) For democratization of educational opportunities in our country large number of scholarships, stipends and free studentship should be given to the students.
- vii) Special grants for physical activities, libraries and reading rooms, expenses on special programmes like mid-day-meals etc. should be given.
- viii) The allocation of funds to education purely from the economic point of view should be decided by the future needs of skilled manpower in various sectors of national life.
- ix) Craft in our schools should be taught with zeal to produce commodities of high quality and marketability.
- x) Cottage industries should be introduced in our schools. This will certainly help in recovering some expenditure on education.
- xi) Attempts should be made to reduce the cost of equipment by improvisation. Teachers should be given incentives to do so.
- xii) As Kothari Commission desires, utmost economy should be used in the construction of the school building.

Sources of Income

Ordinarily, the sources of revenue for education are central and state government grants, allotments of local bodies and private bodies, tuition fees, education cess, income from school funds, endowments, gifts etc....

Central

According to the Constitutional provision, secondary education is the responsibility of the states. But there are certain areas, where the responsibility is shared both by the States as well as the Centre. The Centre shares responsibility particularly on those aspects which have bearing on the general economic development of the country and the training for citizenship. Again the centre takes responsibility over the fundamental rights guaranteed to every citizen, free and compulsory education upto the age of 14. From this it appears that for the development of secondary education there should be fullest cooperation between the States and the Centre.

Local Bodies Funds

Although most of the responsibility for the support of education should be on government funds, a total centralization of all financial responsibilities for education at the government level will not be desirable. Hence efforts should be made to raise contributions from the local community, voluntary organizations and the local bodies. Thus funds from local bodies include amounts of money received from the Municipal Boards. The District Boards, Cantonment Boards, Notifies Area Councils, Zilla Parishads and Panchayat Samities out of the general funds or special taxes levied for education.

Private

It refers to a sources other than those mentioned above. It refer to donations, subscriptions, gifts, bequest, fines, sale proceeds, interest on banks balances, rent from buildings etc. It is called public philanthropy. Before independence, this income was accounted for the income from 'other sources'.

After independence, these receipts began to be shown separately and remaining sources were called 'other sources'. In accounting the value of the private gifts are assessed in terms of money which is shown as receipt.

Grant-in-aid

The grant is the contribution in form of money or material good by a bigger government unit to a smaller unit assisting the support to education. The grant-in-aid is a financial contribution in the form the periodic payments by government to an agency or individuals by way of assistance to specific purpose. It is classified into three types, via general grant, specific grant and proportional grant. When the grant made for general purpose of improvement or expansion of education we call it general grant. If the purpose is specified like primary education, secondary education, collegiate education, enhancement salaries of teachers, building etc., it is called specific grant. In the centrally sponsored sectors it should be given for five or ten years.

Educational Expenditure

Educational expenditure refers to financial charges incurred or on behalf of schools for goods and services. Ordinarily, it refers charges of the current year and does not include the payments made to the services of the previous year.

Classification of Educational Expenditure

There are three types of educational expenditure. There are

- i) Current expenditure: It refers to payments made for the purpose of administration and control of education. Maintenance school plant, salaries of teachers and other staff, supplies of library and teaching and the like.
- ii) Capital outlay: It is the expenditure made on school sites, playground, equipment and buildings.
- iii) Debt charges: It is the payment of interest on loans. A technology department pays the loan in the same financial year which it has borrowed.

Classification in India

In our country, expenditure on education is classified as direct and indirect.

Direct Expenditure

Money that is spent directly for running the institution is called direct expenditure. It refers to payment of salaries, allowances, and recurring contingencies. T.A., contribution to provident fund, budget, prizes, laboratory, excursion, co-curricular activities, games, sports etc., Again recurring expenditure on furniture, library, teaching aids etc., is called direct expenditure.

Indirect Expenditure

Non-recurring expenditure on buildings, equipments, furniture, scholarship, hostels and other miscellaneous items is called indirect expenditure. Expenditure on supervision and inspection and direction etc., is direct expenditure.

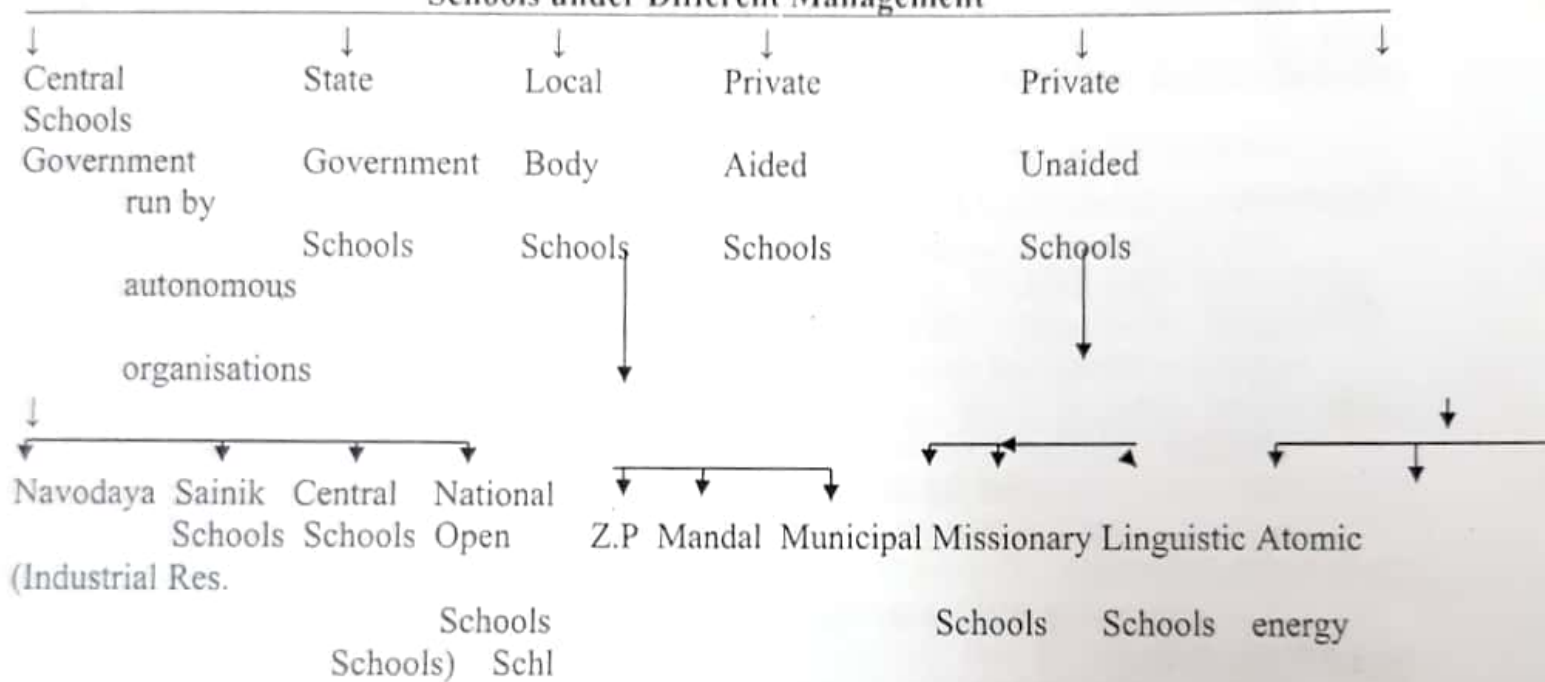
Schools under Different Managements

Management of Education: Types of Schools

With the acceptance of the responsibility of public education by the state, there has been a radical change in the matter of educational management. Private, Public, local authorities and various Govt. organizations are actively engaged in carrying on education function in the country.

In India, the central government has special responsibilities in represent of advanced research, Technical education, co-ordination of educational facilities and developing model schools all over the country. The state government have responsibilities for expansion as well as improvement of education ranging from primary to higher education. Local authorities like panchayat raj, Municipalities are in charge of providing primary education and secondary education in their respective areas private agencies and also playing their own role in spreading education in their own humble way.

Schools under Different Management



Communication

Schools

The functions of the Central governments concerning school education may be classified into four categories.

- i) The Centre acts as a clearing house and a co-coordinating agency in respect of elementary and secondary education.
- ii) It implements programmes of in-service training, research and survey in the field of education including teacher education.
- iii) It starts a number of pilot projects and crash programmes, which are generally carried out extensively by the State.
- iv) It endeavours to level out the differences existing between the different States in respect of elementary education and to provide equality of educational opportunity to every child. With these objectives in view it fixed the minimum target to be achieved by each State.

It is useful to know the background of the role of the Central government in education. It may be stated that between 1833 and 1870 education was a central responsibility and in 1870 elementary education became a provincial responsibility. The Centre, however continued to have certain supervisory powers and assigned revenues for elementary education as a whole. In 1921, the Government of India kept itself aloof from most of the educational activities, including elementary education and in 1935 it again evinced interest in education and continued to extend its assistance. After Independence, through the Five-Year Plans the Government of India made intensive efforts especially in the sector of elementary education and provided the States with considerable amount of financial and academic assistance for realizing the Constitutional provisions in respect of both qualitative and quantitative aspects of elementary education. The Center is expected to play a more active role in universalizing primary education and equalizing educational opportunities during the Five Year Plans.

Navodaya Vidyalayas

In pursuance of the National Policy on Education (1986), the Government of India has launched a scheme called "Navodaya Vidyalaya Scheme", to cater to the education of children with special talents and give them the opportunity and environment to progress at faster rate than normal pace irrespective of their economic constraints. The scheme aims at setting up one residential school in every district of the country. These vidyalayas are residential institutions having separate hostels for boys and girls. Education is free including lodging and boarding, uniform and stationery. These vidyalayas prepare students for the Secondary/Senior Secondary Examination of the CBSE. Admission in Jawahar Navodaya Vidyalaya, is made only at the level of Class VI. As most of the students so admitted might have studied through the medium of their mother tongue or the regional language instruction in JNV's would be provided through the same medium upto Class VII/VIII. During this time, intensive teaching of Hindi/English, both as language subjects and co-media would also be undertaken. Thereafter the common medium would be English/Hindi in all Jawahar Navodaya Vidyalayas.

Objective of the Scheme

- i. To promote national integration through a specific programme of education.
- ii. To nurture talent particularly in the rural areas and in weaker sections of the society.
- iii. To make quality education accessible to the talented children for their total development.
- iv. To establish institutions of higher quality at levels that would serve as pace-setters and models to stimulate pursuit of excellence in institutions in the neighbourhood.

No. of Vidyalayas

At present 389 Navodaya Vidyalayas are functioning in the country and in Andhra Pradesh at present there are 22.

Criticism against the Scheme

In his article on "Primary Education: Some Flaws in Planning" V.R. Krishna Iyer, criticized Navodaya Schools as elitist schools. He further says that "Common masses are marginalized and glittering schemes, elitist in their soul, are sold. Navodaya schools are Doon schools, one in each district. What model? Doon model? When a molar strategy or mass scheme for each taluk covering tens of thousands alone can make impact, how can a molecular mini-model school project which touches the chosen fringe of the population transform by magic? What illusion, what optimism?"

Central Schools

Central schools are established specially to meet the educational needs of employees of Central government who go on transfer to different parts of the country. Central schools are affiliated to the Central Board of Secondary Education (CBSE). These schools are fully fledged schools spread over the country and outside the country. Hence the medium of instruction is Hindi and English. In the curriculum there is provision to learn regional language also.

Admission Criteria: The following categories of people are given priority in the matter of admission.

- * Children of defence personnel working in the area.
- * Children of other central government organisations.
- * Preference will be given to children of the defence personnel coming on transfer basis.

These schools are established with all facilities including residential in the regimental centres of defence areas. Most of the schools are established in big cities where a large number of central government employees work. The administration of these schools is being looked after by Kendriya Sanghathan, K V S has headquarters at New Delhi with branches at different regions. In Hyderabad there is a regional office, K V S to look after the administration of Hyderabad region.

Sainik Schools

Sainik Schools are residential schools established by Defence Ministry in different parts of the country. The schools provide vocational education as one of the components of their curriculum. These schools are affiliated to CBSE, New-Delhi.

Objectives

The Sainik Schools are established with three main objectives viz.

- To encourage children to join in defence forces with right kind of physical, psychological, physiological and emotional capabilities.
- To mould them as responsible citizens.
- To prepare them to serve the country as useful citizens.

Admission Process

15% of the seats are reserved for children of SC community 7 ½% of the total seats for STs and 25% of seats for the children of ex-army personnel. Rest are open to rural talented children. In our state there is one Sainik School at Korukonda. The government of Andhra Pradesh provided land, accommodation, furniture and equipment besides giving an annual grant of Rs.15.00 lakhs.

Public Schools

The concept of public schools is colonial in nature aiming at providing education to children of haves. They are not within the reach of a common man. In 1856 the Bishop Cotton School the first public school was established by the British Government in Simla. The Bishop Cotton School laid foundations for other public schools like Maharani Gayathridevi Public School in Jaipur. Hyderabad Public School in Hyderabad, Delhi Public School, Delhi, etc.

Special Features of Public Schools

- * Admission are based on written test and oral interview.
- * They charge heavy tuition fee and capitation fee
- * They are totally residential reflecting home atmosphere for all students.
- * Teachers are paid better scales of pay and service conditions.
- * Moral values, self-discipline are inculcated along with alertness, courage, co-operative living.

Criticism against Public Schools

- * Public schools are totally meant for rich and upper classes of the society. Good education, instead of being available to all children, or at least to all the able and talented children form every section of society is available only to a small minority who have got the capacity to pay.
- * Economically privileged people are encouraged to "buy" education for their children.
- * By segregating their children, such privileged parents prevent their children from sharing and experiencing the realities of life.

Kothari Commission while pointing out the demerits of public school concept emphasises whatever its past history may be, such a system has no valid place in the new democratic and socialistic society we desire to create

The Role of the State Governments

The State governments are, according to the Constitution, the principal agencies to prepare and implement educational plans and programmes. School education, therefore, is essentially a responsibility of the State government with only two reservations: In the role assigned to the federal governments on the one hand, and in the responsibilities may be delegated to local authorities. As J.P. Naik (NCERT 1969 p. 436) has observed, "In practice, therefore the nature of the responsibility for elementary education assumed at the State level varies largely from State to State. At one extreme is a state like Punjab or Kerala both of which have made little devolution of authority to local bodies and the administering elementary education directly. At the other extreme are the states like Maharashtra, Rajasthan or Andhra Pradesh which have transferred very large power over elementary education to local bodies".

At present, the real initiative and primary responsibility for expansion and improvement of school education lie with the States. In spite of a large number of differences existing in the structure and standard of education, the State governments are discharging the responsibilities in the following broad directions.

- The State government provides the financial resources required for school education.
- All legislations for school education are being enacted to individual States.
- It maintains an array of inspecting officers to supervise different types of schools.
- The State government provides training facilities both service and in-service for teachers.
- The State discharges number of administrative responsibilities like selection and appointment of teachers, deciding there are scales and service conditions, sanction, and disbursements grants, recognition of schools and so on.
- Training of teachers, preparation of syllabus, prescribed curriculum including textbooks and deciding the rules of regulations regarding the examinations are done by the State government.
- Educational planning at the State level is mostly done by State government.
- Adequate auditing and accounting services are provided by State government for educational institutions and offices.
- Similarly, appraising and evaluating various educational projects and programmes are made by competent bodies committees appointed by the State government.
- Co-ordination of educational activities by different agent organizations and bodies is yet another function by the State government with a view to bring about efficiency as well as reducing wastage of resources and duplication of work.

Local Bodies – Their Role

Historically in India the devolution of educational administration to the local authorities has passed through many ups and downs. Since 1812 when the Indian Education Commission

first proposed a transfer of primary education to local control, a period of controversies started over the issue. Between 1918 and 1926 when the administration of primary education was being largely transferred to local bodies under the Montague, Chelmsford proposals, another wave of hot discussion used its head. The period between 1930 and 1937 witnessed another wave of discussion, when the Hartog Committee observed that the delegation of authority to local bodies had been excessive and detrimental to the interests of education.

The committee set up under the Chairmanship of B.G. Kher commended delegation of powers and responsibilities for primary education.

In 1957, another Committee under the Chairmanship of Mehta was set up to review the community development programme and its future organization. It opined that local interest and initiative in the field of development would not be adequately solved unless "a single, representative and vigorous democratic institution" was created at the appropriate finances. Such a body, said the committee, "must not be cramped by too much control by government government agencies, but it must also receive guidance which will it to avoid making mistakes". Accordingly, the committee commended that strong local bodies should be created in rural areas invested with adequate authority to administer all development programmes, including primary education.

Mr. J.P. Naik (NCERT, 1964) has competently spelled out three essential conditions for success of the experiment. The first is to state the non-official leaders to realize their responsibility properly to adjust themselves to a system of proper relations with the positive. The second is to train the executive itself in this new form of democratic functioning and to make it realize that. The third is the need provide independent machinery under the State government to act as ionizing and conciliatory influence between the official and the non-official viewpoints in all the matters where differences are likely to arise. No significant efforts to provide these three requisites have been made so far and that is one of the major reasons why local control in elementary education has not worked satisfactorily. Adequate provision for this will have to be made in future in the experiment in democratic decentralization is to be a success.

Recommendations of the Kothari Commission

As regards the role and functions of the local authorities the significant recommendations of the Kothari Commission are as follows:

- As an ultimate objective, it is essential that schools and their local communities should be intimately associated in the educational process. This will harness local knowledge, interest and enthusiasms for the development of education. Besides local bodies can made a significant contribution to the total expenditure on education.
- This democratic decentralization should not be taken as an end in itself and implemented immediately and universally on uniformly without reference to local conditions.
- This should be adopted immediately as a national policy in all the States by associating the local communities with their schools whereby non-teacher costs can be provided with the help of suitable grant-in-aid from the State for important schemes.
- The ultimate goal to be reached is the establishment at the district level, of a competent local education authority which may be designated as the district School Board and which would be in charge of all education in the district below the university level. This should be accepted as a national policy.

- The transition from the immediate to the ultimate objective cannot be made in one jump but will have to proceed through number of carefully planned stages. It cannot also be made simultaneously in all States, not even in all the district of State. The difficult decisions regarding the type of local authority, delegation of powers and so on should be taken by the State concerned in view of the local conditions.
- Adequate safeguards should be provided to ensure that the teachers are not harassed and that they do not get involved in local politics and factions: Experience has shown that, for the purpose, it is necessary to vest the control over the teachers, not in the local authority, but in its Administrative Office (Educational Department).
- It is not enough to decentralize the administration of education and vest it in the local authority. The programme will not succeed unless intensive steps are taken to educate local leadership on the right lines, to provide the local authority with trained and competent officers and to make necessary resources available to the local authority.

Role of Voluntary Agencies

In ancient India all indigenous schools were of private origin and they were managed either by big landlords or by philanthropists or by the State finances in the form of land grants. The ashrams of old Rishis, Buddhist Vihars, Village Chatusalis of the medieval period, madarharas and mukhtabs of Mohammedan times were mainly private enterprises. The famous grammar schools, or so-called "public schools" of England were private enterprises. In U.S.A. although providing education was the concern of the general community yet many private institutions were established mainly by the minority groups. For instance, Catholics felt that religious teaching being a part of general education should be taught in their own schools as it was not possible in public schools where children of various religious orders were being taught.

The East India Company in its early days did not assume any responsibility for education. So, during that period education was mainly a private enterprise and older institutions of Hindus and Muslims continued as private institutions for a long time; besides, the Christian Missionaries opened their institutions for teaching English and they were maintained as private institutions. However, since 1813, when the East India Company started sanctioning grants for the progress of education, a number of non-missionary institutions also sprung up as private enterprises.

The Wood's Dispatch of 1858 gave fillip to opening of more private schools with the help of government grants. Of course, under the grant-in-aid scheme the missionary schools were the main beneficiaries.

In 1882, the Hunter Commission recommended against opening government schools further and suggested to use them as models only. Private institutions were given liberal grant-in-aid and more government encouragement was forthcoming for private enterprise. The Commission advised the government to leave the control and management of private education in the hands of local and private bodies. Thus, within twenty years, the number of private secondary schools for example, increased by thirty percent, rising from 3,916 to 5,124. Most of these were under Indian managements, the missionary institutions losing the race.

In the first half of the twentieth century also the policy encouraging private institutions through the award of grant-in-aid continued. There was, however, more control and restrictions imposed on such schools in the interest of public good and betterment of education. Thus, gradually the number of private schools increased leaps and bounds. Even after Independence there was no spectacular change in this policy and many kinds of private institutions came up

different sectors of education in order to cater to the needs and aspirations of all people and groups.

Thus, private agencies have played an important role in the development of education in India. At present, private agencies play an important role, along with government and local bodies. In the field of secondary education, however, most of the schools are managed by government and local bodies and private agencies.

There are different views on the role of private agencies. According to one group of people, private agencies have no place in a programme of universal primary education, where free education is available. Secondly, the group argues that the existence of private schools perpetuates class distinctions, because rich people provide better education for their wards in expensive private schools. Thirdly, they point out that a higher standard of education will be possible in common schools only by abolishing private ones. Fourthly, it is argued that since most of the private schools are denominational, they encourage religious bias and fanaticism, which are detrimental to the growth of secularism and national integration.

On the other hand, there are also very strong reasons for the continuance and maintenance of private schools. Firstly, it is constitutionally illegal to abolish minority schools. Because of Article 30 (1) of our Constitution, the minority groups, whether by religion or language, have been given the fundamental right to establish and administer educational institutions of their choice. The abolition of private schools is only a negative solution to the problem; therefore, it is not appropriate to abolish private schools for raising the standard of education in common schools. Rather, all steps should be taken to improve the quality of education in general.

Recommendations of the Kothari Commission

According to the Commission (pp 446-47), the future role of private agencies in education should be broadly governed by the following principles.

- It is true that some forms of private enterprises have made a negative rather than a positive contribution to education. At the same time, we should recognize that the private enterprise has played an important role in the development of education in modern India, that a large proportion of our good institutions are in the private sector and that it can make a useful contribution to the development of education in the years ahead. The State should, therefore, make all possible use of the assistance that can come from the private sector for the development of education.
- Under the Constitution, private schools have a right to exist and if these do not seek financial assistance or recognition from the State, there need not be any considerable restrictions on their activities.
- The private educational institutions, which depend very largely on public revenues for their existence, should be gradually assimilated with the system of public education.
- In dealing with private enterprise, problems relating to their teachers, grant-in-aid and control are very important. A large number of safeguards are to be taken as regards economic, social and professional status and security in service conditions of such teachers. A reasonable system of grant-in-aid and control should also be adopted for private schools.

In a democratic country, the growing educational needs should be satisfied by the government and it would be wrong to depend upon private enterprise. Government, including

local bodies has to assume full responsibility to provide maximum educational facilities to satisfy constitution guarantee of providing free and compulsory education to all children upto the age group of 14 years.
