UNIT 5: MANAGEMENT OF RESOURCES IN SCHOOL

Syllabus: Issues related to management of Physical Resources of a School, Human Resource Management – Concept of Human Relations in a School, Group Dynamics, Motivating People, Communication, Management of Teaching- Learning Process, Essentials of Classroom Management, Financial Management, and Budgeting, Office Management.

Introduction

The school plays a vital role in society. One of the main tasks is to provide its students appropriate learning opportunities, competencies and experiences in different areas of growth and achievement. To organize and carry out its various tasks and day to day activities, the school has to draw upon a variety of resources i.e. physical, human, and financial resources. Proper utilization, care and maintenance of all these and such other school resources constitute a vital aspect of school management. As a school head, headmaster is charged with the responsibility to organize, utilize and maintain all the resources of the school.

Physical resource management

For every institution, basic infrastructure in concrete terms is essential. Buildings, playgrounds, equipment's, furniture's, machinery and stationeries are required for various practical purposes. Libraries, laboratories, auditorium and so on our part and parcel of an educational institution for organizing different curricular and co-curricular programmes.

Like human resources, there must be proper identification of physical resource needs, installation, maintenance and the most important thing is their proper utilization. But the material resources must be of the right type with right specifications to be available in the right place and at the right time so that the educational goals can be realized without difficulty, duplication and wastage. It is also necessary that physical and material resources should have adequate flexibility, adaptability and stability for meeting the future needs and conditions.

Physical resources

A school can function only when adequate material equipment is there. The school plant, furniture and the subsidiary equipment are the tangible or physical equipment as resources of a school. The duties of a head of the institution consist of looking after the following physical resources:

- ❖ Main school building with its various sections and departments
- ❖ The playground will have separately demarcated grounds for hockey, football, cricket, volleyball, kabaddi, etc.

Administrative Section Further includes:

- ❖ Principal's Room, Visitors' Room, Office, Record Room, Staff Room, Committee room, Guidance and Counselling room, Accountant office and Examination section.
- ❖ Gardens, lawns and farms will include flower-pads, creepers, decorative plants and trees, the water storage and manure pits, a store etc.
- ❖ Assembly hall
- ❖ Library
- ❖ Museum
- ❖ Students Common Room Section
- ❖ Toilets separate for boys and girls
- ❖ The hostel building should have appropriate number of rooms, common room, guest room, medical room, outdoor and indoor games facility, proper furniture, security and lighting arrangements.
- ❖ The staff quarters will include the residential quarters for the headmaster, the members of the staff (teaching and non-teaching staff).
- ❖ The dispensary, the sick room
- ❖ Activities section, which should include: Games room, games stores, Scout and guide room, NCC, NSS room etc.
- ❖ Art section including: Drawing and painting workshop, Drawing and painting gallery.
- ❖ Crafts section, include: Craft workshop, Craft store and Learning Resources
- ❖ Music and dance section including: one demonstration room, and one musical apparatus room.
- ❖ Science section including: Lecture room, laboratory each for difference science subjects, museum, store room each for subjects, i.e. physics, chemistry, biology etc.
- ❖ Technological section including: lecture room, workshop, computer labs, and educational technology store room.
- ❖ Language labs having adequate number of apparatus, lingua-phones, audio-visual aids and cassettes etc.

❖ Subject rooms like geography room, mathematics room, geology room, and social sciences room.

Issues in physical resource management

School Heads are often faced with many constraints which affect their ability to manage and maintain school resources effectively. These constraints generally pertain to lack or shortage of finances, space, manpower, time etc.

- Writing off unserviceable items of stock: This is a constraint that discourages many a good worker to take the responsibility for stock keeping. The Head must, therefore, devise and institute a proper system to dispose of, write off or auction old, unserviceable items of stock with proper justifications and safeguards.

- Consumable and Non-Consumable Items: Sometimes, you may be required to tell and decide as to which resource item is consumable and which is non-consumable.

- A consumable item is usually of low cost and has a short life span and changes its shape or nature in normal usage or due to disuse. Although from a common sense point of view, the School Head may decide what is consumable and what is not, it is wise to consult local regulations and pursue a consistent procedure in all cases.

- No single factor alone is used to determine the category. Three factors have to be considered, namely cost, life span and change of shape or change of nature, for example, how would you classify an expensive 20- litre container of dishwashing liquid, or a 40- kilogram cylinder of gas or a metal container to store rice or packets of biscuits. Common sense will usually be enough to distinguish between consumable and non-consumable goods

- Shortage of trained personnel to handle maintenance and supplies

- Lack of storage space

- Insecure storage facilities

- Delays in the disposal of unserviceable stock items and equipment 3.Lack of consultation between supplier and user

- Increase in maintenance demands because of limited facilities and equipment

- Inability of all members of the teaching and non-teaching staff in being regular and prompt in maintaining records

Human resource management

In the educational institution, human resources include the workers and the students. The workers here consist of the teaching and the non-teaching staff. The combined effort of workers and students is aimed at enhancing teaching and learning in the institution. Efficient human capital development depends on the quality and effectiveness of teachers. Hence a consciously designed human resource development effort is required in order to ensure that work motivation and job satisfaction is enhanced and all teachers become „willing professionals."

The nonteaching or support staff in an educational institution are those employees who provide the support services. They ensure that the teaching and learning environment is made conducive for the attainment of the educational objectives. In order for the support staff to be effectively involved in the achievement of the educational objectives, their potentials need to be consciously detected, developed and released.

The students form a very significant part of the human resource in an institution. They are the ones who learn; in addition, the students are the ones through whom the educational objectives are achieved. They should form an integral part of the human resources development program. A number of students are should be appointed to positions of leadership such as prefect and captain, which provide the management and the students with an important link. The student representatives can perform their roles effectively if their potentials are consciously developed in planned forums such as seminars, debates elocutions etc.

Human relations

Human relationship is an interpersonal relationship and association between two or more people that may range from fleeting to enduring. Human relationships are formed on different circumstances; it could be cultural, social, family, friendship, work and social groups. Leadership and human relation go side by side, you cannot choose between them, and you have to choose them altogether.

Relationships involve some level of interdependence between two parties and people in a relationship tend to influence each other by different means; share their thoughts and feelings, and engage in activities together with trust.

Educational leadership depends on human relation, it all about relationship at every level, relationship with teaching staff, administrative staff and students. Without good relation with teacher it is impossible for a leader to achieve good academic result. Without the help of

administrative staff and teachers it is almost impossible to run a school in proper order, teachers are the soul of a school and without the help of them the school would be a chaos. Therefore, good relations between leader and his school teachers are very important for the improvement of school and the over-all performance of teachers.

Relationship between teacher and headmaster

Leadership is all about relationship, there is a good leader behind every successful task, and tool of every successful leader is good human relationship. A leader inspires other with his character and earned the trust with whom he interacts. He gives respect to his staff members and treats them like a family. He knows the problems of staff members and helps them at the time of crisis.

Teachers' relation to students

The teacher shall

➤ Always be punctual in attending to his duties in the school

➤ Always teach curriculum after making thorough preparation for the lessons

➤ Treat all the students with love and affection

➤ Impartial to all irrespective of caste, creed, sex, status, religion, language and place of birth

➤ Guide the students in their physical, social, intellectual, emotional, moral and spiritual development

➤ Respect basic human dignity of children while maintaining discipline in the school

Teacher in relation to parents

Teacher parent relationship is vital to achieve better academic results and enhance the performance of students.

➤ Seek to establish cordial relation with parents/guardians

➤ Provide information regularly to parents regarding the attainments and shortfall of their wards

➤ Refrain from doing anything which may undermine student's confidence in their parents or guardians.

Group dynamics

People may underestimate the importance of society and group memberships on their lives. Within an organization we do find number of groups. Individuals joining group (s) is a reality – may be formal or informal groups. People work in groups quite frequently and in many different

areas of their life e.g. at work, school/college, sport, hobbies. The managers need to understand Group Dynamics that can enable managers to adopt the right approach of interacting with them.

Meaning

Group dynamics deals with the attitudes and behavioural patterns of a group. Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning. Thus, it is concerned with the interactions and forces operating between groups.

Group dynamics is relevant to groups of all kinds – both formal and informal. In an organizational setting, the term groups are a very common and the study of groups and group dynamics is an important area of study.

Characteristics of groups

Regardless of the size or the purpose, every group has similar characteristics:

- Two or more persons (if it is one person, it is not a group)
- Formal social structure (the rules of the game are defined)
- Common fate (they will swim together)
- Common goals (the destiny is the same and emotionally connected)
- Face-to-face interaction (they will talk with each other)
- Interdependence (each one is complimentary to the other)
- Self-definition as group members (what one is who belongs to the group)
- Recognition by others (yes, you belong to the group).

Motivating people

Motivation is an important factor which encourages persons to give their best performance and help in reaching enterprise goals. A strong positive motivation will enable the increased output of employee but a negative motivation will reduce their performance. A key element in personnel management is motivation. According to Likert, "it is the core of management which shows that every human being gives him a sense of worth in face-to face groups which are most important to him. A supervisor should strive to treat individuals with dignity and recognition of their personal worth. Motivation has been variously defined by scholars.

The term motivation is derived from the Latin word movers, meaning "to move." Motivation can be defined as the driving force behind our actions, fuelled by our desire for something. It is that internal strength that gets us to move, and give 100% to whatever goal or end

we desire or plan to achieve. From a manager's point of view motivation is the process to energies, direct and sustain your subordinates' efforts to attain the goals.

Motivation is a psychological phenomenon which generates within an individual. A person feels the lack of certain needs, to satisfy which he feels working more. The need satisfying ego motivates a person to do better than he normally does.

- ❖ Motivation is an inner feeling which energizes a person to work more.
- ❖ The emotions or desires of a person prompt him for doing a particular work.
- ❖ There are unsatisfied needs of a person which disturb his equilibrium.
- ❖ A person moves to fulfill his unsatisfied needs by conditioning his energies.
- ❖ There are dormant energies in a person which are activated by channelizing them into actions.

Types of motivation

When a manager wants to get more work from his subordinates then he will have to motivate them for improving their performance. They will either be offered incentive for more work, or may be in the space of rewards, better reports, recognition etc., or he may instill fear in them or use force for getting desired work. The following are the types of motivation:

a) Positive motivation

Positive motivation or incentive motivation is based on reward. The workers are offered incentives for achieving the desired goals. The incentives may be in the shape of more pay, promotion, recognition of work, etc. The employees are offered the incentives and try to improve their performance willingly. Positive motivation is achieved by the co-operation of employees and they have a feeling of happiness.

b) Negative motivation

Negative or fear motivation is based on force or Fear causes employees to act in a certain way. In case, they do not act accordingly then they may be punished with demotions or lay-offs. The fear acts as a push mechanism. The employees do not willingly co-operate, rather they want to avoid the punishment. Though employees work up to a level where punishment is avoided but this type of motivation causes anger and frustration. This type of motivation generally becomes a cause of industrial unrest. In spite of the drawbacks of negative motivation, this method is commonly used to achieve desired results. There may be hardly any management which has not used negative motivation at one or the other time.

Communication

The word 'communication' comes from Latin word "Communicare' which means to share. Communication is a process that allows human beings and other organisms to exchange information by several methods. It can be both an individual and a collective activity involving transmission or sharing of ideas, facts and information. It happens at many levels (even for a single action), in many different ways and is an integral part of our daily life.

For an individual, education is a life-long and continuous process. Socially it denotes imparting knowledge, skills, norms, attitudes and values from one generation to another, to prepare them to face the unforeseen future challenges and also an effort to preserve what has been achieved by humanity so far. It is also an effort to acculturate the coming generations. In short, education in itself is a process of communication between society and individuals.

There is no one single comprehensive definition that explains what actually constitutes communication. Many definitions of communication are used in order to conceptualize the processes by which-people navigate and assign meaning. At its simplest, communication is transferring a message containing information to a receiver by a sender. At its higher level communication can also be a creative, dynamic and continuous process, rather than a discrete exchange of information.

Role of communication in educational management

The present information intensive society, scientific advancement and rapid transformation in the social context, there is need for teachers and other educational personnel to manage effectively is the main priority. At the same time, they should be capable of doing and managing new things at ease and effectively. This brings us to the role education has in developing a reflective mind set and process of communication has in implementing it. Communication process impacts awareness, opinions, informs as well as motivates. These have been explained below:

Modes of communication

In an organizational setting there are primarily three modes of communication. These are oral, written, and nonverbal communication.

i) Oral communication

It is the most common form of the organizational communication. It has been seen that in an organizational setting many employees spend more than 50 percent of their time in some form of oral communication. In this form of communication both the parties i.e. sender and receiver,

exchange their communication through oral words either through face to face mode or through telephone or intercom system. In case where one way of communication is required a public address system may be used.

Merits

❖ Easy to Communicate: Oral communication is the easiest mode as it is direct, simple, least expensive and time saving. It can be used to send the message to the receiver instantly. Further with the advent of latest electronic and communication technology two or more persons can exchange their messages even if they are located at a distant place within no time.

❖ Effective to Communicate: Oral Communication is an effective mode because of its face to. Face and gestural components. It conveys likes and dislikes, personal warmth or friendliness of the sender to the receivers.

❖ Quick Feedback: In this communication, there is instant feedback for the message transmitted which helps in unnecessary delays, red tapes and officialdom.

Demerits

➢ Lack of Proof: The major disadvantage of Oral Communication is that there is no formal record of communication. Though in normal situation, it may not affect the functioning of the parties involved in the Communication Process. It may become a serious matter when anyone has misunderstood the understood message and it cannot be verified for want of proof.

➢ Lack of authenticity: Oral Communication sometimes may lack authenticity. Oral orders or advice may not be taken seriously as compared to written orders. However, authenticity factor may depend on the trust and respect that exist between sender and receiver of the message.

➢ Loss in transmission: Oral Communication is not spontaneous and if the message is lengthy and is to be conveyed to a distant destination, it cannot be conveyed effectively to the receiver.

ii) Written communication

Written communication implies any communication conveyed in written form for effective and efficient functioning of an organisation. A written communication may be in the form of circulars, instructions, letters, manuals, memos, notes, bulletins, house magazines, reports etc.

With the advent of information and communication technologies one can send any written communication in no time to any part of the globe bye-mails, etc.

Merits

❖ As a Permanent Record: The biggest advantage of written communication is that it provides proof or permanency of records for future reference. The past of our society is known to us through written form of communication which is available to us in the form of manuscripts. In an organizational context many communications are stored for future references in the forms of circulars, office orders, reports, service records, etc.

❖ As an authentic source: Written communication is regarded as more authentic than oral communication because of its written nature and it may be in the form of organizational manuals, charts or orders. In fact, written things are taken more seriously by people than oral and when it comes in writing they have no alternative but to accept it.

❖ As less time consuming and fast: Today written communication can be sent to distant places in no time with the help of E-mail, fax, telegram, etc.

Demerits

❖ Lack of confidentiality: Sometimes written communication requires secrecy and if the written materials leak out before time, it may cause lot of embarrassment for the organization and may stall its activities. In recent times you may have heard of a lot about cybercrimes in which the written confidential communications have been decoded which are sent through internet to the receiver. The leakage of question paper is one such example.

❖ Costly: Written communication is costly and time consuming as compared to the oral communication. When a message is transmitted in the written form utmost care is taken by the sender to draft the message clearly, precisely and authentically in order to avoid any future ambiguity. More over the cost involved in stationary, ink/cartridge, etc. make written communication a costly affair as compared to the oral communication.

❖ Creates formality in the organizational setup: It has been seen that written communication becomes a formal means and it creates excessive formality in personal relations which results in hampering efficiency and creates red tapism rather than achieving productivity and desired results.

iii) Non-verbal communication

Non-verbal communication plays a pivotal role in both organizational and non-organizational settings. Looking at the role of non- verbal communication, a new academic study of body movements known as kinetics has been developed. Kinetics refers to the study of gestures, facial expressions and other movements of the body to communicate meanings.

A handshake or folding of hands for greeting in Indian context is perhaps the most common form of body language that tells a lot about a person's disposition. Similarly, eyes are the most expressive component of the facial expression. A smile, a gaze or a provocative eye reaction are all various forms of communication. Sometimes there may be contradiction between verbal and nonverbal communication. The literal meaning of the communicator's word may be different than what he/she conveys through non-verbal communication. It is therefore, important for the receiver to be very conscious of this aspect of communication. He/she should look for non- verbal clues as well as listen to the literal meaning of the communicator's words. Further, there may be situations which we call communication credibility gap. Here a head of the institution says one thing but does another thing, will soon find that his/her employees listen to mostly what he/she does rather what he/she says.

Classroom management

Managing a classroom is an integral part of the teaching-learning process. Effective management of a classroom shows the concern of a teacher for the instructional process. It is dependent on his efficiency to do the tasks more effectively. Therefore, classroom management, both as a process and as an approach, has a great impact on learners' learning. It increases learning efficiency of the learners. Thus classroom management has a closer relation with learners' accomplishment of learning objectives. Managing a classroom has always been a major concern of the teachers. It involves more than one skill of the teacher such as creating a teaching learning environment, maintaining learners' involvement in teaching-learning activities, establishing effective discipline and ensuring desired learning outcomes by the learners.

Classroom management refers to the shaping of learning environment in classroom. Like teaching and learning, classroom management is a complex activity. So there is no single clear-cut management procedure accepted by all. Shaping of environment takes place gradually in response to the teacher's behaviour. You might have observed that a class that is active and attentive with one teacher can be noisy or even difficult to control for another. The skilful teacher keeps his class attentive to what is being taught and involves the learners in productive activities.

Principles of class room management

The principles of classroom management are linked with an effective instructional process. The instructional process is based on the teacher's personal efforts and the objectives that he and his learners are supposed to achieve. The principles of classroom management reflect the concern of the teacher for his teaching task. If the teacher evinces a strong concern for his teaching and also for his learners, the teacher will prove to be a successful manager.

1. Principle of clarity and mastery over Content

The first principle of managing classroom instruction is the teachers' command over the subject(s) s/he is dealing with. S/he should have a thorough knowledge of the school curriculum and his/her subject. Thorough knowledge implies mastery in one's subject which helps a teacher teach effectively in a classroom. The depth and grasp over the subject helps a teacher in two ways.

- The learners are greatly influenced by a well-read knowledgeable and learned teacher. You might still be remembering the talented teachers you came across during your learner life.
- Thorough knowledge can help you properly conceptualize the content to be covered in your lesson. The process of conceptualization helps you arrange instructional tasks in the most appropriate order according to the needs and mental abilities of the learners. This helps the teacher manage his/her instruction effectively.

2. Principle of involvement

The teacher can use principle to make the teaching-learning process more participatory. Active involvement of the learners in instructional tasks is a condition of learning. The skills of questioning, receiving and providing feedback, etc. can make teaching and learning a two-way process. Interactive teaching and learning is possible only when the teacher has thoughtfully planned his teaching activities. If the learners are actively engaged in learning tasks in a classroom, they not only achieve mastery learning but also create minimum problems for the teacher. And moreover, the learners' energy is channelized for productive work.

3. Principle of democracy

Democracy is a way of life, a way of working together to achieve the common goal. The teacher provides equal opportunity to every learner to participate in teaching-learning activities. This behaviour of the teacher develops a healthy positive attitude among the learners for learning. The learners learn how to find a solution in classroom through understanding of each other's views.

Democratic teachers solicit opinion about learning tasks, try to achieve group consensus about what to do and how to do, and also some choice in working arrangements. Authoritarian teachers are also efficient in achieving the goals, but their learners become tense and generally develop negative attitudes towards their teachers. The democratic climate in the classroom allows the learners to take initiative about the instructional process and this ensures effective use of class time. No learner feels neglected in the classroom.

4. Principle of behaviour

While presenting a lesson, the teacher's behaviour should display various positive attributes: confidence, determination, will-power, etc. This indirectly creates a learning environment in the classroom and thus helps manage a classroom with desired and expected learning behaviour. Positive attributes in the teacher's behaviour help develop a desirable behaviour in the learners as well. This is because learners always observe and analyse their teachers' behaviour and compare it with what he/ she professes. You, as a teacher, should, therefore, be conscious that your behaviour in the classroom is being minutely observed by your learners. Your behaviour should not directly or indirectly have any negative impact on your learners.

5. Principle of self control

The teacher has to be firm and consistent in classroom behaviour. If he/she has strong conviction and has a deep commitment to the tasks assigned to him/her, he/she will be able to manage instruction effectively. The self-control of a teacher should enable him/her to control his/her behaviour. This will encourage learners to develop self-control in their behaviour. Through these means the teacher can lead his learners towards growth and development of internal control, self-discipline, positive attitude and work through various learning activities in the classroom

6. Principle of flexibility

The principle of flexibility is not opposed to the principle of the self-control. The teacher should display flexibility in his/her behaviour and accommodate the learners' ideas, plans and observations from time to time. Depending upon the requirement of the prevailing situation, the teacher should be able to make necessary changes in his/her behaviour and in the teaching-learning activities. This will help him/her evolve alternative strategies and use them to achieve the curricular objectives. By giving due importance to the ideas and observations of the learners, you too can make your teaching more learneroriented and hence more productive.

Classroom management techniques

Knowledge of principles and practices of teaching and learning is essential for the teachers. It includes the ability to plan lesson, organize and manage a classroom, and use teaching strategies to help the learners achieve terminal objectives. As you already know, proper management of a classroom means effective organization of teaching-learning activities for optimum output in terms of learner's learning and skill development.

Like a manager of a business house, the teacher too has to manage classroom situations/conditions in such a way that they create a forceful (favourable) environment to motivate and direct learner's learning. The teacher, therefore, has to understand the impact of various classroom related intervening factors, learner's needs, attitude and behaviour, and the teacher's ability/ resourcefulness to communicate with the learners. The sum of these factors determines the effectiveness of management of instructional activities in the classroom. For this, the teacher has to introspect and ask himself/herself how much pain he/she is going to take in systematizing the teaching-learning activities.

When we use the expression 'system', we make sure that teaching-learning activities are properly planned and implemented. We have already emphasized that the teacher should have a positive attitude towards teaching learning process. This is because what a teacher does and how he behaves has a strong bearing on his classroom management. Before we discuss specific techniques that the teacher can use to cope up with learner problems' it will be useful to provide some general information regarding a learner's problems at secondary/senior secondary level of school.

Some learners at this level become disturbed and are difficult to control than learners at the kindergarten or primary level. Some learners drop out of school and those who continue their education become intellectual and socially more mature. At this level, the learners start assuming more responsibilities for their behaviour and hence for their studies at school. Many learners successfully learn basic skills and can manage much of their learning on their own. The teacher's primary concern at this stage is to motivate them to behave the way they should and are expected to. He should function as a manager of classroom instruction. With his ability, skills, experience and knowledge, he should be able to create an environment in which learners can acquire the required knowledge, skills and attitudes without any stress and strain.

Financial management

Educational institutions usually are organized and managed with philanthropic objects. The purpose of this institution is to promote and developed and enhance the quality of educational services. As educational institution is not organized and managed for profits. The financial aspects of this often remain neglected. Even today we presume that these are the institutes for charities. As such, they did not have a sound system of financial management. For such institute finance should be a secondary aspect of management.

Development of sound financial management system however being neglected. It affected institute's development. Many good educational institutions having an objective of development often could not expand properly resulting in loss to the society. It is necessary that institution with quality standard must grow and other variety of services to every concern section. This requires rational and purposive growth. It also requires sufficient and adequate funds to meet infrastructure and other development needs.

Therefore, a systematic and efficient financial management service is a need for every institute whether for profit or not for profit. Educational institute often do not have adequate sources of funds, balance between receipts and payment are hardly matched. Often the dearth of funds is major constrain in development of these institutions. The need for efficient financial management arises due to resources scarcity, inadequacy of funds and limited sources of revenue. Therefore, every educational institute must go for efficient and systematic financial management.

Sources of finance

There are different sources of financial information used by educational institute. These sources are

- Directives, circulars, notifications, government resolutions and other orders issued government agencies from time to time
- Directives and reports of the educational department.
- Published annual reports and other financial data of the educational institute.
- Internally generated financial report receipts, pay statements and other financial statement.
- Observation, reports and articles published in journals related with education.
- Guidelines issued by apex educational institute.

Financial management is the core aspect of the management. Educational institute acquire funds from certain select and define sources. These sources cannot be modified and enhanced with each case. On the contrary there are still many limitations on procurement of funds. Whereas educational institute are expected to provide multiple educational services for which huge amount of funds is required, this cannot be rightly meet. Thus there is a significant gap between sources of finance and their application in educational institute which demands a more systematic and rational concept of financial management.

Salient features of financial management

- ❖ Anticipating financial needs – To estimate financial requirements
- ❖ Acquiring financial resources – To procure funds through select sources of receipts.
- ❖ Allocating funds in business – To ascertain requirements and allot funds.
- ❖ Administrating the allocation of funds – To maintain control of process, fund utilization.
- ❖ Analysing the performance of funds – To measure the extent of achievements of goals.
- ❖ Accounting and reporting to management – To justify the fund utilization and supplies the report of the same.

Steps in financial planning

- Deciding the philosophical basis of financial management.
- Estimating objectives.
- Policy formulation.
- Forecasting
- Developing appropriate procedures.

Budgeting

The term budget refers an estimate or plan of expenditure in relation to income. It is too simple a definition. In fact, a budget is a fiscal expression, rather a comprehensive and coordinated plan, expressed in financial terms for the operations to be undertaken and resources available in an enterprise which in our case happens to be schools, for a specific period in the future.

A budget is a fiscal plan formulated to reach the goals of the school. It is a tool of educational effectiveness great importance for exercising financial control. It reflects the aspirations of the ' school and the financial means to fulfill them. As you know planning is fundamental to management since it involves the control and manipulation of the relevant variables and reduces uncertainty.

Hence a budget expresses the plans regarding all the operations to be undertaken along with realistic estimates regarding the expenses that would be incurred to undertake these operations. Since the operations are either yet to be undertaken or are those that have already been undertaken but require being continued in future, therefore budgets are futuristic in nature. A budget is thus the main framework for financial management of schools. It provides the essential pathways through which the financial resources 'of the school could be harnessed for attaining the objectives that have been set.

Importance of budgeting

A budget enables systematic thinking about the future actions in a comprehensive and coordinated manner. It is a tool for management by objectives, effective communication, continuous feedback and evaluation.

Budget as a tool for evaluation of the financial performance of the school, you had to balance expenses on needs (operations to be undertaken) with the costs involved in each of the operations in such a way that there were neither any unused, i.e. surplus financial resources left, nor were the resources surpassed. This act of balancing requires exerting control over the operations be undertaken by prioritizing needs by evaluating the urgency and expenses involved, mobilizing resources (revenues), controlling costs by adopting cost effective delegating authority to persons who would be in charge of carrying out the operations and estimating the costs involved and related revenue. It is advisable to have a budget that promotes cost effectiveness with high level of school output, at low levels of expenditure.

Budget preparation

The different stages involved in budget preparation are discussed below.

a) Priority of needs

Schools usually are not flush with funds. Hence, the needs of the schools have to be judiciously prioritized. Programmes, projects, activities that are to be taken up during the budget period on priority basis have to be identified. Comprehensive statements of the various activities identified, preferably with their justifications and objectives in terms of educational outcomes have to be made.

b) Identify the financial resources

The financial resources available during the budget period have first to be identified. The revenue should be sufficient to meet the expenditure that is to be incurred. The financial plan i.e.

the budget must clearly indicate how the cost of the various items will be met. The resources in terms of fees collected, sale proceeds, grants, donations and revenues generated from the miscellaneous sources have to be included as the financial resources of the school.

c) Estimation of costs

This involves analysis of the expenditure. The expenditure plan in traditional budgets is based upon that of previous year's budget with some increment but in zero based budget the previous years' expenditures are not considered as the bases but estimated afresh. The expenditure plan should be comprehensive and include direct as well as indirect expenses on the items included in the budget.

Expenditure on administration, staff, equipment, free ships, training, etc. and running costs like, electricity, water, rent, telephone, etc. should be included in the fiscal plan. Cost benefit analysis and alternative paths ensuring economy should be indicated. Any expense to be undertaken should be justified. It is desirable that the revenue as far as possible should balance the expenditure. Otherwise, there would be revenue deficit, which should be preferably minimum and ideally nil.

Preparation of the budget

Budget preparation has to be presented as per the guidelines of the government or the other funding agencies of the school so that it is approved after it has been scrutinized. The budget is then passed as it is or with some modifications. Thereafter it acquires the status of a legal document and is deemed to have been adopted. This process is to be completed before the beginning of the financial period for which the budget is meant. The budget thus shows income and expenses broken down in details. Before the budget is made, information regarding expected enrolment figures, prevailing costs, expected subsidies and other sources of revenue and the account expected there from should be collected.

Administration of budget

After the budget has been approved by the authorities concerned, it has to be implemented, monitored and controlled. All these activities together from the administration of the budget. However well a budget may have been prepared, it cannot be effective until and unless it is administered well. A budget has to be the basis for the financial transactions. The expenditure made during the budget period should be recorded in an appropriate manner. Changes in the budget

should not be made every now and then since this would be adversely affecting its importance as a legal document for efficient management of financial resources of the school.

It is always better to settle the accounts as early as possible instead of keeping them pending. While making payments through cash or pay order caution should be exercised to record the same without delay. Similarly, every item of income should be recorded

Monitoring the budget

It has to be seen that there is no over spending. If more money than that allocated is needed, then either the activity should not be undertaken or permission for reallocation of funds may be sought from the authorities. Especially on items involving greater expense, an eye is to be kept on whether planned expenditure is on target or exceeding it.

Monitoring the school budget should not be a periodic affair but should be carried out regularly throughout the budget period. It can be done through the following steps

❖ Check that expenditures are made in compliance with the budget authorization.

❖ Check if the budget is balanced in true sense and see whether there is a surplus or deficit fund at the end of the budget period and if there is a possibility of building reserves.

❖ Assess the budget and its implementation in order to prepare subsequent budgets efficiently. Provide continuity in the school's accounting system as financial accounts are established on the basis of the balance sheet of the previous year and continue as that for the ensuing year.

Office Management

Management is the key to success for any organization; it is universally applied in all fields of organized human activity. Therefore, office management is an integral part of the total management of the organization. It provides centralized guidance, which diverts the individual efforts towards a common goal or objectives.

Every office requires making decision, co-ordinate activities, handling personnel and conducting evaluation of performance directed toward the objectives. Office activities are also carried on by a group of people (office personnel) working with appropriate means (tools and equipment) and under suitable environment for a common objective or purpose - that of providing efficient and economical clerical service to the organization.

In general usage the word "Office Management" identifies a special group of people whose job is to direct the effort and activities of other people towards common objectives. In other words, it is defined as the process by which a cooperative group directs actions towards common goal.

Functions of office management

i) Decision making: The process by which a course of action is consciously chosen from available alternatives for the purpose of achieving a desired result.

ii) Organizing: The process by which the structure and allocation of jobs are determined.

iii) Staffing: The process by which managers select, train, promote and retire subordinates.

iv) Planning: The process by which a manager anticipates the future and discovers alternative courses of action open to him.

v) Controlling: The process that measures current performance and guides it towards some predetermined goal.

vi) Communicating: The processes by which ideas, are transmitted to others for the purpose of effecting a desired result.

vii) Directing: The process by which actual performance of subordinates is guided towards common goals. Supervising is one aspect of this function at lower levels where physical overseeing of work is possible. All these functions are closely interrelated, however, if is useful to trust each as a separate process for the purpose of spelling out the detailed concepts important to the whole job of the manager.

Skills require for office management

The following are the skills requires in office management

Physical source

Rooms should be according to the need of the organization keeping in mind future expansion physical structure should be well lighted and ventilated and easily approachable.

Functional organization

Office may be divided into a number of functional unit e.g. room for general office, accountant's office, visitors room, assistant matron's office etc.

Equipment

Proper requisition and placement of them is essential and appliances for efficient functioning of the office.

Facilities

Proper ventilation, lighting arrangement, drinking water facilities, toilets, rest room, telephones, intercoms etc., are essential for enhancing efficiency of the staff working in the office. Store room with cupboards essential for storing records.

Furniture

Suitable furniture is essential for improving work should be of right size, easily cleaned and fire resistant. Those should be properly placed in order to facilitate easy movement and also cleaning and dusting.

Menial workers

Good housekeeping will reflect proper functioning of the office if all the guidelines given above are fulfilled but maintenance is not there through good housekeeping.

Staff

Every office employees certain number of staff depending on the size of its organization. These staff members are for different purpose and they are of different category. Usually in an office there are:

- ❖ Secretary who may be a steno-typist also.
- ❖ Clerical staff who will also act as typist.
- ❖ Accountant who will deal with finance
- ❖ Administrative officer
- ❖ Peon
- ❖ Cleaner or maintenance staff

Depending on the size of the organization the number of staff in each category may increase.

Functions of office

The office is responsible not only for the functions mentioned under the process but also for looking after the welfare of the staff. For example, the office of headmaster is expected to carry out the following routine functions:

- ➢ Direction for job for all teaching and non-teaching staff
- ➢ Maintenance of records of all employees
- ➢ Preparation of pay Rolls.
- ➢ Preparation of Records.
- ➢ Maintenance of Statistics of manpower.
- ➢ Planning and Calculation of Budget.

➤ Annual planning up teaching service as a whole.

➤ Maintenance of Public Relations.

➤ Maintenance of establishment of Office Staff.

Skills needed for office management

Headmaster/principal as the office Manager is the leader of the team working in the office. One must have self-sort out and share ideas that we need today and tomorrow. He must be loyal, faithful and sincere. Thus the characteristics of a good manager may be described in broad terms of initiative, dependability, intelligence, judgment, good health, integrity, perseverance and so on. Three skills are fundamental:

i) Technical skills

It is related to the proficiency of performing an activity in the correct manner and with the right techniques. This skill is the easiest to describe, because it is the most concrete and familiar. The executive likewise develops skills in such areas as supervision, direct care and reporting that are especially important at lower levels of a health organization. As the executive rises to more responsibilities other skills become relatively more important.

Ii) Relationship skill

Human relation concentrates on developing this skill of cooperating with others.

iii) Conceptual skill

A third skill involves conceptual ability, to see individual matters as those relate to the total picture. This skill is the most difficult to describe yet is the most important especially at higher levels of an organization. Much of this skill can be learned and is not "just born into a person". A conceptual skill depends on developing a creative sense of disconcerting new and unique ideas. It enables the executive to perceive the pertinent factors, to visualize the key problems and to discard the irrelevant facts.

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