

COMPULSORY COURSE 03 (CC-03)
TEACHER FUNCTIONS

BLOCK 06
RESOURCE MOBILISATION AND
MANAGEMENT

B.Ed. CC-03 : TEACHER FUNCTIONS

Block

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RESOURCE MOBILISATION AND MANAGEMENT

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BLOCK 06 – RESOURCE MOBILIZATION AND MANAGEMENT

INTRODUCTION

Administration or management of all these elements as a whole is a complex and complicated process. The total growth and success of the system, that is, institution depends on the development and strength of all constituent individual elements and aspects of the institution.

Resource is a means for implementing a plan, getting out of the trouble, solving problems and achieving success. Resources may be in the form of money, services rendered by human beings, economic goods, machines, property, assets, equipments, land, buildings, vehicles and so on.

Resources are very important, in fact indispensable, in any enterprise. It is also true with reference to education also. In educational system we need varieties of resources both human and material. We need physical infrastructure like buildings, furniture, laboratory, library, and soon. We require the services of administrators (Principals, head masters), teaching and non-teaching staff members to conduct educational activities. We need the co-operation of many institutions, Governmental and non-Governmental agencies. We need finance from many sources to conduct educational activities without such co-operation and availability of various resources it is impossible to manage educational system. The quality and quantity of needed resources are also important, because the quality of education depends upon the quality and quantity of resources available and utilized in education.

Unit 31 of this block introduces you to the concept of resources and their importance. The next two units deal with resource management and resource mobilization. Unit 34 throws light on aspects of resource sharing and the last two units of this block defines the role of the Head Master and the importance of action research in managing a school.

UNIT 31 □ HUMAN AND MATERIAL RESOURCES

Structure

- 31.1 Introduction**
- 31.2 Objectives**
- 31.3 Human and Material Resources–Meaning Importance**
- 31.4 Classification of Resources**
 - 31.4.1 School Based Resources**
 - 31.4.2 Community Based Resources**
- 31.5 Let Us Sum up**
- 31.6 Answers to ‘Check Your Progress’**
- 31.7 Unit-End Exercises**
- 31.8 References**

31.1 Introduction

Administration or Management embraces a large number of elements, whether material or human or ideational, which are important in their own merit as well as in collaboration with others. Every element is a small part, may be one, but it, along with others, and has to make the process a whole like links in a chain, every element has its share to contribute to the total strength of a chain. If any of the links of this chain becomes weak, the entire chain becomes weak and breaks. Similarly, the administrative process involves so many elements which are not merely theoretical but are very much practical in their nature and utility. They are not selected or independent of each other, rather they are closely inter dependent and interrelated. They are all different aspects of the same process. Administration or management of all these elements as a whole is a complex and complicated process. The total growth and success of the system, that is, institution depends on the development and strength of all constituent individual elements and aspects of the institution. That is why, the efficiency of an administrator or manager depends on how he / she makes use of all the elements involved in the functioning of the institution and how he / she. The principles and structures of educational administration cannot be rigidly applicable. The mechanical and mathematical relationships of the physical world cannot be applied always to the field of educational administration. The administration of educational institutions is primarily concerned with age old human experiences of human organizations or associations.

Educational administration or management, in short, is a human enterprise controlled and affected by a large number of historical, philosophical, sociological, political and psychological factors. Moreover, education being a life-long process, educational administration deals with the entire human life ranging from childhood to adulthood. Thus educational administration is coextensive with human life and comprises multifarious elements.

Effective educational administration / management depends upon effective and skill full resource management. In this Unit you will study about the principles of resource management and the role of various school personnel in resource management.

The element which is required and involved in the functioning of a school / college is termed as a Resource. This resource may vary its nature. It can be a human being, like a teacher or a clerk or can be material like furniture, books and so on required in running a school / college. In this Unit you learn about the meaning and importance of resources required in a school / College and their importance in the functioning of an institution. You also learn about the classification of these resources.

31.2 Objectives

After studying this Unit, you will be able to

- Explain the meaning of Resources.
- Bring out the importance of Resources in the functioning of an educational institution.
- Classify resources available for a school / college.

31.3 Human and Material Resources-Meaning Importance

MEANING :

What is a Resource? In the ordinary sense a resource is any means human or material required to achieve a goal or to produce a commodity.

In the economic sense, resource is defined as any supply, support or aid that will meet a need (demand) of an individual or institution. Resource is a means for implementing a plan, getting out of the trouble, solving problems and achieving success. Resources may be in the form of money, services rendered by human beings, economic goods, machines, property, assets, equipments, land, buildings, vehicles and so on.

Resources may be available naturally like mineral resources land and forest resources etc. They are produced like equipments, vehicles, and machines etc. which are manmade

resources. Some resources are potentially present, but they need to be developed and utilized for example skills and capacities of human beings are potentially present in them, but they have to be developed through education and training to be utilized similarly electrical energy, wood energy and solar energy are potentially present in nature, but they have to be tapped through suitable technology for utilizing them. Some resources are symbolic in nature and the value of these is attributed money is a good example for this type of resource. The purchasing power is acquired by the money because of the value attributed to it by society.

Human Resources

Human beings who render various services to produce some good or to achieve a goal are known as Human Resources. Human beings possess Physical energy, Psychological abilities, motor-skills, and learn social skills to maintain human relationship which they use in producing goods and render services. All these put together are known as Human Resources.

Leon Megginson defines Human Resources as “the sum total knowledge, skill creative abilities, talents and aptitudes of an organizations work force as well as the values, attitudes and believe of an individual involved it is the sum total of inherent abilities, acquired knowledge and skills represented by the talents and aptitudes of the employed persons”.

Material Resources

Material resources include all other resources other than human resources. They include money, Materials, all kinds of infrastructure like furniture, building, machinery, equipments and so on.

Human Resource must be differentiated from Material Resources.

1. Material Resources are physical in nature and they are available in raw condition or they have to be manufactured. But Human resources imply human qualities like abilities and feelings.
2. Material Resources, most of them have to be produced and put to use. Some Material Resources like air, light, forest products etc are available naturally and can be put in to use directly. But Human Resources have to be developed over a like to be ready for use. This process of preparing individual's abilities, skills and other qualities is known as Human Resource Development (HRD)
3. Material Resources can be handled in any manner. But Human Resources cannot be handled like that. Human feelings, social regulations and laws have to be considered in utilizing Human Resources.

4. Human Resources have to be replenished after a period of time through training. This is not so in using Material Resources.
5. Human Resources can be developed and enriched through education and training. This does not apply to Material Resources.
6. Human Resource loses its effectiveness with age, disease, lack of motivation. But Materials Resources can be utilized for a long period.

In education we make use of both Material Resources and Human Resources. Both these resources should be good qualitatively and quantitatively.

Importance

Resources are very important, in fact indispensable, in any enterprise. It is also true with reference to education also. In educational system we need verifies of resources both human and material. We need physical infrastructure like buildings, furniture, laboratory, library, and soon. We require the services of administrators (Principals, Headmasters), teaching and non-teaching staff member to comfort educational activities. We need the co-operation of many institutions, Governmental and non-Governmental agencies. We need finance from many sources to conduct educational activities without such co-operation and availability of various resources it is impossible to manage educational system. The quality and quantity of needed resources are also important, because the quality of education depends upon the quality and quantity of resources available and utilized in education. Hence the management of resources becomes an essential function of education administrators. In teacher training programme curriculum resource management finds a place. A good education administrator should know the sources of resources available for education, how to mobilize resources and how to utilize available resource effectively.

‘Check Your Progress’ - 1

1. What is the economic meaning of Resource?

2. How does Megginson define Human Resources?

3. What are Material Resources?

4. What are the differences between Human Resources and Material Resource?

31.4 Classification of Resources

Resources are classified in many ways. One way is to classify resources into human and material resources. We have already explained them in the previous section. Another way to classify resources is to classify them into free goods, production goods, consumer goods, material goods, economic (non-merit goods). This classification is explained with examples in the chart given below.

In education we use number of resources. They are classified into four groups namely (1) Natural resources (2) Physical / Material Resources (3) Human resources (4) Financial Resources. Examples for these resources are given in the chart given below. Resources of education can also be classified into school based Resources and Community based Resources.

31.4.1 School Based Resources

Resources available within the school campus are known as school based Resources. Building all infrastructures facilities, laboratory, library, teaching and non-teaching staff, playground all come under school based resources. The school administrator knows well about these resources and can utilize them as he wants to the optimum level. He can direct control over them, and make use of them appropriately.

The resources available in the field of education are represented through following figure-1

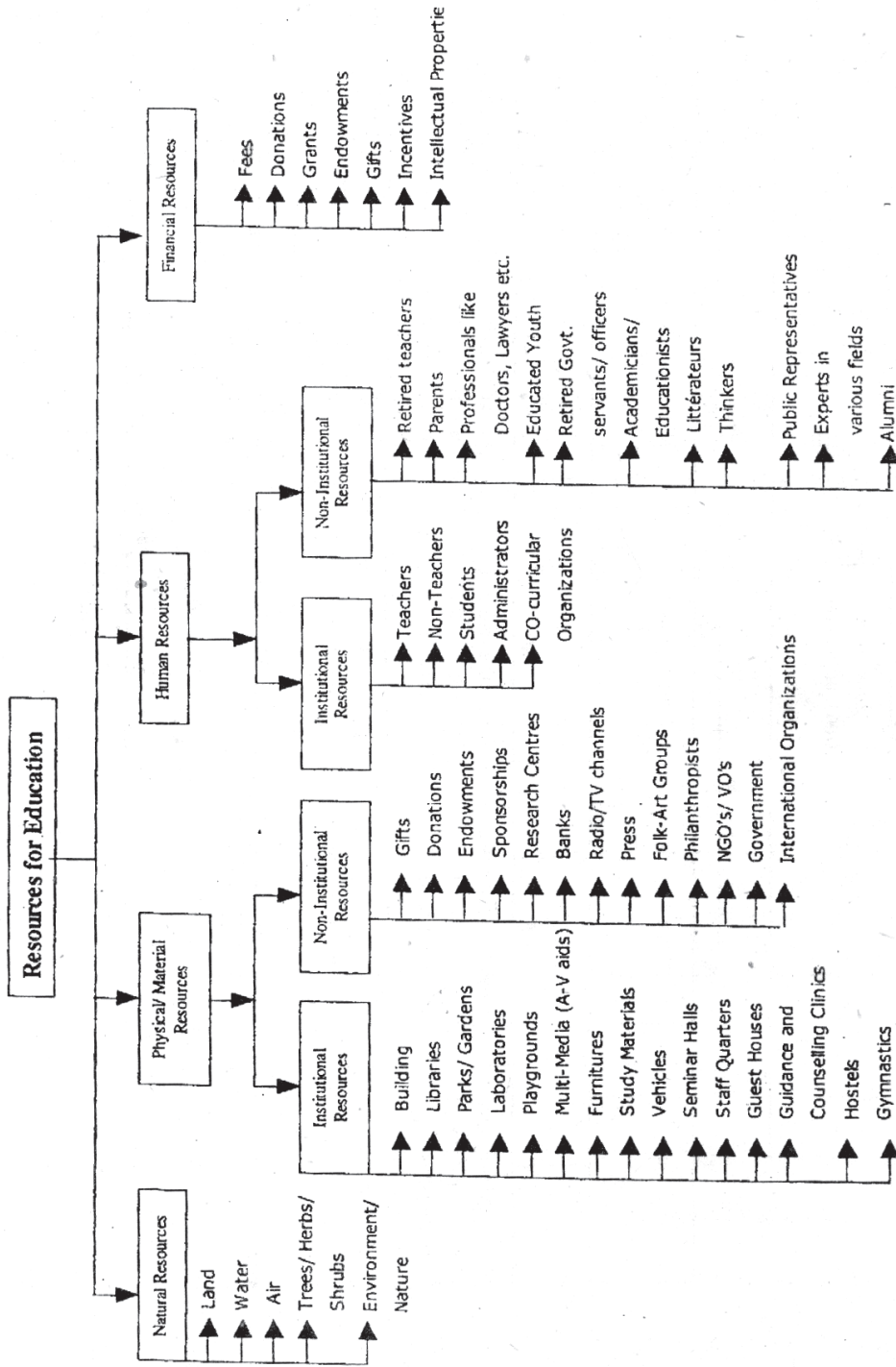


Figure-1: Resources of Education

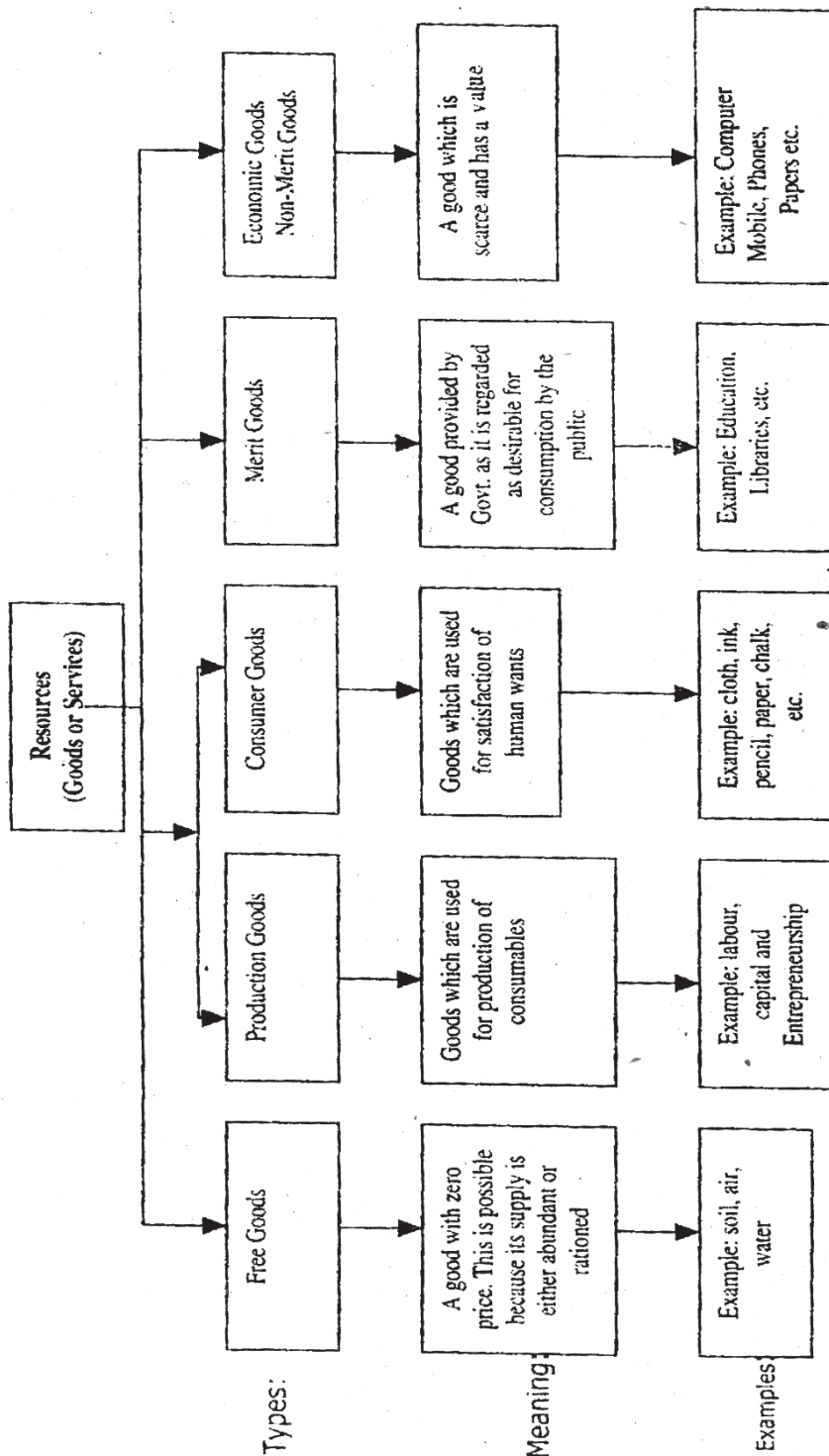


Chart-3: Classification of Resources

31.4.2. Community Based Resources

All resources available procured and mobilized outside the school are community based Resources. These sources may be immediate community, wider social sources, Governmental and non-governmental agencies, educational and other institutions, financial sources like state and central governments, philanthropist, charitable organizations, voluntary organizations etc., are sources of community based resources. A school administration/ manager should know these sources so that he can mobilize resources for education. To obtain government and organizations based resources the school administrator should follow certain rules and regulations to use these resources. A dynamic administrator can mobilize lot of resources for the school from philanthropists and charitable organizations. A good Headmaster should identify available community based resources and then try to mobilize as much resources as possible. Various activities can be planned to mobilize community based resources conduct of student jatha, sending appeals, organizing drama / youth / music / sport festivals, science fairs, convective old students, making requests to government are some of such activities.

‘Check Your Progress’ - 2

1. How do you classify resources required in education?

2. What do you mean by School based Resources?

3. What do you mean by community based Resources?

4. What kinds of activities are organized to mobilize community based Resources?

31.5 Let Us Sum Up

In this Unit you have studied about the resources required in education. A resource is any good or service required and utilized to produce a good or to vander service to satisfy some human of need. Resources are mainly classified into Material Resources and Human Resources. The differences between these two types of resources has been explained Resources required for education are classified into school based Resources available within the school system and community based Resources available from various sources outside the school system. A school administrator has direct knowledge and control about school based Resources. But he has no clear knowledge about the availability of Community based Resources and has no control over them. He has to identify these sources and should take steps to mobilize them. He can organize several activities to mobilize community based Resources.

31.6 Answers to ‘Check Your Progress’

‘Check Your Progress’ -1

1. In an economic sense a Resource is a supply or support or that will meet a need (demand) of an individual or an institution. Resource is a means for implementing a plan, getting out of the trouble, solving problems and achieving success.
2. Megginson defines Human Resources as “the sum total knowledge skills, creative abilities, talents and aptitudes of an organization’s work force as well as the values, attitudes, and life of an individual involved it is the sum total of inhere of abilities, acquired knowledge and skills represented by the talents and aptitudes of the employed persons”.
3. Material Resources refer to resources which are Physical in nature and may be available naturally or may have to be manufactured.

‘Check Your Progress’ -2

1. Resources required in education are classified into (a) Natural Resources (b) Physical /Material resources (c) Human Resources (d) Financial Resources.
2. Resources available readily within the school campus are school based resources.
3. All those resources available from many sources outside the school campus are community based Resources.

4. Conduct of student Jathas, sending appeals, organizing drama / youth / music / sport festivals, science fairs, contacting old students, requests to government are some activities to mobilize community based Resources.

31.7 Unit-End Exercises

1. Make a list of Community based Resources available for your school / college.
2. As a head of the school / college, what measure do you adopt to mobilize more resources for your institution.
3. Explain the meaning of Resource and classifications of Resources.
4. Explain the meaning of Human Resources. How does it differ from Material Resource.

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UNIT 32 □ RESOURCE MANAGEMENT

Structure

- 32.1 Introduction**
- 32.2 Objectives**
- 32.3 Resource Management -Meaning, importance.**
- 32.4 Principles of Resource Management**
- 32.5 Development of Human Resources.**
- 32.6 Integration of Human Resources with Job skills.**
- 32.7 Role of School Personnel in Resource Management.**
 - 32.7.1 Role of the Headmaster**
 - 32.7.2 Role of the Teachers**
 - 32.7.3 Role of the Non-teaching Staff**
 - 32.7.4 Role of School Management / Development Committee and Parent – Teacher Association.**
- 32.8 Let Us Sum Up**
- 32.9 Answers to ‘Check Your Progress’**
- 32.10 Unit-End Exercises.**
- 32.11 References.**

32.1 Introduction

Educational Administration / Management is concerned with the Management of Educational institution like schools / colleges / Universities, where human beings (human resources) as well as Material (Material Resources are brought together for achieving the educational objectives of an institution. Resource Management in educational institutions is concerned more with the management of human beings, their interactions and inter-relations than with the physical elements or material resources like school buildings, furniture and equipments, and other resources like laboratory, library and sports material. It does not mean that management of material resources is not important. It is also equally important, but management of human resources is more complex as well as you need to deal with living beings who vary widely in their capacities, back ground, emotions and feelings, attitudes and skills.

Inter-human relationship is the key-note of educational administration, which is a main a social activity. As human behavior cannot be predicted with accuracy and social conditions are not static. The principles and structures of educational administration cannot be rigidly applicable. The mechanical and mathematical relationships of the physical world cannot be applied always the field of educational administration. The administration of educational institutions is primarily concerned with age old human experiences of human organization or associations.

Educational administration or management, in short, is a human enterprise controlled and affected by a large number of historical, philosophical, sociological, political and psychological factors. Moreover, education being a life-long process, educational administration deals with the entire human life ranging from childhood to adulthood. Thus, educational administration is coextensive with human life and comprises of multiple elements.

Effective educational administration / management depend upon effective and skillful resource management. In this unit you will study about the principle of resource management and the role of various school personnel in resource management.

32.2 Objectives

After studying this unit, you will be able to:

- Explain the meaning of Resource Management.
- Bring out the importance of school personnel in Resource Management.
- Explain the principles of Resource Management.
- Explain the aspects of Development of Human Resources.
- Bring out the need of matching Human Resources with Job Skills.
- Explain the roll of various school personnel n Resource Management.

32.3 Resource Management–Meaning and Importance

Resources are valuable. Some resources like air and water may be available freely. But some resources are scare and money is required to procure them. Hence resources have to be utilized carefully. Planning is required to utilize available resources optimally and effectively. This planning and its implementation are known as Resource Management. It is required to utilize effectively best material and human resources. Resource Management has several steps like identification of sources of resources, mobilizing these resources, utilizing the available resources optimally and effectively and sometime sharing available resources.

32.4 Principles of Resource Management

“Material facilities as a whole play an important role in undertaking of both curricular and extra-curricular activities in an educational institution. These material resources are formed in the form of teaching aids, laboratory equipment library equipment, cultural aids, sports and games equipment and also other office equipment. There are other types of materials facilities which are identified as consumable articles used in laboratories such as furniture, energy etc.”

Management of resources is essential for the following reasons.

1. Every resource has to be utilized.
2. Wastage in the use of resources has to be plugged.
3. Some resources are scarce. They have to be carefully utilized.
4. Some resources have multiple uses.
5. Some resources are not easily available.
6. Some resources like electric power, gas etc., are potentially dangerous. They have to be carefully used.
7. Paper use of resources saves time and money.
8. Some resources need technical Knowledge for proper utilization.
9. Resources have to be properly maintained to prevent loss or cost of repairs.
10. As there is financial involvement in the purchase of materials, proper materials management is essential.

A sound system of materials management must follow the following principles.

1. Determination of Material Resources.

The first requirement in Materials management is deciding what materials are required for the educational institution. This is necessary for allocation of funds, budgeting of expenses and starting procedure of procurement of materials. The determination of material requirement depends on several factors like the type of activities planned the staff strength. The size of students enrolled, immediate and remove needs, availability of funds and son on Manning and discussion are required for proper determination of requirement.

2. Facilities have to be specified on the basis of requirements.

To begin with it has to be decided what kinds of facilities have to be provided in the institution. On the basis of this the required materials have be purchased. This requires

proper planning and estimation of quantity / quality of materials required and the cost of materials.

3. Determining quality is essential:

While purchasing priority has to be given for high quality. It is even more important in institutions because public money is involved in the purchase of materials. High quality of materials ensures proper service, longevity of use, wastage and wear and tear of equipments.

4. The quantity of materials has to be decided properly.

Depending upon the requirement the quantity of materials (number and volume) required has to be determined. Unnecessary stock of materials has to be avoided. Only scarce materials can be purchased in large quantity and stored perishable and consumable materials must be purchased in small quantities.

5. Per capita material requirement has to be worked out.

While planning to purchase any materials how much cost has to be incurred per student (unit) has to be determined. This can be obtained by dividing total cost as required by the number of students (Units). This gives an indication to decide whether the investment is feasible or not. If per capita cost of this is known as unit-cost in economics) proves to be too high the proposal of that purchase has to be limited.

6. Utilization process has to be staggered:

In the case of some scarce or costly resources. Because it may not be possible to purchase them in large quantities. They have to be used but many or have to be used occasionally. Costly equipments like computers, some laboratory equipment, and costly books come under this category.

7. All material resources have to be optimally utilized.

Optimum utilization of any material is a cardinal principle in the material management of any institution. Maximal utilization improves efficiency of the equipments, proves to be economical.

8. A proper inventory system has to be maintained.

All the available / purchased materials have to be listed stock registers, utilization registered etc have to be kept. Entries have to be made for new material purchases, any material is issued to any book for use and any materials requires repair or any material is abandoned.

9. Wastage and under utilization of materials have to be prevented.

For maximum utilization wastage and underutilization have to be prevented completely. Proper maintenance periodic repairs and proper supervision are important in preventing wastage and underutilization.

10. Every material, except consumables, has to be properly identified.

As all materials belong to the institution and thus become public property, they have to be identified and tested and recorded. Identification marks like name of the institution, category of materials and serial numbers have to be painted on each material.

‘Check you Progress’ -1

1. What is Resources Management?

2. What are the steps in Resource Management?

3. Why is a resource Management System required?

4. List the Principles of Resource Management.

32.5 Development of Human Resources

The efficiency of education largely depends on the competence and capabilities of personnel who are engaged in various jobs and services. The most important component

of human resources is the teacher. It is the teachers who are mainly responsible for developing knowledge, attitude, values and skills of students. Unless they are well-equipped and properly motivated, the education system as a whole cannot be effective.

In addition to teachers, other personnel involved at the micro and macro-level are educational supervisors, administrators, planners, heads of institutions, heads of departments, head of research and evaluation, persons in charge of various co-curricular activities many ministerial and office assistants who contribute immensely to the realization of educational objectives. Each of these functionaries requires different degrees of knowledge, skills, understanding and attitudes for performance of their respective work and assignments with competence and efficiency. In fact, an effective manager of human resource can ensure an effectively managed educational system. For facilitating this function these are essential.

- The knowledge, the understanding, values, attitudes and skills required for proper performance of each job in the system should be analyzed and enlisted.
- Manpower requirements at various stages of management need to be estimated well ahead and the required manpower are made available.
- Development needs should be assessed periodically and human resources are multiplied through development programme.
- Persons concerned need to be motivated to maintain adequate levels of performance.
- Appropriate reward and incentive system should be developed through continuous guidance and various career improvement programmes for better quality or work life.

Efforts are to be made at various levels of management for developing the capabilities of personnel working in an organization or institution for performing their roles effectively and for taking up new responsibilities with right and efficiency. The need for human resource development is more imperative in the educational system where the rate of development of knowledge and skill is very fast, rather explosive. There is a great need for developing teachers' professional growth and competence through in-service programmes. Consequent upon the implementation of National Policy on Education, 1986, a new environment has been created for upgrading and updating the knowledge and skills of teachers and other personnel. The mass vacation courses include orientation and refresher programmes which have been continuous orientation and refresher programmes which have been continuous and systematic through different institution and innovations.

In order to make the process of human resources development more systematic, relevant and meaningful, it is necessary to look into the following aspects of management.

i) Recruitment and Placement

After identification and finalization of the requirements of human resources, it is felt essential to recruit suitable persons. Previously, very few people were genuinely interested to come to teaching progression. There was, therefore, a very limited choice for the management to select competent persons for the teaching profession. This problem is no longer existent at present as a lot of persons are now available for taking up not only teaching, but also no-teaching jobs in the education system. Due to higher remuneration and comparatively better service conditions, many brilliant and highly educated candidates are trying their lot in the educational institutions starting from pre-schools to universities.

A good recruitment system has to be evolved for ensuring the identification of right kind of people to man different positions. If an Arts graduate is appointed to teach Science and Mathematics or if a History teacher is asked to teach languages, it is a waste of human resources or an unsatisfactory transaction of curriculum. A wrongly placed or frustrated teacher can spoil the learning atmosphere and may adversely affect the teaching-learning process. Therefore, all attempts need to be made to ensure the placement of right persons in right positions through right selection. Firstly, a good system of selection has to be based on accurate identification of competencies comprising knowledge, understanding, attitudes and skills, that are required to perform functions. Necessary needs should be identified through suitable tools and methods. These include degrees and diplomas obtained by the candidates, training courses participated and performance appraisal records of the candidates. Thirdly, it is necessary to identify mechanisms of testing the candidates' knowledge, understanding, skills, attitudes and values, wherever accurate indicators are available.

ii) Performance and Potential Appraisal

After a person is selected, posted and given some responsibilities, it is felt necessary to supervise and guide his/ her performance. Further development needs are identified and in-service training is provided. Periodic appraisals of his/her performance not only enables him/her contributions are evaluated and the extent to which he/she is doing his/her job can be ascertained.

Performance appraisal deals with performance of a person on the job whereas potential appraisal is related to the assessment of capabilities of a person to perform his assignment and to take up responsibilities. For example, the head of an institution or an Inspector of schools has to potentiality to supervise and guide the teaching-learning process. Hence, he or she fails to do justice to his duties and responsibilities. Hence, it is essential to assess the abilities of an employee for the jobs assigned to him / her, so that right people can be placed at the right places for efficiently doing the job.

iii) Reward and Incentive Management

Rewards and incentives are essential for promoting high morale and ensuring adequate motivation of staff members. As we put in some extra efforts and take up some extra responsibilities, we expect some recognition or encouragement from the higher authorities. Any person who does something unusual or contributes something extraordinary or works out an innovation with success, he/she deserves appropriate incentives and rewards. This may be in several forms e.g. giving some cash awards in appreciation, granting a few increments in the salary, weightage for promotion, assigning higher responsibilities, making announcement in the house journal or newspapers, sponsoring study tours, praising before higher authorities and others, and so on. The person is encouraged by this, and the entire system gets motivated for doing better and achieving higher.

iv) Punishment and Disincentive Management

As desirable behavior of the personnel is to be reinforced, their undesirable behavior should be discouraged by all means, for efficient and effective functioning of an institution. However, for this, undesirable and unwarranted behavior, elements need to be identified as objectively as possible and the culprits or defaulters be penalized properly. Personal rancor or professional jealousy should not found any place in this. Punishment and disincentive measures may take different forms, namely asking for explanation, mentioning in the ICCR, issuing memorandum, reporting to the higher authorities, suggesting or making transfer to distant and remote places etc. These matters should be handled with free mind, great impartiality and proper precaution.

v) In-service Education

With a view to keep the personnel abreast with the latest knowledge, skills and trends, it is desirable to provide in-service education continuously any systematically. Teachers need such facility on priority, but other functionaries should also be exposed to modern developments in their respective fields. There are different forms of in-service education for human resource development.

Some of them are as follows

- i) Refresher Training Course giving advanced knowledge and skills for better performance.
- ii) Orientation Training Courses for wider exposition and better acquaintance with latest developments in the respective field and allied ones.
- iii) Staff discussion and deliberation on curricular and co-curricular issues.

- iv) Deputing personnel for participation in professional meetings, conferences, seminars and workshops.
- v) Making various distance education courses and other career development programmes available.
- vi) Encouraging staff members to take up research studies, extension work and publication activities.

vi) Communication

There should be free and frank communication among the employees through notes, office orders circulars, appeals, house journals, newsletters and so on. There are mainly two kinds of communication (i) vertical and (ii) horizontal, if a communication is made among the personnel starting from the grass root or field workers to the persons at the helm of affairs or at the apex of the administrative hierarchy, it is vertical. When a communication is meant exclusively for a particular level of personnel, it is horizontal. But both vertical and horizontal lines of communication should be free and continuous through various means for ventilation and removal of grievances, for boosting the morale and creating motivations among the persons at various levels. This communication should also be a two-way, and not a one-way traffic.

vii) Storage and retrieval of Data

Data relevant to recruitment, placements, transfer, training, reward and punishment etc. of the personnel should be properly reserved and retrieved for effective decision making. Management calls for various decision-making activities and for that, scientific storage and retrieval of information about employee's qualification, qualities, performance and accomplishments awards, potential appraisal and human resource databank should be set up and maintained properly for helping the management in taking suitable decisions. In this work, the computer may be utilized effectively and efficiently if the organization or institution can afford it.

32.6 Integration of Human Resource With Job Skills

Human Resources constitute an important part of educational management. Especially, in the educational arena, human resources or personnel element assume a predominant role. In the management of an institution, it is essential to match individuals with specific skills of job with specific needs. The matching process was less difficult a hundred years ago, because most skills relevant to the work place tended to evolve from brain and muscle.

Today, with work becoming more knowledge and skill-based, management faces problems of matching human resources with work places. With work becoming more knowledge and skill-based management process is more active and responsive to matching human resources with various work places and job.

Personnel management is now often called Human Resource Management which includes recruitment, promotion, training, programming and so on. The process of matching jobs and individuals as discussed above leads to the following questions. What kind of person is needed for a job? What are the abilities of the people now in the organization? How can the individual be trained or replaced, or should the job be adjusted? How can people be obtained to match long term needs of the institution'?

Steps for Matching Job with Individuals

The first step in matching jobs and individuals is to make job specifications or description available to the management. A job description sets forth the objectives, duties, relationships and results expected of person in the job. A principal's job description, for instance, might include the duty "timely completion of courses of study." A hospital administrator's description of job might include statements such as, "Coordinate all community relations" and promote outpatient services so as to relieve pressure on bed facilities".

In order to match job and individuals, job descriptions must be more explicit and concrete. The declaration that a principal should see that courses of studies are completed in time or transacted as per schedule, for example, does not say whether he or she made adequate rooms and teachers available. The hospital administrator may be in charge of all community relations but does this duty involve delivering speeches, appearing before the medical boards or conducting health programme for school children?

A job description may have to be amplified so that it spells out, for instance, how much interrelationship is intended, what innovation or measures need be taken or what managerial techniques should be used. In clarifying job charts all thoughts cannot be put in writing; the people who are in the management should be capable of "reading between the lines" i.e., the implications involved. They should be clear in their minds about the task of matching specific individuals with specific tasks.

The second major step in matching jobs and individuals is translating the duties in the amplified job description i.e., "individual specification". A statement of duties often does to specifically tell what is expected of an incumbent or a candidate or a position. In considering an individual for a particular job, his past experience, accomplishment and behavior, will be the main evidence. But if he is a fresher, his conduct and characteristics in the past have to be appraised and if a position is changed, many factors need be considered for suiting a person to a position.

Individual specifications

There are usually three different ways of stating individual specifications.

i) Certain standardized jobs can be tested directly. Candidates for physical education officer or instructor posts can be put to a series of tests; prospective typists can be asked to type a sample passage and so on. Such standards, however, cannot be applied to complicated and unusual tasks that are typical of many executive jobs. These specifications tell little about a person, whether he will fit into a working group or not.,

Additional specifications are therefore required for complex and high responsibility human positions.

ii) Past experience and achievement may be useful as an indication of one's ability for a similar work in the future. A vice-principal, with some experience can be considered for a post of Principal. A deputy Director of the Training College or Institution can easily fit into a post of Director of Academic Staff College.

iii) Specifications need to include a list of personality traits or characteristics that may be stated in the technical jargon of behavioral or social scientists viz., "democratic and self assertive" or in general terms like "friendly temperament" and "energetic and ambitious". The reason for resorting to personality characteristics is the experience may not be an adequate indication of the actual qualities required for a position. A job may be so unusual that only a few candidates have the requisite and related experience which may show distinctly all the qualities that are needed or success in a new position.

Generally, therefore, most statements of individual specification for executive and staff jobs include a combination of desirable experience and personality characteristics. Preparing the "experience" aspect of an individual is relatively simple and emerges from the analysis of the duties of a particular job. Experience job specifications are therefore useful and should be used whenever necessary.

32.7 Role of School Personnel in Resource Management

Management of resources both human and materials is not the responsibility of head of the institution. Through according to rules and regulations and as the headmaster / principal is the administrative head of the institution, the head-master / principal is responsible for procuring, maintaining and utilizing all resources in the institution, other personnel of the institution - teaching and non teaching staff are indirectly responsible for the management of resources. They are normally responsible for the proper maintenance and utilization of

resources. It is the joint responsibility of the head of the institution, teaching and other staff of the institution to properly manage the resources. Each has his role to play.

32.7.1 Role of the Headmaster

As mentioned about the overall responsibility of management of resources is on the head of the institution. It is with the co-operation of the staff members and members of the management committee the Headmaster decides the materials to be purchased and other resources to be mobilized for the requirements of the institution. He prepares the indent of required materials, prepares estimated cost, it requires invites tenders and makes amendment to purchase the materials as per rules. When materials are purchased they are verified for the quality and taken into stock. The head-master should distribute the resources depending upon the requirement. He has to supervise the proper utilization of all resources. He should also supervise the maintenance of equipments in the laboratory and other places. He relegates the responsibility of resources of various sections to the concerned chiefs like librarian, physical education teacher, laboratory assistants, in-charge of audio-visual room and also class-room teachers. The head-master should periodically assess the requirement of various resources human and material for the institution and take steps to procure them.

The headmaster is also responsible for the appointment of teaching and non-teaching staff. He should arrange for periodic in service training. Work must be allotted to the staff judiciously. Regular supervision of staff is also important to ensure efficiency. In all these duties the Headmaster takes the help of other staff members also.

An intelligent and innovative Headmaster can manage the resources for his / her institution most judiciously and effectively. He can identify new sources of resources and can mobilize them adequately. He/ she can think of making most — utilization of available resource. An efficient Headmaster can arrange for maximum utilization of resources. Thus the head of the institution plays an effective role in resource management

32.7.2 Role of the Teacher

Class-room teachers are also partly responsible for effective utilization of available resources. They have to play an important role especially in the proper utilization of library laboratory, sports materials and teaching aids. They are also responsible for maintaining proper discipline among students, for bringing out their potentials and for proper development of their personality and character. They can assist and advise the Headmaster in purchasing books, electronic materials, laboratory equipments and sport materials. They should maximally utilize library facilities, laboratory facilities and encourage students to make best use of these facilities.

32.7.3 Role of Non-teaching staff

The Role of Non-teaching staff is limited to the maintenance of materials, keeping records relative to them and providing various services like library service, laboratory service and routine office work. They have to inspect the materials and equipment regularly and report any defects which need to be repaired or many requirement of materials to the head-master. The librarian and Laboratory Assistants, technician of Audio-visual Room play an important role in teaching learning activities also. A good librarian an educate students in making good use of library Lab technicians, like work help students in laboratory activities.

32.7.4 Role School Management / Development Committee (SDMS) and parent Teacher Association (PTA)

School Management or Development Committees and parent-teacher associations also play a role in resource management. Their responsibility is limited to identification and mobilization of resources and proper supervision of their utilization. They can help the Headmaster in locating new resources for the institution. They can participate in any activity of the school for resource mobilization. SDMC's have the power to advice and sanction money for purchase of required materials. They have the right to inspect to what extent the available resources are utilized. PTA members can make a follow up the progress of students' academic achievement.

'Check Your Progress' - 2

1. What are the essential factors for effective Human resource management?

2. Mention the aspects of Human Resource Management

3. Which are the two steps in matching jobs with individuals?

4. Who are responsible for effective resource management?

32.8 Let Us Sum Up

In this Unit we have discussed about Resource Management which is very important in the management of an educational institution. You learnt about the meaning and importance of Resource Management. The principles of Resource Management were explained, Human Resource development has several aspects to be considered. These aspects were explained for better efficiency matching human resources to job skills is very important. Head of the institution, staff members, both teaching and non-teaching staff members should mutual cooperate in effective resource management. Even members of SDMC's and PTA's can play an influential role in resource management.

32.9 Answer to 'Check Your Progress'

'Check Your Progress' -1

1. See page
2. See page
3. See page
4. See page

'Check Your Progress' -2

1. See page
2. See page
3. The first step in matching jobs to individuals is to make job specifications of description available to the management. The second step is translating the duties in the job descriptions that are 'individual specifications'. A statement of duties often does to specifically tell what is expected of an in or a candidate or a position.

4. The head-master, teachers, non-teaching staff-members and even members of school Development committee and parent teacher association are jointly responsible for effective Resource Management.

32.10 Unit-End Exercises

1. What do you mean by Resource Management? Why is it essential in an institution?
2. Explain the principles of Resource Management.
3. Explain the process of Human Resource Development with reference to an educational institution.
4. Bring out the persons responsible for effective Resource Management.

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UNIT 33 □ RESOURCES MOBILISATION

Structure

- 33.1 Introduction**
- 33.2 Objectives**
- 33.3 Resource Mobilization Meaning Importance**
- 33.4 Resource Mobilization**
 - 33.4.1 From Community**
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- 33.6 Let Us Sum Up**
- 33.7 Answers to ' Check Your Progress '**
- 33.8 Unit-End Exercise**
- 33.9 References.**

33.1 Introduction

In the previous two units you have learnt about meaning of resources and various human and material resources, development of human resources and methods of management of resources for maximizing efficiency. You have also understood the role of the head of the institution, classroom teachers and non-teaching staff in resource management.

Resources for running an educational institution are not available and procured easily. The required resources are obtained from various sources like government, non-governmental organizations, parents, community institutions, organization and philanthropic persons in society. Some resources like salary for teachers, development grants, money for days to day expenditure etc are available from government grants. They have to be obtained by following set procedures laid by the government. For the holistic development of a school, for providing better and varied facilities widening for the scope of activities only government financial sources are not adequate.

To achieve these developmental objectives the head of the institution or school management committee has to identify other resources for materials and finance. Resources available other than government sources have to be tapped for additional resources. In this activity, not only the Headmaster, but members of teaching and non-teaching staff, members of School Management / Development Committee and local community members interested in the development of their school have to play an active and constructive role. This process of identifying available resources and making use of them to the fullest possible extent is known as Resource Mobilization. In this unit you will study about various aspects of Resource Mobilization for the benefit of an educational institution.

33.2 Objectives

After studying this Unit, you will be able to:

- Explain the meaning of Resource Mobilization.
- Bring out the importance of Resource Mobilization.
- Explain the process of mobilizing resources from various sources.
- Bring out the role of Headmaster, Teaching / Non-Teaching Staff and School Management / Development Committee.

33.3 Resource Mobilization–Meaning and Importance

Meaning: Resource Mobilization is the process of identifying available resources from various sources, procuring these resources and making use of them effectively. The task of Resource Mobilization is a co-operative task. The head of the institution, teachers, non-teaching staff and members of school development committee should work individually and collectively in mobilizing available resources for the benefit of school.

A school has so many resources like building, playground, furniture, teaching aids, laboratories, and human resources like teaching and non-teaching staff. In addition to these resources, there are many other resources outside the school. Educated persons in the community, members of school Management / Development Committee, philanthropic persons who can contribute to the school, natural resources like lakes, forests and so on of geographical / biological / scientific interests community resources like notaries / factories / production centers, banks, post office, railway station, fire station, police station which are useful for teaching civics, educational centers like universities and resource organizations and government agencies, voluntary organizations and so on. These varied resources have to be identified and mobilized effectively by the school administrator.

Resource mobilization includes the following tasks.

1. Identifying the source of available resources.
2. Take stock of available resources in the school and outside the school.
3. Identifying the resources required for the development of the school.
4. Preparing a plan to utilize the resources available in the school.
5. Preparing a plan to mobilize available resources outside the school.
6. Preparing a plan to utilize the resources keeping in mind the needs of the schools.
7. Preparing a time plan for the utilization of resources.
8. Maintaining the available resources in the school in good condition and to improve them if need be.
9. Providing training for teaching and non-teaching staff for better utilization and enhancing human resource competencies.
10. Preventing misuse or non-utilization of available resources.
11. Taking steps to tap resources available outside the school.
12. Enlisting involvement and co-operation of staff and students in resource mobilization.

Resource mobilization can be done in the following modes.

1. Getting grants from the government and other funding agencies.
2. Collecting donations in the form of fees, development fee donations from parents interested in the developmental activities, donations from philanthropic individuals and voluntary organizations.
3. Collecting donations in the form of materials like desks, benches, chairs, sports materials, laboratory equipments and instruments, and old magazines / books periodicals, teaching aids, stitched uniforms and so on from parents and voluntary organizations like Rotary Club, Lions Club etc.
4. Utilizing services of educated parents, house wives, retired teachers / experts for teaching students and advising and training teachers.
5. Utilizing community resources like banks, post office etc by taking students to visit them and learn about them,
6. Effectively utilizing all available resources within the school teachers, non-teaching staff, has laboratory, accommodation, furniture, instructional aids, sports materials and play ground to the maximum extent.

Importance

Resource Mobilization to the maximum extent and in an effective manner is very important for the development of an educational institution. Its importance is emphasized by considering the objectives it helps to achieve. The following objectives are achieved through an effective programme of resource mobilization.

1. It helps in the all round development of the school.
2. It paves way for maximum utilization of all available material resources in the school.
3. It helps to utilize the available human resources to the fullest extent possible.
4. It leads to qualitative improvement of academic functions of the school.
5. It helps to achieve the objectives set by the school
6. It helps to organize the curricular activities of the school effectively
7. It becomes possible to organize the co-curricular activities effectively.
8. It leads to all round development of students.
9. It economizes the expenditures of the school.
10. It helps to plan development activities for further improvement of the school.
11. It makes it possible to utilize various community resources to the maximum extent.
12. It helps teachers to carry out their teaching activities effectively.

33.4 Resource Mobilization

As noted in the previous section resources for running a school effectively are available from many sources within the school and outside the school-community, government, people in the community and the geographical environment. These resources have to be identified and mobilized effectively to the possible extent by the headmaster, teaching and non-teaching staff and members of school management development committee members. In this section let us examine as to how to mobilize resources from these sources and what kinds of resources can be mobilized.

33.4.1 From The Community

For the effective progress of a school an effective relationship between school and community is very essential. The responsibility of forgoing such effective school community relationship rests of the head of the institution and the members of staff and SDMC. A programme has to be prepared with the joint co-operation of community members, local

politicians, members of local self government institutions like village Panchayats, Zilla Parishads, voluntary organizations interested in education for the development of the school. Resources in the form of land, money, instruments furniture like chairs etc, used books and magazines form can be collecting.

Community members can be encouraged and requested to take up voluntarily to bear the expenditure involved in the repair work of renovation of school building, white-washing or painting them, constructing new class-rooms, compound wall, cleaning the play ground, purchasing required furniture, teaching aids, sports materials etc,. Rich and philanthropic persons in the community may be requested to donate funds for instituting scholarships for meritorious poor students, purchasing uniforms and books for poor students. Community members are encouraged and invited to co-operate and participate in the programmes sponsored by the school like literary campaign, environment awareness and protection programme, community harmony programme, clearing the school / community environment activity, increasing school attendance, retaining children in the school, special teaching for backward children and so on. Such activities not only bring school and community closer but also provide public education to the community.

Continuous effort is required to enlist community co-operation. It is an essential duty of teachers though it is a difficult task. The Headmaster and SDM members must help the teachers in this activity. The Headmaster and the teachers should maintain cordial relationship with the community from the point of view of the development of the school. The school should adjust to the needs of the community to the extent possible. The curricular and co-curricular activities should reflect the local community needs. The timing of declaring holidays, socially useful and productive work, vocationally activities, cultural and festival activities, lectures etc. have to be organized keeping the community requirements in mind.

33.4.2 From Non-Governmental Organizations (Ngo's)

A number of voluntary / non-governmental organizations are now working in society with their own aims and objectives. Most of these organizations are also interested in education. Some voluntary organizations like Pratham are specifically working for betterment of slue education and tribal children. Some voluntary organizations are managing children homes, student hostels, orphanage homes, and conducting classes to educate children who have left school or who have not been enrolled in the school. Some organizations like Rotary Club, Lions Club and so on set apart some amount in their budget to give out as donations to educational institutions and educational activities.

They are interested to take up the responsibility of sponsoring educational programmes in cooperation with the interested schools. They are ready to donate funds for purchase

of furniture, books, equipment, uniforms etc. They also institute scholarships and awards for meritorious students and economically backward students. Some organizations like ISCON in Bangalore and many mutts are coming forward to finance mid-day meal programme. The schools should identify such organizations and utilize the services of such organizations. In addition to providing materials help many voluntary organizations are willing to provide their human resources in the form of volunteers, part-time teachers, experts whose services could be utilized to the maximum extent for the benefit of educational institutions.

The services of voluntary organizations utilized for the school should be made known to the general public. Hence wherever a school gets some help from the community or NGO's it should be publicized and should be acknowledged befittingly.

33.4.3. From the Government

Governments - central and state are another main source for educational finance State government directly finances educational institutions in the state in the form of salary grant, building grant, development grant and contingency grant for other expenses. The entire expenditure on education up to secondary education and junior colleges is borne by the government is spent by the schools and part of expenditure of aided schools and junior colleges is borne by the government in the form of various types of grants. Central government also gives grants for various types of educational activities directing the grant through state governments. Financial assistance is given by the central government to educational programmes like training for teachers, Sarva Shiksha Abhiyan, non-formal education and so on. Sometime several programs are organized by the national level organizations like NCERT, Department of Human Resource Development for the benefit of students and teachers.

At the state level several departments like Agriculture, Social Welfare, Health etc also give financial assistance to educational institutions. Universities also have provisions for giving financial help to education.

Educational Administrators (Headmasters and Principals) should tap these government sources to mobilize finance for the institutions. Grants should be claimed at the appropriate time and such grants must be used effectively and constructively. Financial assistance available from central government must be utilized effectively. Governments both central and state are very good resources for finance, land, buildings, materials and instruments, furniture, instructional aids, student scholarships, student hostels, teachers' salary, increments and pension.

‘Check Your Progress’ - 1

1. What are the resources available from the community?

2. In what ways voluntary organization can provide resources for schools?

3. How can government provide resources for educational institutions?

33.5 Resource Mobilization-Role of

As it has already been noted earlier the process of Resource Mobilization is a cooperative task to be carried over by the joint efforts of the Headmaster, Teaching staff, Non-teaching staff and School Development / Management Committees. In this section let us explain the role of these in Resource Mobilization.

33.5.1 Role of the Headmaster

Headmaster or Headmistress is the leader of the school. A Headmaster / Headmistress should essentially possess the qualities of cleverness, trustworthiness, creativity, impartiality, objective attitudes, self confidence, open-mindedness, punctuality, respecting others, sympathetic attitudes, helping nature, cooperativeness, ability of convincing others, honesty, service mindedness, good character, self confidence, self respect, willingness to correct one's mistakes and so on.

A Headmaster / Headmistress has to play multiple roles in the school. He / She should be a teacher of teachers, supervisor of teaching and non-teaching staffs, person of disciplining students, a distributor of money for the expenditure of the school, sociologist in achieving cordial school-community relationship, an advocate in managing the legal transactions of the

school, a technical expert in educational measurement and evaluation and as a leader in organizing the functions of the school.

It is the duty of the head of the school to prepare a complete plan for the functioning of the school to distribute the functions suitable for all the staff members and supervise the functioning effectively through the active and willing co-operation of all the staff members. He / She should see that all the activities routine administrative, curricular and co-curricular go on continuously without any obstacles. The functions of the head are not limited to school but they extend to outside the school limits. In order to implement the educational policies he/she should establish cordial social relations with government officers, educational officers, department of education, parents, community, parental organisations, voluntary organisations working for education, School Development Management committee. The head of the school enjoys a distinct position and respect in the community. He is not only a leader of the school, but he should be ready to take leadership in community activities. As the school is a social institution, the head of the school must see that the ideals of the society are reflected in school activities. He should seek the help from the community to fulfill the requirements of the school and fulfill the needs of the community through the activities of the schools. Thus it becomes the primary duty of a Headmaster to develop a closer and cordial relationship between the school and the community.

The Headmaster should purchase stationary (paper, pen / pencils) dusters, blackboards, chalk, instructional aids (charts, maps pictures etc,) laboratory materials (equipments instruments), chemicals other required objects, services etc., books/magazines for the library, Radio/TV, CD's, cassettes - audio, video, computers etc., for the technology lab, sports materials and equipment, furniture, and soon. Old furniture has to be repaired and new ones should be purchased. He should supervise that the class-rooms, library rooms, laboratory, staff-rooms, office rooms, other rooms and even play ground are cleared properly every day.

Supervising and managing the work of teaching and non-teaching staff effectively is also important for the optimum utilization of human resources in the school. This will go a long way in the effective resource mobilization.

A Headmaster/Headmistress who has successfully established a good and cordial school- community relationship can mobilize lot of resources available in the community. It is possible that community contains lot of resources which can be utilized for school activities. This becomes easy if there is cordial school-community relationship. The Headmaster should study the community to identify such resources which could be utilized by the school and prepare a list of such resources and chalk out a strategy to obtain those resources. Many materials required while organizing co-curricular activities can be obtained

by the community free of cost or with minimum cost some materials can be obtained temporarily for the functions and latter they can be returned to the owners with thanks. By effectively appealing to the community members the Headmaster can mobilize such resources like donations furniture's land, equipments, books/magazines, sports materials and so on.

The Headmaster using his/her influence can mobilize lot of resources like donations, materials, services from interested voluntary organizations. He can organize many school activities in co-operation of voluntary organizations.

The Headmaster is mainly responsible to tap all the resources obtainable from the government and concerned departments. He should draw monthly salary for the staff and money for contingency expenditure. He should distribute the salary to the staff members and purchase whatever materials required for the school activities. He should also draw the other grants given by the government at the appropriate time and make use of the amount for the developmental activities of the school. Such grants include money for repair work purchase of books, laboratory requirements, teaching aids, sports materials giving a scholarship to poor students and meritorious students and so on.

33.5.2 Role of the teachers

There is no doubt about the statement that the success of any educational system depends to a great extent on teachers. Hence highest importance is given to teachers by educationists, in all educational commissions and books on education. Teacher has been respected as equal to god, as friend, philosopher and guide of students. He has been praised nurturer and protector of culture, as the designer of students' future. Thus classroom teacher is the main human resource responsible for the success of educational system.

Teachers must continuously try to get the support of community and voluntary organizations. It is a necessary duty of teacher, although it is a difficult task. The Headmaster and the entire school system should extend their co-operation to teachers in this task. As teachers have to strictly follow the rules and regulations of the government, sometimes it becomes, difficult for teachers to work with the community to mobilize resources for the school. But, in spite of such occasional difficulties teachers must try to establish cordial relationship with the community using their wisdoms and social skills. With the active co-operation and guidance of the Department of Education the teachers must explore the points or scope of possible meaningful participation of the community in the matters of school development and functioning for the effective and responsible community participation opportunities like social and cultural activities/festivals/ functions, cleaning of the school as well as the village, health enhancement programme, village fairs (Jathras), literacy campaign programme, religious functions public education programmes like Aids Awareness,

Environment Awareness programmes and so can be utilized by the teachers for the qualitative and quantitative improvement of school education. Also relationship between the school and the community is very essential. As education is considered as a valuable human capital teachers should try to develop and protect this human capital with community co-operation.

Teachers' role in resource mobilization is very important. For the development of the school and for the qualitative improvement of education teachers should also take the responsibility of resource mobilization. Every teacher must work to mobilize available resources from various sources—community, voluntary organizations and government—for the benefit of the school. It is the duty of every teacher to mobilize resources systematically, use them effectively and to protect the assets acquired from different sources

33.5.3 Role of Non-Teaching Staff

Any institution must have staff members who are dedicated, honest and efficient in their work if that institution aspires to achieve its objectives successfully. This equally holds good for educational institutions like schools and colleges. It is not enough if a school has a Headmaster, teachers and instructional materials. There is need of supervisors, clerks, attenders, peons and assistants to help the Headmaster in the administration of the school. Experienced senior non-teaching staff-members sometime can also help the Headmaster to take decisions in administration. They provide required information like rules and regulations, previous examples, additional facts and figures within a short time and at the suitable time some so that the Headmaster can take a right decision. Without the co-operation of the non-teaching it is difficult to manage a school. It is with their help the Headmaster prepares institutional plans and annual budget. Hence there is importance for the role of non-teaching staff also in school administration.

The non-teaching staff members can help in several ways in the task of smooth running of the school. It is their duty to maintain records of complete information about students, staff and the assets of school and about the activities of the school. The clerical staff must do this job and other attendant staff members help the clerical staff in the maintenance of the school and cleaning of the buildings. Laboratory and library staff, technical assistants of technology room look after the functioning and maintenance of laboratory library and technology room. The non-teaching staff members help the Headmaster and teachers to plan and execute school activities. The duty of implementing the institutional plan is mainly the responsibilities of non-teaching staff.

The following cover the main functions of the non-teaching staff (clerical, executive and maintenance staff) of a school.

- Maintaining various registers of the school (Stock Register, Attendance, Register etc.)
- Maintaining the financial accounts of the school.
- Managing bank transactions.
- Managing routine office work.
- Maintaining and up keeping of school buildings.
- Preparing salary bill, scholarship disbursement, collection of fees, donations, etc.,
- Purchasing, as per the directions of the Headmaster, materials and services required for the school and supply them whenever they are required.
- Utilizing and Maintaining Library, Laboratory and Technical facilities available in the school.

In these ways the members of the non-teaching staff can help in resource mobilization.

33.5.4. Role of School Management Development Committee

School Management Committee or School Development Committee is a committee consisting of the Headmaster, some government officials and members from the community. It is formed to look after the functioning of the school. Such committees help to bring community and school closer and to assist the Headmaster in the smooth running of the school. They also help in identifying the resources and in mobilizing such resources which can be utilized for the development of the school. Such objectives of School Development Committee can be achieved if its members evince high degree of dedication to duty, their mode of working, their attitude towards education, children and teachers. School Development Committees (SDM) can help in resource mobilization in the following ways

- Improving school buildings, extension of buildings.
- Providing additional furniture, laboratory equipments, books and magazines.
- Improving attendance of children
- Collecting donations in the form of cash or kind from the community for the school.
- Persuading government authorities for grants and other kinds of help.
- Organizing School- Community relationship activities.
- Participating in all school activities.
- Supervising the overall activities of the school.

‘Check Your Progress’ - 2

1. What role a Headmaster can play in resource mobilization?

2. In what way teachers can help in mobilizing resources?

3. Mention any four ways non-teaching staff can help in resource mobilization?

33.6 Les Us Sum Up

A close school-community relation is essential for qualitative and quantitative development of education. Both qualitative and quantitative growth of education should follow side by side. As education is considered as human capital, all teachers must try to enhance and conserve this human capital with the help of the, community. For this purpose all available resources from different sources-community, voluntary organization and government must be effectively mobilized and utilized. In this unit we have explained about the various sources from which various kinds of resources can be mobilized.

Through proper mobilization of resources the all round development of school can be achieved. We can utilize the available resources- physical and human resources to the fullest extent. It will also help for the improvement of quality of education. Students can progress in all aspects of their development. It helps teachers to do their functions successfully.

Money in the form of donations, land, equipment, furniture, equipment and books and any other things-materials and services can be mobilized form in the community, voluntary organizations can render their service in the form of construction and repair work of school building, donation of play ground, furniture, instructional materials and so on. Grants for

building, land for school building, furniture, teaching aids, books, laboratory equipment, scholarships, hostels and such other facilities can be obtained from the government.

The role of the Headmaster / Headmistress in resource mobilization is crucial. The Headmaster should mobilize resources required for the development of the school maintaining good relationship with the community and voluntary organizations. Teachers, non-teaching staff and even members of School Development / Management Committee also have to play a role in resource mobilization.

33.7 Answers to ‘Check Your Progress’

‘Check Your Progress’ - 1

1. Building Construction. - Instructional material.
Furniture. - Donations.
Conveyance. - Books and Magazines.
Services - manual and teaching.
2. Voluntary organizations can provide financial help, services, furniture, teaching aids, laboratory equipment and so on.
3. Government gives salary for the staff, development grants, scholarships, etc.

‘Check Your Progress’ - 2

1. The Headmaster should take all measures to mobilize resources from various sources - community, voluntary organizations and government with the co-operation of staff members and SDM's.
2. Refer sub-section 33.5.2.
3. Write any four points from sub-section 33.5.3.

33.8 Unit-End Exercises

1. Explain the sources for mobilization of resources for the school and the types of resources which can be mobilized.
2. Explain the role of the Headmaster, Teaching and Non-teaching staff and SDMCs in resource mobilization.

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UNIT 34 □ RESOURCE SHARING

Structure

- 34.1 Introduction.
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34.1 Introduction

In the previous Unit, you have learnt about the various types of resources which can be mobilized and utilized for the improvement of functioning of schools. You also understood in that Unit about the role to be played by the Headmaster, Teaching and Non-Teaching Staff and School Development Management Committee.

After mobilizing the resources they have to be properly utilized, and maintained. Sometimes, where there is dearth of resources, they have to be shared between different schools. This will help not only to provide required resources to many schools but also to utilize resources to the maximum extent. Many Education Commissions have recommended such resource sharing. Utilizing school building by two schools on shift basis is one way of sharing resources. Similarly libraries, laboratories, play grounds and the like can be shared by more than one school. In a country like India which is still facing resource crunch especially in semi-urban and rural areas, resource sharing becomes necessary. This will also help in economizing educational expenditure.

School Complex is another strategy to enable sharing resources and to get maximum benefits from the resources, so that such benefits can be distributed to many schools. The idea of School Complex was first proposed by the Kothan Commission (National Education Commission of 1964-66). If we go back in the history of education in India, it can be found that even before 1948, the idea of school complex was implemented by a voluntary organisation called RISE in Maharashtra. The New Education policy of 1986 which intended to bring about significant changes in Indian educational system advocated once again for the need of School Complex. In this Unit you will study about School Complex as an important strategy in sharing resources.

34.2 Objectives

After studying this Unit you will be able to:

- Explain the meaning of School Complex.
- Bring out the need for sharing of resources.
- Bring out the importance of School Complex.
- State the objectives of a School Complex.
- Explain the functions of School Complex.
- Explain the procedure of the formation of a School Complex.

34.3 Resource Sharing–Meaning and Importance

Meaning: Resource sharing is an act of sharing the available resources for the school system in such a way that maximum benefits are obtained from the available resources by many schools. This kind of sharing resources assumes significance especially in developing and under developed countries which face the problem of resource crunch.

Resource Sharing can be done in the following ways.

- Sharing of school plant, especially if the plant is spacious and accommodative enough, by more than one school.
- The same building can be utilized by two schools or two schools of different levels-Primary / Secondary following shift system in the working hours.
- A well equipped Library / Laboratory / Technology Laboratory can be utilized by several nearby schools.
- Playground can be shared by many schools.

- Human Resources like expertise in teaching, training can be shared by several schools.

During holidays school building especially quadrangle and assembly hall can be utilized by the community for community as well as school-community joint activities.

Importance: The following points bring out the importance of resource sharing.

- It helps to solve the problem of resource crunch in Indian schools especially schools located in semi-urban and rural areas.
- It helps to economies educational expenditure.
- It helps to develop / enhance cordial relationship among schools.
- It develops good relationship and co-operation between schools.
- By sharing resources many schools can join together to develop good and well-planned academic programmes.
- By sharing resources schools which have adequate resources, schools having in adequate resources can improve their quality of functioning.

34.4 School Complex

34.4.1 Meaning

A School complex is a cluster of schools. It is a group of neighborhood schools, comprising a number of lower primary, upper primary and secondary schools and one or more senior secondary schools which function together in an integrated way as one education unit. According to Indian Education Commission (1964-66) “The group of schools, built around a secondary school, as the minimum viable unit of educational reform is termed as school complex”. The Commission further says “It is possible to provide certain facilities and equipment when cannot be provided separately to each school, but jointly for all schools in a complex.”

The idea of school complex is not entirely new. Before independence in the State of Ajmer and the State of Bombay a system more or less similar to school complex was in existence. 1964-66 Education Commission gave a definite shape to the idea of School Complex and recommended for its implementation. The type of school complex recommended by the New Education Policy of 1986 was like this. A friendly co-operative complex unit of 3 to 5 nearby lower primary schools and a well established higher primary

school forms and a Primary school Complex 8 to 10 Higher Primary School and one High School complex forms a High School complex.

34.4.2 Importance

The main aim of implementing the scheme of School Complex is to enhance the quality of education. Primary Schools and High Schools can be located in close proximity especially in rural areas. If there is co-operation, and an act of give-take between such schools the purpose of education is served successfully. There should not be any discrimination between government and private schools, between urban and rural schools, if our aim is to improve quality of education as a whole. In the school complex scheme many lower primary school join with a well established higher primary schools, they in their turn can join with a good High School for many school activities. It is possible for High schools, Higher and Lower primary schools based within a radius of 15 kms can establish relationship in activities relating to teaching and to professional growth of teachers. Books in the Library, Laboratory and audio-video equipments, sound system etc can be exchanged between, the schools included in a school complex. Experience teachers from higher level schools can help and guide teachers working in lower level schools. School complex is like a ray of hope for rural schools. This scheme supports the view that teachers committed to teaching profession belong to one teaching fraternity which ever level they are working. Higher levels educational officers and school inspectors must work for the success of school complexes. School Complex is the way for development of oneness and brotherhood.

School Complex is important for its following advantages.

- School Complex helps to solve any academic problem being faced by any teacher.
- School complex facilitates exchange of ideas and suggestions between teachers.
- It is possible to get the facilities available in one school by the schools which do not have such facilities.
- It becomes possible to organize effectively workshops, demonstration lessons, film shows, Seminars and the like to improve the quality of education.
- Member-schools of school complex can jointly organize science fair, Talents Day, Books Exhibition etc in a systematic way in such a school which has all facilities.
- Through establishment of harmonious relationship between Lower/Higher primary schools and High schools, the school complex creates required co-operative

attitude and suitable environment for seeking solutions to various problems faced by teachers.

- It provides scope of development of leadership qualities hidden in teachers.
- Orientation programmes about population education, value education, environment awareness, and national integration and so on for teachers can be organized in the centre of school complex.
- When some teachers of member schools apply leave other teachers of school complex school can manage their work, so that teaching work will not be disturbed.
- School complex acts as a bridge of friendship between taluk level educational officers and district level officers and teaching.
- ‘Activities like examination; valuation etc. can be conducted at cheaper expenditure.

‘Check Your Progress’ -1

1. What is Resource Sharing?

2. What are the ways of sharing resources?

3. Mention any four points about the importance of resource sharing?

4. Who advocated the idea of school complex for the first time?

5. What is the meaning of school complex?

6. Mention any 5 points to show the importance of school complex.

34.4.3 Objectives

1. *Breaking the isolation:* A school complex aims at breaking the isolation that exists between one school and the other. They will come closer, to work for the common cause.
2. *Collective effort:* It will promote joint and co-operative effort among all the functionaries working in these schools. There will be exchange of experiences to prepare common workable policies.
3. *Sharing resources:* It will make possible the sharing of available resources and make the best possible use of these resources.
4. *Solving problems:* Common problems will be more effectively tackled through the joint efforts of a school complex.
5. *Common planning:* It provides assistance and opportunity for common and comprehensive planning, for the overall functioning of member schools.
6. *Educational standards:* A school complex can make serious efforts for improving the educational standards of the school belonging to it.
7. *Guidance:* Finally a school complex is a source of guidance for the constituent schools, in the use of better methods of teaching, understanding projects, organizing co-curricular activities and institutional planning.
8. *Better teaching and evaluation:* School complex will be a manageable unit for trying and introducing better methods of teaching and valuation. The teacher can come together to work out an improved approach in their activities.

34.4.4 Functions of School Complex

i) Providing Academic Guidance: A school complex can discover experts amongst its teachers and headmasters to harness their services to provide academic guidance to a member school. It is a source for guidance towards better method of teaching. The subject committees can be formed in each one of the subject to perform the activities like;

- Divisions of syllabus for the preparation of unit plan,
- Preparation, collection and maintenance of audio-visual aids for the entire complex.
- Discussion on new method of teaching and other innovation in teaching.
- Giving model lessons for the benefit of subject teachers.
- Supervision of lessons by more competent senior teachers.
- Supervising the diaries of teachers.
- Preparation of model lesson plans.
- Providing supplementary reading material.
- Making collective arrangement for remedial teaching in the case of slow learners and backward students.
- Organizing team teaching.
- Arranging special talks on topics of common interest.
- Planning and executing projects.
- Providing guidelines in setting up of question papers, question bank and actual conduct of examinations.
- Arranging complex level academic competitions for both teachers and students.

The School Complex will provide guidance in the co-curricular activities, like.

- Inter-school friendly matches and tournaments.
- Inter school competitions in debates, poetry, singing etc.
- Tours and excursions.
- First aid in the member schools.
- Exchange of good organizers of various co curricular activities.
- Sharing of material, facilities, playgrounds, auditoriums etc.

A School Complex can create in it a cell for suggesting improvement projects for each member school.

ii) Providing Equipment: Arrangement and exchange of equipment is the second important function of a school complex. The better equipped school may be in a position to lend material to the other needy school of the complex. Some of the items of equipment

which can be borrowed and shared are: library book, laboratory equipments, teaching aids, sport materials etc.

iii) Supervisory Role: The head of the nucleus school, heads of the member schools and senior teachers of various subjects can constitute a supervisory team to supervise the instructional work, organizational work and other activities of the constituent schools and give their suggestion so for improvement. This team can take care of the follow-up work also.

iv) Evaluation Function: The School complex will also ensure improvement in the evaluation work: of the member schools. Subject wise committees may be set up to prepare better question papers, prepare and maintain cumulative records, and to introduce innovations in the evaluation programmes.

v) In-service Training: It will also look after the in-service training, professional growth and updating of the teachers. For this purpose, it can maintain a central circulating library for teachers. It can also arrange periodical meetings of teachers for discussion and exchange of experiences. Some talks, demonstration lessons and paper reading can also be arranged. During long vacations some special orientation courses may be held to meet their requirements in respect of new techniques of teaching and new additions to the body of knowledge as a part of their in service training. Audio - Visual aids can also be jointly prepared by a group of teachers.

vi) Imparting Educational Information: The nucleus school may serve as a clearing house for expertise, educational information, latest educational literature, educational data, educational news and trends in education. An average teacher does not enjoy access to these items of information on its own. Only a central body with better sources can acquire such valuable information for him.

vii) Institutional Planning: The nucleus school with the cooperation of member schools will draw up institutional plans for every member school and get it executed. For the purpose of model a master plan may be prepared by it. Each institution should be guided and motivated to draft its own plan in respect of curricular, co-curricular and developmental activities

viii) Administrative Functions: The nucleus school has to discharge some administrative functions also. If it is a school complex consisting of government schools, then the pivotal school may perform financial and other administrative functions on behalf of the department. Even the local adjustment of curricula, time table, examinations etc., may be made through this school complex. It may provide leave substitute for the teachers in the member schools. It may also look after the correspondence, grant-in-aid financial aid, scholarship etc.

34.4.5 Formation of School Complex:

The School Complex will be organized or formed through a 3-tier set-up for establishing link between institutes of various levels.

First tier: In the first tier or the lowest tier, each middle school will be integrally related to 8 or 10 primary schools of the neighborhood. The head of the middle school will provide professional and academic leadership to lie hands and teachers of the primary schools under his charge. He/she has to ensure qualitative improvement in these schools.

Second tier: In the second tier all the middle schools in a particular area will be related to one high school in the neighborhood. The high schools will the head of this cluster of middle schools and will ensure quality education in all of the schools.

Third tier: In the third tier all high schools in a particular locality may be associated with a Higher Secondary School.

‘Check Your Progress’ - 2

1. Write the objectives of school complex briefly.

2. In what specific ways a school complex can help in academic activities?

3. What are the main functions of school complex?

4. How is a school complex formed?

34.5 Let Us Sum Up

In this Unit you have learnt about resource sharing and its importance in a country like India in which semi-urban and rural schools are still facing resource crunch. You also learnt

about the scheme of school complex, as an important measure of resource sharing. Resource sharing is an activity to make use of available resources between many schools so that the resources are utilized to the maximum and to provide required resources to needy schools. The importance of resource sharing was explained.

School complex is a cooperative complex of schools around a good school having good resources. The Education Commission of 1964-66 recommended the school complex scheme. The school complex has many specific objectives like breaking isolation, collective effort, sharing resources, solving problems and so on. School complex functions like a academic adviser, provider of equipment, supervisor of academic activities, evaluation, in service training, provider educational information and Manager of administrative functions.

School complex is formed at three levels in a three tier set up-primary school and middle school complex, middle school and high school complex, and high schools and higher secondary school complex.

34.6 Answers to ‘Check Your Progress’

‘Check Your Progress’ -1

1. Resource sharing is mutual distribution of, sharing of available resources among many schools on co-operative basis.
2. -Sharing of school plant.
-Utilizing the same building on shift basis.
-Utilizing library, Laboratory and Technology Laboratory
-Sharing play ground
-Using school building for community activities during holidays.
-Sharing human resources.
3. Write any four points from sub section 34.4.2 to show the importance of Resource sharing.
4. The idea of school complex was first advocated and implemented by a voluntary organisation know as BISE in Maharashtra even before 1948.
5. A school complex is a cluster of schools. It is a group of high neighbourhood schools, comprising a number of lower primary, higher primary and secondary schools and one or more senior secondary schools which function together.
6. Write any five points from sub section 34.4.2 about the importance of school complex.

‘Check Your Progress’ -2

1. The following are the objectives of school complex.
 - a) Breaking the isolation.
 - b) Collective effort
 - c) Sharing resources
 - d) Common planning
 - e) Solving problems
 - f) Achieving educational standards.
 - g) Providing guidance
 - h) Providing better teaching and evaluation.
2. Functions of school complex.
 - a) Providing academic activities.
 - b) Providing equipments.
 - c) Supervisory role.
 - d) Evaluation functions.
 - e) In-service training.
 - f) Imparting educational information.
 - g) Institutional planning.
 - h) Administrative function.
3.
 - Division of syllabus for the preparation of unit plans.
 - Preparation, collection and maintenance of audio-visual aids for the entire school complex.
 - Discussion on new methods of teaching and other innovations in teaching.
 - Giving Model (Demonstration) lessons for the benefit of subject teachers.
 - Supervision of lessons by more competent senior teachers.
 - Supervising the teaching diaries of teachers.
 - Preparation of model lesson plans
 - Providing supplementary reading materials.

- Making collective arrangement for remedial teaching for slow learners and backward students organizing team teaching.
 - Arranging special talks on topics of common interest.
 - Planning and executing projects.
 - Providing guidelines in setting up of question papers, question banks and conduct of examinations.
 - Arranging complex level academic competitions for both teachers and students.
4. School complex can be formed in three tiers.
- First tier:** Primary schools and a middle school complex.
- Second tier:** Middle schools and high school complex.
- Third tier:** High schools and a senior secondary school complex.

34.7 Unit-End Exercises

1. Justify the need for resource sharing among schools in Indian context. In what ways resources can be shared?
2. What is a School Complex? Explain its objectives and functions.
3. Bring out the importance of School Complex.
3. How is School Complex formed?

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UNIT 35 □ THE HEAD MASTER

Structure

- 35.1 Introduction
- 35.2 Objectives
- 35.3 Qualities and Competencies of Headmaster
- 35.4 Duties and Function of the Headmaster
 - 35.4.1 General Duties
 - 35.4.2 Specific Duties
- 35.5 Let Us Sum Up
- 35.6 Answers to ‘Check Your Progress’
- 35.7 Unit-End Exercises
- 35.8 References

35.1 Introduction

The Headmistress / Headmaster (H.M.) is the major component of school administration of whose, ability and skill and personality and professional competency will largely determine on the efficiency of the school. H.M. plays a very significant role in the personnel management of all the people concerned with school, which includes teachers, pupils, administrative staff, parents and people of community. H.M has to bring all these together in an efficient manner such that they can contribute best for the progress of the school. H.M. is the leader who knows how to involve people, how to arrange conditions and initiate processes that will bring out the best in each of the participants. H.M. is the group leader to direct and stimulate group efforts.

H.M. holds the key position in the administrative network of schools. All the things in and around school demand his attention and all the personnel's in school look to him for guidance. By virtue of his office, he has to be a nexus between the government and the school authorities the management and staff, the masters and pupils and the parents and teachers. Character rather than capacity, tact rather than authority, sympathy rather than severity are his/her/ forte - *Joshi S.B.*

35.2 Objectives

At the completion of this unit you will be able to:

- Identify the qualities and characteristics of HM
- List the duties of HM

35.3 Qualities and Competencies of Headmaster

In order to hold his/her key position efficiently, a HM is required to be a person of qualities. Since H.M. is a teacher first and H.M. later lie/she should have all the qualities of a teacher. Apart from this, H.M. should have clear understanding of the philosophy of life. He / She should know the values on which society is based and should have made deep study of various aspects of education. It is said that H.M's belong to the higher order of human race.

High Scholarship: The H.M. should have higher general academic education and professional training. They should have up-to date knowledge of various subjects.

Adequate Professional Training: Educational administration is a specialized job and has to be learnt practically through years of experience as teachers, officiating as H.M. in various situations and visits to model-schools.

Good Health–Physical, Mental and emotional Health : H.M.'s work is heavy work so she/he should be physically fit, should have the mental power of concentration, steadfastness in pursuit of goal good memory, observation et. She / He should be emotionally stable, should not lose temper, not have likes and dislikes, know the value of truth etc.

Personality Qualities: H.M. should be cheerful, democratic with a sense of humour. H.M. should possess scientific attitude. She/he should be open to new ideas. He / She should take full responsibility when there is a failure but give the followers full credit when there is success.

Proficiency in Human Relationship: Being in charge of personnel management, he/she should bring all the personnel's together in an efficient manner. Hence, H.M. should be a friend, guide and philosopher and know how to win the good-will of the people and how to motivate him to put in their best effort for the success of the school. His-her relationship with others is as follows.

H.M. and Teachers: H.M. should develop good rapport between is staff. He / she

should encourage frank discussion regarding welfare of the school. He / She should recognize individual difference between the staff and distribute work.

H.M. and Pupil: Know each child through their own eyes. The pupils should both love and fear the H.M. According to Mohiuddin “Dignity does not consist in aloofness and in maintaining an air of superiority. It rather consist in being helpful and doing the right thing. Great H.M.’s have always been friend of their pupils”.

H.M. and Parents: No H.M. will be successful if he / she do not look beyond to the four walls of the class room. H.M. should take every opportunity to get to know the parents of pupils. Parents and pupils are the real customers of schools.

H.M. and Community: School is a social institution. It should function according to the needs and social background of the community. He / She should exploit all the resources of the community for the benefit of the school and also allow the community to use the school resources.

H.M. and Managing Committee: H.M. should keep the management well informed about the progress of the school, its needs and requirements. But it should not be allowed to interfere with, the internal affairs of the institution.

H.M and State Department: The H.M. should be fully aware of the rule and regulations fixed by department regarding admission, attendance, promotion, class size, leave rules etc.

35.4 Duties and Function of the Headmaster

The H.M. holds the key position in the administrative network of schools. As the head of the whole activity, HM is to make everything move. Dr. Jaswant Singh says, “On the ability and skill as sound and effective educational leader, depends the success of a school system.” The H.M. has to discharge a large number of responsibilities and perform multifarious duties. For the purpose of convenience and understanding and the functions of the H.M. can be classified under specific and general duties.

35.4.1 General Duties

- a. Duties before the re-opening of the school:** Preparation of school calendar, distribution of work-teaching and administrative, preparation of school timetable, purchase of necessary equipment and stationery, completion of admission, planning of the reopening etc.

- b. Duties throughout the year:** Organizing and supervising curricular and co-curricular activities, arranging for medical examination, supervising the conduct of tests and examination, reporting student's progress, inspecting sanitary arrangements of the campus, attend office work etc.
- c. Duties at the close of the academic year:** Arrangement of the final examination programme, setting and printing of question papers, conduct of examination, valuation of answer books, declaration of results, preparation of the annual report of the school.

35.4.2 Specific Duties

Supervision: The H.M. as the leader of the school has to supervise various types of activities organized by the teachers and other personnel. H.M. has to supervise curricular and co-curricular activities, evaluation work, welfare activities of the pupil, office work, discipline, betterment committee, PTA, subject clubs etc. Supervision involves overseeing of the work done by others. Supervision should be comprehensive, democratic and creative, supervision should ensure that all the personnel under him have equitable quantum of work. There is need for flexibility, so that nothing gets imposed on others dogmatically. The H.M. should recognize individual differences among the pupils under him / her and encourage each and every one to put in best ability.

Teaching: Teaching is a very importance functions of the H.M. Despite the frustration of administration and demand, of the position hold by him, one expects the H.M. to be in touch with his/her subject of specialization and also other subjects. H.M. has to be an effective instructional leader who is in a position to guide other teachers in threat of teaching various subjects. Teaching provides an excellent opportunity for the H.M. to come in contact with pupils, to know their level first hand and establish proper rapport with them. The H.M. should take both lower and higher classes. Teaching also provides an excellent opportunity for H.M. to understand the difficulties of teachers.

Management: Duty of H.M. includes management of the school plant, equipment and supply of materials, school finance, and school office. Management of school plant includes, review of effective use of building, class room equipments, etc. to serve educational and other purposes. School office management includes responsibility for preparing budgets, crediting receipts, authorizing expenditures, making payments, providing for periodic audits etc. In a modern secondary school, so many special services have been introduced for the purpose of proper development of the pupils.

Special Services: This includes special services like school health services, school guidance services, school uniform etc. It is obligatory on the part of H.M. that the auxiliary

services are administered properly so that maximum numbers of pupils are benefited.

‘Check Your Progress’ – 1

1. List the special qualities and competencies of a Headmaster.

2. What are the general duties of a Headmaster?

3. Mention the specific duties of a Headmaster.

4. What are the aspects of school administration are included in the school management by a Head Master?

35.5 Let Us Sum Up

In the unit you have learnt about the required qualities and competencies required for a Headmaster and about the duties of a Headmaster. Headmaster / Headmistress play an important role in school administration and management. A Headmaster is described as a navigator who navigates the ship of school. The successful functioning of a school, to a great extent depends directly on the personality qualities, the leadership qualities and the managerial skills of the Headmaster. In the unit the qualities and competencies of a Headmaster were explained. The qualities of a Headmaster both general and specific and the aspects of school management a Headmaster has to manage were also considered.

35.6 Answers to ‘Check Your Progress’

‘Check Your Progress’ -1

1. Section 35.3

In order to hold his/her key position efficiently, a HM is required to be a person of qualities. Since H.M. is a teacher first and H M later he/she should have all the qualities of a teacher. Apart from this H.M. should have clear understanding of the philosophy of life. He / She should know the values on which society is based and should have made deep study of various aspects of education. It is said that H.H.’s belong to the higher order of human race.

2. Subsection 35.4.1

- a. Duties before the reopening of the school: Preparation of school calendar, distribution of work-teaching and administrative, preparation of school time-table, purchase of necessary equipment and stationery, completion of admission, planning of the reopening etc.
- b. Duties throughout the year: Organizing and supervising curricular and co-curricular activities, arranging for medical examination, supervising the conduct of tests and examination, reporting student’s progress, inspecting sanitary arrangements of the campus, attend office work etc.
- c. Duties at the close of the academic year: Arrangement of the final examination programme, setting and printing of question papers, conduct of examination, valuation of answer books, declaration of results, preparation of the annual report of the school.

3. Specific duties of Headmaster include

Supervision: The H.M. as the leader of the school has to supervise various types of activities organized by the teachers and other personnel. H.M. has to supervise curricular and co-curricular activities, evaluation work, welfare activities of the pupil, office work, discipline, betterment committee, PTA, subject clubs etc. Supervision involves overseeing of the work done by others. Supervision should be comprehensive, democratic and creative, supervision should ensure that all the personnel under him have equitable quantum of work. There is need for flexibility, so that nothing gets imposed on others dogmatically. The H.M. should recognize individual differences among the pupils under him / her and encourage each and every one to put in best ability.

Teaching: Teaching is a very importance functions of the H.M. Despite the frustration of administration and demand, of the position hold by him, one experts the H.M. to be in touch with his/her subject of specialization and also other subjects. H.M. has to

be an effective instructional leader who is in a position to guide other teachers in the art of teaching various subjects. Teaching provides an excellent opportunity for the H.M. to come in contact with pupils, to know their level first hand and establish proper rapport with them. The H.M. should take both lower and higher classes. Teaching also provides an excellent opportunity for H.M. to understand the difficulties of teachers.

School Management: It includes management of the school plant, equipment and supply of materials, school finance, and school office. Management of school plant includes, review of effective use of building, class room equipments, etc. to serve educational and other purposes. School office management includes responsibility for preparing budgets, crediting receipts, authorizing expenditures, making payments, providing for periodic audits etc. In a modern secondary school, so many special services have been introduced for the purpose of proper development of the pupils.

35.7 Unit-End Exercises

1. Describe the special qualities and competencies of a Headmaster.
2. List the duties of a Headmaster.
3. Recall the head of a school / college you have studied who impressed you and explain the qualities in him / her which impressed you.
4. What aspects do you include in the institutional management by a Headmaster?

35.8 References

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UNIT 36 □ ACTION RESEARCH AS A SCHOOL DEVELOPMENT PROGRAMME STRUCTRE

Structure

- 36.1 Introduction**
- 36.2 Objective**
- 36.3 Meaning and Importance of Action Research**
- 36.4 Identification of Problems in School and Class Room**
 - 36.4.1 Areas of Problems**
 - 36.4.2 Examples of Problems.**
- 36.5 Steps in Action Research**
- 36.6 Let Us Sum Up**
- 36.7 Answers to ‘Check Your Progress’**
- 36.8 Unit-End Exercises**
- 36.9 References**

36.1 Introduction

The basis of all good behavior is good education and the basis of all good education is research. Research basically helps to add to the existing knowledge in any field of study. All significant research leads to progress in some field of life or the other. The goal of all research is progress and good life. It has proved to be an essential and powerful tool towards the progress of man. It opens new avenues and provides between alternatives.

Research is simply the process of arriving at dependable solution to problems through planned and systematic collection, analysis and interpretation of data. Educational research is directed towards, the solution of educational problems-problems faced by pupil, teacher, administrators, educationists. As in any other field of study, there is strong need for research in education with respect to educational practices, policies, methodology, curriculum, evaluation, planning etc.

Traditionally educational research is carried out in post-graduate departments in universities and in centers for advance studies, for over a period of years by scholars /

experts. This type of research is not necessarily directed towards the solution of some immediate or pressing problems faced by the practitioners.

In the field, Practitioners (teachers, administrators etc.) often get impatient with research workers. Having a strong desire to improve educational practices they would not be willing to wait for research to tell them what to do. In such a situation, to solve educational problems, they require immediate attention and is more constructive to attack these problems on-the-spot rather than by resorting to the procedures of fundamental research. “Such in the spot research aimed at the solution of the immediate problem, is generally known in education as “Action Research.”

In this unit, you will be studying about meaning and importance of action research, some areas of problems in school and classrooms. Also you will know about the steps to be followed to solve problems through action research and various innovative practices which can be used.

36.2 Objectives

At the end of this unit, you will be able to:

- Define Action Research
- Identify the importance of Action Research in the class room
- Identify the problems in the classroom which can be tackled through Action Research.
- Mention the different steps involved in the Action Research.
- Define a problem in clear cut terms.
- State action hypothesis for a problem
- Design action plans
- Interpret the findings of the research.

36.3 Meaning and Importance of Action Research

Day to day problems faced by teachers, supervisors, head of institutions and others require immediate consideration and solution. Some of the problems they face are indiscipline, lack of interest in certain subjects (Among students) consistent and persistent absenteeism in the part of some students, poor study habits, lack of good rapport between pupils and teacher, absence of co-operation of pupils in the school work etc.

Often, the practitioners intend to try out innovative practices in their institutions. They try modifying and bringing in changes in current school practices. Action research takes care of these specific requirements. It is rightly termed as on the spot research. Those who are connected with the class room teaching will have to take spot decisions in order to make the educative process more meaningful and effective. In fact, if there is to be a revolution in educational research, it should come from the classroom teacher. He must be interested in such a type of research that improves his teaching 'here and now'. That type of research is action research. In fact, it should be research in action and for action. Viewed in this sense, action research is research for better teaching-learning.

The involvement of teachers, curriculum framers and other practitioners in education is a new and significant trend in educational research. Action research is undertaken by educational practitioners because they believe that by doing so they can make better decisions and engage in better actions. A teacher conducts action, research to improve his own teaching. A school administrator conducts action research to improve his administrative behaviour.

Active research represents an approach to be more disciplined, more objective and more scientific. It is a procedure where in 'Problem solving' comes into close proximity with reality, at every stage. Instead of focusing in the development of theory, it focuses all immediate applications.

Action research (as mentioned earlier) does apply scientific thinking and methods to real life problems and represents a greater improvement over teacher's subjective judgment and common sense methods to real like problems and represents a greater improvement over teacher's decision based on their limited personal experience.

Here are a few definitions of Action Research

1. "Action Research is the process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and action". - Stephen M. Corey.
2. Action Research is focused on the immediate application, not on the development of theory. It has placed its emphasis on a real problem here and now in a local setting. "J.W. Best".
3. Action research as care Cully planned and controlled research in the classroom which can be one of the best laboratories for the discovery of means to improve instruction".
 - a. It is the practitioners who take up and carry out action research.

- b. It centers round problems faced by them.
- c. It applies scientific thinking and methods.
- d. The purpose of action research is to help teachers to take better decisions regarding educational matters and to improve instruction.
- e. Class room is the place where innovative practices could be tried out through action research.

Thus we came to know that the scope of action research is very vast. This approach of dealing with practical problems seems to be appropriate and promising for all kinds of professional workers in education so long as their desire is to improve their own professional practices.

Importance of Action Research

The importance and value of action research lies in the fact that it helps the schools to work on scientific and objective and objective lines. It is a method of trying consciously, to find out whether or not certain activities do lead to the result that was anticipated. By offering practical solutions to the pressing problems, action research helps in bringing about desirable reforms in the system itself. It does not involve heavy expenditure. One need not be a trained expert to carry out action research. It does not involve any sophisticated statistics and hence easy to comprehend and adopt.

Action research helps the teachers to face their problems with a bold outlook. It leads to trying out innovative practices by the teacher. It provides the teachers with insight into the nature of educational problems and of research techniques, giving a psychological satisfaction. It also gives an excellent opportunity for teachers to report and communicate their ideas to others for wider dissemination and replication. It encourages scientific thinking among the practitioners to deal with their day to day problems. Involvement in research is likely to result in some change in attitude and thinking.

Thus, action research can become great instrument “in determining the kinds of changes that should be introduced in the curriculum and co curricular activities in view of the changing conditions of society.”

36.4 Identification of Problems in School and Class Room

36.4.1 Areas of Problems

The problem arises because of the gap between the teacher’s expectations regarding the honesty and dependability of pupils and the pupil’s actual behaviour. If the process

followed by the teacher during instruction is proved to be unsuccessful, then there arises a need to search for an experiment with something new. Action research can be undertaken in all the areas pertaining to school education. Some major problem areas would be:

Learning and instruction, curriculum organization, co-curricular programmes, examination and evaluation, interests and attitudes of pupils, behaviour problems of pupils; School Organization and Administration etc. These areas circle round four central instruction questions. “What should be my teaching aims?” How can I motivate my pupils?” “What should be the learning activities?” and “How can I find out if my pupils have learned?”

36.4.2 Examples of Problems

An illustrative list of kinds of problems, many alert teachers might face in their day to day teaching, is given below. (The problems are considered here as ‘topics’ for action research)

- A study of effectiveness of different methods of teaching in various subjects.
- Diagnostic and remedial programme for improving pupil’s achievement.
- Developing speed of reading comprehension.
- Introducing graded assignments for weak pupils.
- Improving study habits of pupils.
- Improving reading habits of pupils through a planned use of the school library.
- Utilizing community resources for better learning.
- Use of bulletin boards for improved teaching.
- Trying out instructional material in the different content fields.
- Trying out new programmes in school assembly.
- Trying ways to increase general knowledge level of pupils.
- Trying out different ways of organizing co-curricular activities.
- Developing pupils interest in selected areas like science, mathematics, literature etc.
- Trying out different systems of assessment.
- Improving pupil’s attitude towards work.
- Investigation of the effect of continuous evaluation on pupil’s study habit and achievement.
- Effective organization of time table to utilize radio broadcasts / television programmes.

- An experiment on better use of leisure time by pupils.
- Trying out different ways of improving drawing skill of pupils etc
- Trying out innovative ways develop social skills and qualities of democratic leadership among pupils
- Developing interest in applying the principles of general science which is taught in the class to the daily life
- Developing the ability to make the correct, proper and best use of reference materials borrowed from the school library

The list here given is very short but for a classroom teacher, for carrying out action research, is very vast. Action research provides a means to attack their own problems directly rather than by broad basic and general principles.

36.5 Steeps in Action Research

The purpose of action research is to take care of teacher's day to day problems for immediate solutions. Hence it is accepted that teachers and others concerned, have to attempt to solve their problems through action research. This specifies the imperative need for them to know the different steps involved in action research.

The following steps of procedure are involved in solving a specific problem through action research.

i) *Selection of the Problem*: This represents a broad about which teacher is sufficiently concerned and in which he wants to bring about improvements or tryout new procedures and practices. It requires an inquisitive and imaginative mind to translate one of the classroom problems into a worthwhile and practicable research project. It amounts to identifying the problem worthy of investigation. The teacher should act objectively while making a selection. One should know, how far the working of the system would be influenced after a solution has been found According to John W Best: "Teacher will discover acres of diamonds in their own backyards and possessors of inquisitive mind may translate one of the problems into a worthwhile and practicable research project".

(Examples of problems are given under sub-section 36.4.2)

ii) *Pinpointing the Problem*. This refers to defining the selected problem in clear terms. It has to be realized that "success in research is better defined by the clarity with which the problem is seen in all its complexity than by the commotion it endangers". (George Mouly p.101) when the problem is properly and clearly defined, it enables the

researcher to plan the study properly. It is almost impossible to start to work on problem that is poorly defined. According to Geroge Mouly, “In the End analysis, it is the problem as defined that determines the data at needed and only data that fit the framework of the problem should be collected. It follows that the whole problem must be explicitly defined from the stand point of both, specific questions to be answered and the techniques to be followed in providing the required answer - before any attempt is made to gather the data”. “A carefully defined problem is partly solved.

Another aspect of this step is to “pin-point” the difficulty. No matter how carefully a teacher defines his problem, it remains broad in its scope, if the difficulty is not pin-pointed. In that case it discourages the research and experimentation. To do something, a classroom problem must be narrowed down from a broad area to a focused, specific difficulty.

Thus, it is necessary to analyze a problem after its selection, in its various aspects. This analysis will lead to exact definition of the problem to be stated in limited words in terms (defining a problem) of limited area of distribution (pin-pointing the difficulty).

iii) *Action Hypothesis*: This is a tentative assumption drawn from knowledge, theory and personal experience. After the problem, has been defined, the action researcher makes an attempt to search for the causes of the difficulty or the reasons for the existence of the problem. “A hypothesis is a tentative assumption that is formulated and provisionally accepted to explain observed facts or conditions and to guide in future investigation”. (Good and Seats - Elements of Research).

Before arriving at the action hypothesis, the relation between the stated reasons and the difficulty of the problem should be well established. Formulating hypothesis is important in the sense that it brings clarity and definiteness to the work of action research. Hypothesis properly formulated enables the research worker to collect proper data - they also act a frame work for the conclusions to be drawn. It helps to predict the procedure to be adopted for reaching the goal.

Some examples of action hypothesis are:

- Adoption of remedial measures, will improve students ability to solve richer problems in geometry.
- Planned literary activities in addition to routine classroom instruction will improve oral expression of students in English.
- Providing adequate time for observation of specimens will improve pupils ability to draw diagrams in Biology.

iv) *Designing an Action Plan*: This briefly explains how the study is conducted after the teacher finalizes the action hypothesis, he designs a plan to test the hypothesis.

- The research design for an action hypothesis involves the following aspects.
- Description of activities and procedures for getting evidence or for collecting data.
- An outline of sources, research tool to be used to execute the design.
- The role of the personnel involved.
- Methods suitable/appropriate for collecting data.
- Time required finalizing the action and completing procedures.
- The research design usually involves giving attention to several research problems.

v) *Collection, Presentation and Analysis of Data*. First the procedure or the steps envisaged in the action plan would be tried out. The action taken and the evidence gathered would be recorded. Earlier to this the data collection may be done using the suitable method. Since action research does not involve any sophisticated statistics in it, the method followed for the collection of the data need not be the traditional formal method. Indirect oral exam, observation, interview, etc., could also be used. Any other research tool can also be employed to gather suitable data.

After the data have been collected, it is essential to put unorganized information in a systematic manner in order to obtain the desired results and their interpretation scientifically. Classification and tabulation of data are the methods of systematically arranging the observations according to their similarities of attributes and other features so as to present classification not only gives the total number of the group but also gives the number of subgroups and the nature of these sub groups.

Though classification and tabulation plays an important role in presenting the collected data, sometimes graphical representation of data is more effective in attracting the attention of the reader than any other method. Data which is essential for testing the hypothesis should be presented. The analysis of the data may be done by using relevant statistical method or by using textual discussion.

vi) *Conclusion and Interpretation*. Conclusion would be drawn based on the results of the analysis of data. Analysis of data also helps in accepting or rejecting the action hypothesis. Conclusions should be drawn without any personal bias. Findings and conclusions form the basis for suitable interpretations. Interpretation in a very simple way means the translation of a statistical result into an intelligible description. In order to draw correct and valid inference from the data the pre-requisites are:

- The data should be homogenous.
- The data should be adequate
- The data should be appropriate.
- The data should be scientifically analyzed.

Sometimes, errors are committed in interpreting. The main sources of errors in interpretation are: personal bias, the type of average used, drawing wrong inferences, drawing unwarranted conclusions, misuse of statistical concepts etc. Care should be taken by the action researcher to overcome these.

Follow up

This indicates how the results of the study can be implemented in schools. Follow-up stage also provides the nature of reorganization and rearrangement that may be necessary for implementing the results of the study.

‘Check Your Progress’ - 1

1. Recall and write the definitions of Action Research given by Stephen .M. Corey and J.W. Best.

2. Make a list of the steps of Action Research.

36.6 Let Us Sum Up

Action research is an on the spot research, aimed at the solution of an immediate problem. It is the process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions. The scope of action research is limited to the functioning of educational institutions. In action research, the research problem is located as and when it arises in the educative process.

Areas of problem include the following: Teaching, Curriculum,. Examinations, Administration, Co-curricular activities, School organization, School Community relationship, Guidance and Counseling's, School health services etc.

The different steps to be followed in action research:

- Selection of the problem
- Pinpointing the problem
- Action Hypothesis
- Designing an action plan.
- Collection, presentation and analysis of data
- Conclusion and interpretation.
- Follow-up

Despite its limitations, action research is certainly to be encouraged. It has led to the solution of many class-room problems and has contributed to the advancement of education as a science by providing tentative hypotheses and tentative generalization of immediate practicality. Hence the participation by teachers in the solution of their problems is to be encouraged.

36.7 Answers to ‘Check Your Progress’

‘Check Your Progress’ -1

1. “Action Research is the process by which parishioners attempt to study their problems scientifically in order to guide, correct and evaluative their decision and action”. - Stephen M. Corey
 2. Action Research is focused on the immediate application, not on the development of theory. It has placed its emphasis on a real problem here and now in a local setting” - J.W. Best
- 2 Steps in Action Research
- a. Selection of the problem
 - b. Pin-pointing the problem
 - c. Action Hypothesis
 - d. Collection, Presentation and Analysis of Data,
 - e. Conclusion and Interpretation.

36.8 Unit-End Exercises

1. Find out a problem which you come across in the class room and try to find a solution to the same through action research.
2. A pupil of IX standard is very intelligent and industrious. His performance in the terminal examinations is not quite satisfactory. What steps would you take to find a solution to this problem?

36.9 References

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