

Appendix

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Appendix: I
Correspondence with RMSA



Department of Educational Administration
Faculty of Education and Psychology
The M.S.University of Baroda
Baroda-390002

Date: 5/3/2013

To

The Mission Director
RMSA, Assam

Subject: Principal's Professional Development Program.

Sir,

I, Mr. Amit Choudhury, have been working for my doctoral studies at the Center of Advanced Study in Education, Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara in the area of Professional Development of Secondary School Principals in the northeastern region of India with the objective of identifying the trainings needs of School Principals and developing self-learning training modules both online and offline for its delivery to study the impact.

As your organization is also working in the same area and also the region under RMSA , I would like to associate with your organization in carrying forward the following activities in pursuance of my doctoral research.

- Need assessment study to identify the training needs of School Principals.
- Design and develop self learning modules and implement the same conducting workshops for School Principals.
- Feedback from participants.

I would like to request your august office to grant me the necessary permission and provide administrative support for conducting this research.

I would like to inform you that the Department of Educational Administration, Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara has been working in the area of Leadership Development of School Principals and providing Academic support to several National and International Organizations.

Thanking you in anticipation.

Yours Sincerely

Amit Choudhury

Amit Choudhury
Research Scholar

K. Pushpanadham
Dr. K. Pushpanadham
Guide

Forwarded Through,

N. Pradhan
Prof. N. Pradhan
Head

Dept. of Educational Administration
Faculty of Education & Psychology
The M. S. University of Baroda
Vadodara - 390 002.

OFFICE OF THE MISSION DIRECTOR
RASHTRIYA MADHYAMIK SIKSHA ABHIJAN, ASSAM
Kahilipara, Guwahati-781019

No. RMSA/ StPF/ HTT/65/2013/22

Dated May 04/ 2013

From : D. R. Rajbangshi, ACS
Mission Director (i/c)
RMSA, Assam.

To,

✓ Shri Amit Choudhury,
Research Scholar

Sub.: *Permission for Doctoral research. - regarding.*
Ref.: *Your request on 05/03/2013.*

Sir,

In response to your letter vide under reference, you are hereby permitted to conduct the doctoral research in the Secondary & Higher Secondary school where RMSA is intervening.

Further, to conduct the assessment of Training Needs (TNA) of the Head Teachers & Principals of Secondary & Higher Secondary schools alongwith other research works only necessary administrative support will be provided. The questionnaire submitted by you has been forwarded to SCERT and SEBA for necessary validation.

You are requested to submit the detail strategy and schedule of your doctoral research to the undersigned for providing smooth administrative support at State and district level. You are further requested to conduct the TNA of the Head Teachers & Principals of Secondary & Higher Secondary schools and submit the findings of the TNA which will be utilized for training purposes of RMSA at the earliest.

Yours Faithfully

Mission Director (i/c)
RMSA, Assam.

Dated May 04/ 2013

Memo No. RMSA/ StPF/ HTT/65/2013/22

Copy to:

1. The Chairman/ Secretary, SEBA is requested to validate the questionnaire.
2. The Director, SCERT, Assam is requested to validate the questionnaire.
3. The Director, Secondary Education, Assam for information.

Mission Director (i/c)
RMSA, Assam.

Appendix: II
PPDNAQ



Centre of Advanced Study in Education

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara, Gujarat – 390002

“Development of an E-Learning Program for Enhancing the Professional Competencies of Secondary School Principals”

Principal’s Professional Development Needs Assessment

Dear Sir/ Madam

I am pleased to inform you that I have taken up a research study titled “Development of an E-Learning Program for Enhancing the Professional Competencies of Secondary School Principals” as a student of the Ph.D. program at the Center of Advanced Studies in Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. This ‘Principal’s Professional Development Need Assessment Questionnaire’ (PPDNAQ) has been designed to identify the areas of a School Principal’s training needs based upon which certain self-learning modules will be prepared and administered.

While responding to the Questionnaire (PPDNAQ), feel free and be assured that this would be totally confidential and will be used only for research purpose. Your cooperation will highly be appreciated.

Thanking you.

Yours Sincerely

Prof. Pushpanadham Karanam
Department of Educational Administration

Mr. Amit Choudhury
Research Scholar

Principal's Professional Development Needs Assessment Questionnaire

(To be filled-in by Principals/ Headmasters of Secondary Schools)

Centre of Advanced Study in Education

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara, Gujarat – 390002

Introduction

The 'Principal's Professional Development Need Assessment Questionnaire' (PPDNAQ) lists tasks that principals of Secondary Schools may do to enhance their professional skills. Your help is solicited to determine which tasks are / would be more important for Principals to learn and enhance their expertise. Your ratings will help to determine the most important training needs of Secondary School Principals. Based on these needs, suitable training in the form of self-learning modules will be developed.

It will take you about 30 minutes to complete this form. Please fill it up carefully.

Your answers are highly significant as it will affect /determine the content of the Professional Development Programme for School Principals.

1. Your name (in capital letters):

2. Number of years you have rendered your services as a Principal:

3. Name of the school and address :

4. Type of School :

Govt. Govt. Aided Missionary Other Charitable Trust Private

5. Affiliation :

State Board CBSE ICSE Others (Specify)

6. Total Number of Students :

7. District / State :

8. Any Professional Development Program you are undergoing / have completed? "Yes" "No"

If 'Yes', please indicate the name (and nature) of such Course or Workshop undertaken

Program/ Course/ Workshop conducted by:

Today's Date:

How to Complete the PPDNAQ:

As the Principal/ Headmaster, you are expected to perform various roles to make your school an excellent educational institution. The following are some of the task responsibility areas of school principals in general expressed in the form of statements under various headings. You are requested to mark neatly with a pen/ or if filling the same in soft copy, then move the cursor to the appropriate columns against each statement and click on the provided response box (that best describes your opinion on the statement) as per the scale of rating listed below.

5 = Strongly Agree (Professional Development definitely needed)

4 = Agree (Professional Development desired)

3 = Undecided (Not sure about the need for Professional Development)

2 = Disagree (Professional Development not required)

1 = Strongly Disagree (Professional Development definitely not required)

A. General Management Tasks of School Principals						
A.1 - Managerial Task						
S.No.	Statements	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
1.	Promote school's vision	<input type="checkbox"/>				
2.	Work towards achieving school's mission	<input type="checkbox"/>				
3.	Set annual school objectives	<input type="checkbox"/>				
4.	Prepare annual school plans	<input type="checkbox"/>				
5.	Engage in goal-setting for every session	<input type="checkbox"/>				
6.	Delegate work to others	<input type="checkbox"/>				
7.	Establish effective channels of communication with all concerned	<input type="checkbox"/>				
8.	Provide leadership (right direction) towards attainment of set (definite) objectives	<input type="checkbox"/>				
9.	Ensure implementation of decisions taken	<input type="checkbox"/>				
10.	Monitor the progress of the school plan	<input type="checkbox"/>				
11.	Evaluate the attainment of set objectives	<input type="checkbox"/>				
12.	Ensure remedial action proactively	<input type="checkbox"/>				
13.	Manage time effectively	<input type="checkbox"/>				
14.	Ensure safety of students	<input type="checkbox"/>				
15.	Conduct emergency drills	<input type="checkbox"/>				

S.No.	Statements	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
A. General Management Tasks of School Principals						
A.2 - School Governance Task						
1.	Act in accordance with the Constitution and relevant laws, rules, regulations, Service Codes, and Codes of Conduct for Schools.	<input type="checkbox"/>				
2.	Implement government and school policies	<input type="checkbox"/>				
3.	Initiate the development of school policies	<input type="checkbox"/>				
4.	Ensure that the school has a SMDC which functions according to Government regulations	<input type="checkbox"/>				
5.	Orient new SMDC members to their roles, duties, and powers	<input type="checkbox"/>				
6.	Work effectively with the SMDC	<input type="checkbox"/>				
7.	Establish a Parent-Teacher Association (PTA) at the school	<input type="checkbox"/>				
8.	Establish a Learner Representative Council (Union/ Association)	<input type="checkbox"/>				
9.	Establish alumni associations and involve past pupils in school development activities	<input type="checkbox"/>				
A. General Management Tasks of School Principals						
A.3 - School Facilities Task						
1.	Maintain a healthy, safe, and pleasant school environment	<input type="checkbox"/>				
2.	Safeguard the facilities and physical resources of the school	<input type="checkbox"/>				
3.	Ensure that the school grounds and buildings are well maintained.	<input type="checkbox"/>				
4.	Order suitable furniture for the students and staff of the school	<input type="checkbox"/>				
5.	Ensure that school facilities are effectively used for school and community activities	<input type="checkbox"/>				
6.	Ensure that learners, teachers, and the community respect and care for school property	<input type="checkbox"/>				
7.	Ensure proper boarding facilities for students, where applicable	<input type="checkbox"/>				
A. General Management Tasks of School Principals						
A.4 - Other Administrative Tasks						
1.	Demonstrate appropriate levels of professional conduct.	<input type="checkbox"/>				

S.No.	Statements	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
2.	Understand the importance of RTE Act and its implication.	<input type="checkbox"/>				
3.	Understand the importance of RTI Act and its implication.	<input type="checkbox"/>				

B. Curriculum Management Task

B.1 – Management of Instruction

1.	Provide guidance to teachers on pedagogical issues.	<input type="checkbox"/>				
2.	Assess school effectiveness in achieving its learning objectives.	<input type="checkbox"/>				
3.	Identify problems which affect learning and teaching	<input type="checkbox"/>				
4.	Improve pupil learning by changing factors known to affect their learning	<input type="checkbox"/>				
5.	Prepare school time table in keeping with Board/Directorate's requirements.	<input type="checkbox"/>				
6.	Prepare annual academic calendar with details of events and activities.	<input type="checkbox"/>				
7.	Check the lesson plans of teachers.	<input type="checkbox"/>				
8.	Regularly observe teachers' performance and offer them necessary help/guidance to improve.	<input type="checkbox"/>				
9.	Evaluate teachers' performance on the basis of pupils' performance.	<input type="checkbox"/>				
10.	Ensure that teaching aids and materials so provided are used for the benefit of teaching and learning.	<input type="checkbox"/>				
11.	Counsel teachers having problem with classroom management or discipline.	<input type="checkbox"/>				
12.	Help teachers use continuous assessment techniques	<input type="checkbox"/>				
13.	Organize and coordinate examinations (internal and external, when required)	<input type="checkbox"/>				
14.	Ensure that guidance/ counseling services are provided to pupils in upper grades.	<input type="checkbox"/>				
15.	Counsel and guide parents/ guardians to help them effectively support the learning of their children.	<input type="checkbox"/>				
16.	Involve parents in teaching activities at the school and in the community.	<input type="checkbox"/>				

B. Curriculum Management Task

B.2 – Learner Related Task

1.	Ensure enrollment.	<input type="checkbox"/>				
2.	Ensure safety and security of all the children in the school.	<input type="checkbox"/>				
3.	Provide for instruction in techniques of study and effective learning.	<input type="checkbox"/>				

S.No.	Statements	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
4.	Promote and teach students to be caring, considerate, and courteous.	<input type="checkbox"/>				
5.	Maintain a climate of high expectations for learner performance.	<input type="checkbox"/>				
6.	Discipline learners in a fair, reasonable, and consistent way.	<input type="checkbox"/>				
7.	Provide channels through which the grievances of learners can be heard.	<input type="checkbox"/>				
8.	Effectively control absenteeism amongst learners and ensure punctuality.	<input type="checkbox"/>				
9.	Inform parents / guardians about their children's academic and social progress from time to time	<input type="checkbox"/>				
10.	Make decisions concerning the promotion and repetition of learners.	<input type="checkbox"/>				
11.	Maintain a regular guidance and counseling programme in the school.	<input type="checkbox"/>				
12.	Issue testimonials to learners.	<input type="checkbox"/>				
13.	Conduct study tours and excursions	<input type="checkbox"/>				
14.	Provide the learners with a healthy and competitive platform to bring out latent talents	<input type="checkbox"/>				
C. Human Resource Management Task						
C.1 – Manpower Planning						
1.	Prepare demand forecasting of manpower in accordance with the annual school plan	<input type="checkbox"/>				
2.	Prepare supply forecasting of manpower in accordance with the annual school plan.	<input type="checkbox"/>				
3.	Prepare a list of anticipated vacancies	<input type="checkbox"/>				
4.	Prepare a list of additional manpower required	<input type="checkbox"/>				
5.	Initiate communication with concerned authority to secure manpower positions.	<input type="checkbox"/>				
C. Human Resource Management Task						
C.2 – Recruitment & Selection						
1.	Initiate necessary steps to advertise vacancies OR intimate concerned authorities on the same.	<input type="checkbox"/>				
2.	Conduct interviews.	<input type="checkbox"/>				
3.	Obtain/recruit teaching staff for temporary and permanent appointments.	<input type="checkbox"/>				
4.	Obtain/recruit non-teaching staff.	<input type="checkbox"/>				

S.No.	Statements	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
C. Human Resource Management Task						
C.3 – Training & Development						
1.	Orient/ induct new teachers and staff.	<input type="checkbox"/>				
2.	Arrange for orientation of teaching and non-teaching staff on new policy framework.	<input type="checkbox"/>				
3.	Provide for awareness training on new directives of the Board/ Directorate.	<input type="checkbox"/>				
4.	Perform skill gap analysis to assess the training needs of existing staff.	<input type="checkbox"/>				
5.	Recommend teachers for professional development and training program.	<input type="checkbox"/>				
6.	Counsel and guide teachers towards improving their teaching skills.	<input type="checkbox"/>				
C. Human Resource Management Task						
C.4 – Performance Appraisal						
1.	Prepare job description for school personnel.	<input type="checkbox"/>				
2.	Establish standardized procedures in matters related to instruction.	<input type="checkbox"/>				
3.	Establish standardized procedures in matters related to administration.	<input type="checkbox"/>				
4.	Define roles and responsibilities of each position (Teaching and non - Teaching)	<input type="checkbox"/>				
5.	Evaluate teachers' performance on the basis of standards established.	<input type="checkbox"/>				
6.	Conduct performance appraisal of teachers and staff	<input type="checkbox"/>				
7.	Communicate performance to individual teachers.	<input type="checkbox"/>				
8.	Encourage the professional and career development of teaching and non-teaching staff.	<input type="checkbox"/>				
9.	Plan staff development activities and programs.	<input type="checkbox"/>				
10.	Train teachers and staff on-the-job.	<input type="checkbox"/>				
C. Human Resource Management Task						
C.5 – Motivation						
1.	Set work groups and teams.	<input type="checkbox"/>				
2.	Establish good working conditions.	<input type="checkbox"/>				
3.	Ensure healthy and competitive organizational climate.	<input type="checkbox"/>				

S.No.	Statements	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
4.	Motivate teachers and staff to work hard for the success of the school.	<input type="checkbox"/>				
5.	Maintain high morale among teachers, learners, and other staff.	<input type="checkbox"/>				
6.	Monitor, approve, or recommend requests for leave.	<input type="checkbox"/>				
7.	Recognize and appreciate good work of teachers & staff.	<input type="checkbox"/>				
C. Human Resource Management Task						
C.6 – Conflict Management & Grievance Redressal						
1.	Deal effectively with absenteeism and ensure punctuality amongst teaching and non-teaching staff.	<input type="checkbox"/>				
2.	Resolve/handle conflicts when disputes occur.	<input type="checkbox"/>				
3.	Provide channels through which the grievances of staff can be heard and dealt with.	<input type="checkbox"/>				
4.	Deal with cases of staff indiscipline using appropriate procedures.	<input type="checkbox"/>				
C. Human Resource Management and Community Partnership Related Task						
C.7 Community Partnership						
1.	Engage community representatives towards effective management of school.	<input type="checkbox"/>				
2.	Establish effective opportunity for dialogue with community to foster school's mission.	<input type="checkbox"/>				
3.	Mobilize community's resources towards the benefit of the school.	<input type="checkbox"/>				
4.	Engage learners with the community and orient them towards social responsibility.	<input type="checkbox"/>				
5.	Promote community participation in the school's programs and development activities	<input type="checkbox"/>				
6.	Identify community needs that can be catered for by the school and organize the school to help meet those needs.	<input type="checkbox"/>				
7.	Establish and maintain good public relations with parents and the community.	<input type="checkbox"/>				
D. Financial Management Task						
D.1 - Financial Planning and Budgeting.						
1.	Secure departmental budget as per the requirement of the respective department's annual plan.	<input type="checkbox"/>				
2.	Prepare an overall school budget in accordance with the annual school plan.	<input type="checkbox"/>				
3.	Communicate with concerned authority about the annual school budget.	<input type="checkbox"/>				

S.No.	Statements	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
D. Financial Management Task						
D.2 – Financing School Development.						
1.	Prepare detailed project report for projects envisaged as per the annual school plan.	<input type="checkbox"/>				
2.	Secure funds for school development from concerned authorities.	<input type="checkbox"/>				
3.	Raise funds for the school by involving community and alumni.	<input type="checkbox"/>				
D. Financial Management Task						
D.3 – Accounting & Audit.						
1.	Ensure proper maintenance of the book of accounts.	<input type="checkbox"/>				
2.	Maintain a school bank account.	<input type="checkbox"/>				
3.	Reconcile the school bank account.	<input type="checkbox"/>				
4.	Initiate internal audits.	<input type="checkbox"/>				
5.	Prepare and present an annual financial report to the School Board and parents.	<input type="checkbox"/>				
6.	Present books and accounts for auditing by appropriate authority.	<input type="checkbox"/>				
D. Financial and Material Management Task						
D.4 – Maintenance						
1.	Maintain petty cash.	<input type="checkbox"/>				
2.	Ensure that staff salaries are paid on time.	<input type="checkbox"/>				
3.	Safeguard staff benefits and entitlements.	<input type="checkbox"/>				
D. Financial and Material Management Task						
D.5 Materials Management						
1.	Initiate process for timely requisitioning/ ordering of materials and supplies.	<input type="checkbox"/>				
2.	Maintain inventories of supplies and materials.	<input type="checkbox"/>				
3.	Ensure proper storage of materials and supplies.	<input type="checkbox"/>				
4.	Maintain a permanent store register.	<input type="checkbox"/>				
5.	Maintain a consumable supplies register.	<input type="checkbox"/>				

S.No.	Statements	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
6.	Conduct stocktaking at least once a year.	<input type="checkbox"/>				
E. Management of Information Task						
E.1 – Maintenance of records.						
1.	Maintain an effective filing system.	<input type="checkbox"/>				
2.	Keep staff attendance register.	<input type="checkbox"/>				
3.	Maintain an admission register.	<input type="checkbox"/>				
4.	Maintain an updated enrolment list.	<input type="checkbox"/>				
5.	Maintain class-wise attendance register for pupils.	<input type="checkbox"/>				
6.	Maintain a visitor's book.	<input type="checkbox"/>				
7.	Maintain a telephone register.	<input type="checkbox"/>				
8.	Ensure that incoming mail is recorded.	<input type="checkbox"/>				
9.	Keep accurate records of pupils' performance on internal and external assessment	<input type="checkbox"/>				
10.	Maintain inventory records.	<input type="checkbox"/>				
11.	Keep minutes of School Board and staff meetings.	<input type="checkbox"/>				
12.	Ensure safety of school records.	<input type="checkbox"/>				
E. Management of Information Task						
E.2 – Communication.						
1.	Prepare official correspondence according to Government regulations.	<input type="checkbox"/>				
2.	Share Government circulars and official notices with concerned staff.	<input type="checkbox"/>				
3.	Complete statistical formats as solicited by Directorate/ Boards.	<input type="checkbox"/>				
4.	Organize and conduct effective staff meetings.	<input type="checkbox"/>				
5.	Arrange proper platform for parents-teacher conferences from time to time	<input type="checkbox"/>				
6.	Establish procedures for communication so that attendance by a member of staff on in-service training courses and workshops provide benefits to	<input type="checkbox"/>				

	other staff and the school as a whole.					
E. Management of Information Task						
E.3 – Management Information System.						
1.	Seek for implementation of Management Information System (MIS).	<input type="checkbox"/>				
2.	Engage in use of MIS for appropriate information management.	<input type="checkbox"/>				
3.	Integrate in-house information system with 'School Establishment Management Information System' (SEMIS)	<input type="checkbox"/>				

In case you consider or feel that any other training need is there which is not covered above, you may leave your comments in the space given below.

Thank You!

Appendix: III
Feedback Form

**Feedback Form and Oppionnaire on e-Learning Program for
School Principals Professional Development**

Dear Sir/ Madam,

At the outset, I thank you for completing the e-Learning program on Principals Professional Development. I would like to request your valuable feedback on the same by completing this Feedback Form and Oppionnaire which will be used to study the effectiveness of the program. Your responses are exclusively used for this research work only and a high degree of confidentiality is maintained.

Part - I

1. General Information

- I. Name : _____
- II. Name of School : _____
- III. Experience as Principal : _____ years _____ months
- IV. Experience as Teacher : _____ years _____ months
- V. Educational Qualification : UG _____ PG _____ B.Ed _____
- VI. Whether attended and previously held professional development program: Yes/ No
- VII. Working Knowledge on Computers: Yes/ No

2. e-Learning:

- I. e-Learning completed : Yes/ No

If No please state reason _____

- II. Date of starting e-Learning: _____ Date of Completion: _____

- III. Did you have any problem in accessing the program : Yes/ No

If yes please explain _____

- IV. How often did you access e-learning in a week:

Everyday ___ Alternate Days ___ As and when felt convenient ___

V. How much time did you spend on e-Learning: _____ per day/ or _____ per/week

3. Rate your experience about using e-learning in terms of the following:

- I. User-Friendliness (it was easy to access) : Yes/No
- II. Clarity of Content and Delivery :Yes/No
- III. Relevant learning experiences :Yes/No
- IV. Did you enjoy learning at your own convenience of place and time :Yes/No
- V. Did you feel involved in learning :Yes/No
- VI. Was your engagement in e-Learning enjoyable :Yes/No
- VII. Was your working knowledge on computer beneficial :Yes/No
- VIII. Were the content provided, meaningful :Yes/No
- IX. Was access to computer a limitation for you in e-Learning :Yes/No
- X. Was internet connectivity a problem in your e-learning :Yes/No
- XI. Were the instructional design easy to understand :Yes/No
- XII. Did you face any difficulty in e-learning due to personal reason :Yes/No

If yes, please elaborate _____

Any other comments you would like to provide on the above statements?

4. Self-Efficacy

I. Did you feel confident about using e-Learning as a medium for your self-professional development: Yes/ No

II. If Yes, rate how confident you felt about your capability in using e-learning:

Very Good ____ Good ____ Not so Good ____ Average ____ Poor ____

Describe what you felt:

5. Learner Type:

- I. Reflective - Do you prefer to think and reflect about what you learnt? Yes/ No
- Active – Do you prefer be actively involved in learning by getting involved in discussions and sharing your experiences? Yes/No
- II. Sensing – Does your learning revolve around understanding facts? Yes/ No

- Intuitive – Does learning to you mean discovering possibilities and relationships?
Yes/ No
- III. Visual – Do you like learning forms presented in graphics/ pictures/ charts?
Yes/No
- Verbal – Do you prefer learning more in the form of texts and explanations?
Yes/ No
- IV. Sequential – Do you prefer to learn in logical steps, presented in a linear way?
Yes/No
- Global – Do you just love to hover around many topics and learn? Yes/No

6. Attention: Which features you liked the most about this e-learning program. Please rate each item as per your preference:

- I. Contents in terms of text :Yes/No _____
- II. The Audio Links to the texts :Yes/No _____
- III. The Activities and Discussions :Yes/No _____
- IV. The reference video section and You Tube Links :Yes/No _____
- V. The links to Open Educational Resources :Yes/No _____
- VI. The Power Point Presentations :Yes/No _____
- VII. Links to Govt. Offices/ Centers/ Boards :Yes/No _____
- VIII. Any other comments? _____

7. Learning Preferences

Do you Prefer to Learn ALONE _____ or In a Team/ Group _____
Comment _____

8. Communication Preference:

Face to Face _____ Telephonic _____ e-mail _____ Social Networking _____

9. Comment about your learning experiences?

10. Rate Your Perceived Learning Outcomes from e-Learning

- I. Knowledge Transfer (from e-Learning to you) :Yes/No _____
- II. Gained Intellectually :Yes/No _____
- III. Gained Practical Insights :Yes/No _____
- IV. Knowledge Transfer (From you to others) :Yes/No _____

Appendix: IV
Details of Secondary Schools in
Assam

**District Wise No. of Government/Provincialised Secondary and Higher
Secondary Schools**

Name of the District	Govt/Provincialised Schools
BAKSA	91
BARPETA	179
BONGAIGAON	56
CACHAR	103
CHIRANG	25
DARRANG	70
DHEMAJI	69
DHUBRI	87
DIBRUGARH	105
GOALPARA	70
GOLAGHAT	116
HAILAKANDI	33
JORHAT	177
KAMRUP	266
KARBI ANGLONG	89
KARIMGANJ	64
KOKRAJHAR	46
LAKHIMPUR	152
MARIGAON	66
NAGAON	197
NALBARI	118
NORTH CACHAR HILLS	43
SIBSAGAR	156
SONITPUR	115
TINSUKIA	64
UDALGURI	50
Totals	2607

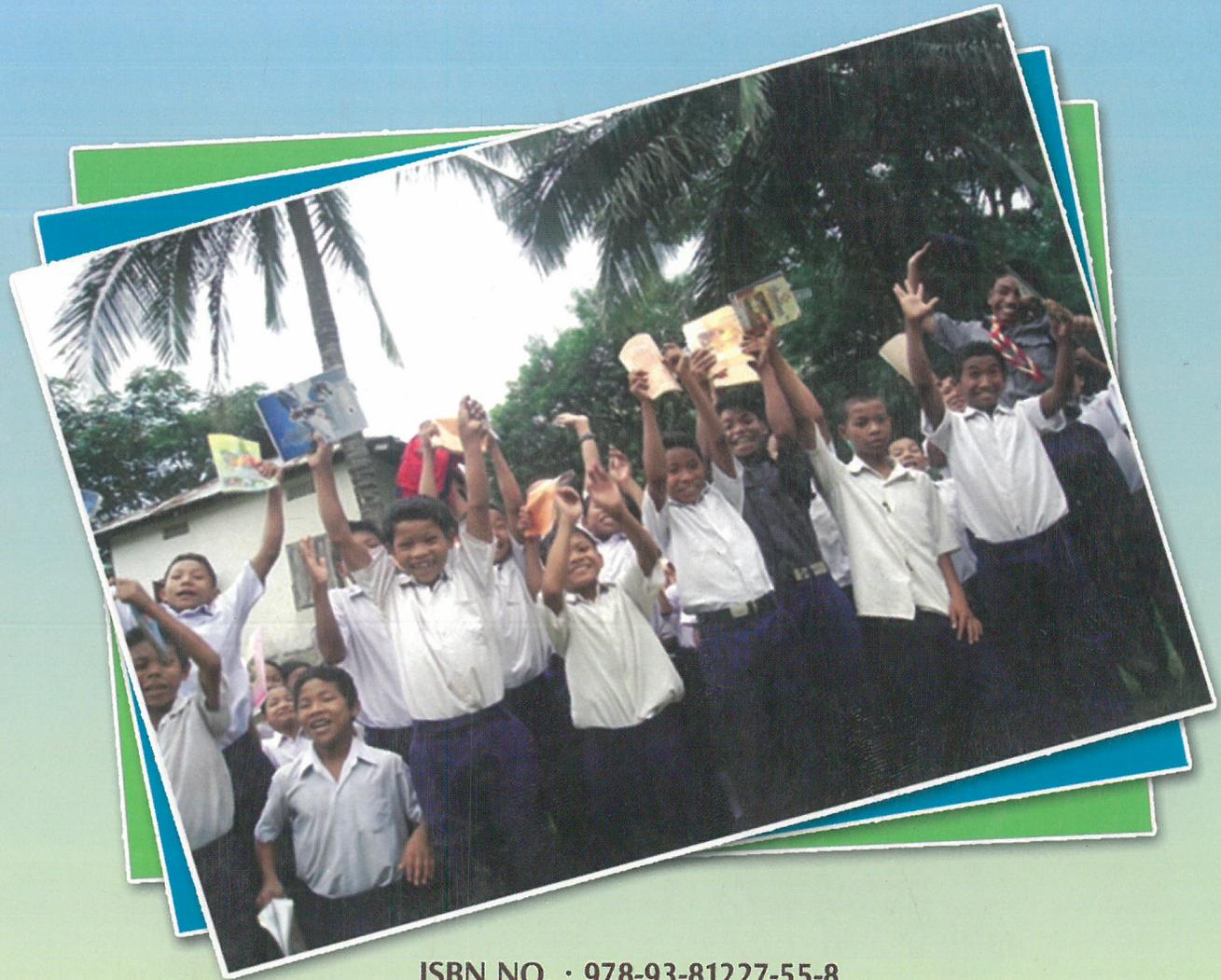
Data Source SEMIS 2010-11

District Wise No. of Schools of different category viz. Secondary Schools, Higher Secondary Schools, Intermediate/ Junior Colleges, Degree Colleges with +2 level and Post-Graduate Colleges with +2 and +3 levels in Assam

District Name	No. of Secondary Schools	No. of Higher Secondary Schools	No. of Intermediate / Junior College	No. of Degree Colleges with +2 level	No. of Post-Graduate Colleges with +2 and +3 level	Total
BAKSA	201	12	9	2	0	224
BARPETA	323	55	26	7	1	412
BONGAIGON	111	12	1	2	1	127
CACHAR	184	56	12	8	0	260
CHIRANG	49	10	2	1	0	62
DARRANG	148	23	10	2	1	184
DHEMAJI	238	15	22	12	0	287
DHUBRI	215	40	10	5	0	270
DIBRUGARH	167	31	2	11	0	211
GOALPARA	135	19	7	7	0	168
GOLAGHAT	172	23	1	0	0	196
HAILAKANDI	57	11	1	1	0	70
JORHAT	270	35	10	9	0	324
KAMRUP	364	71	8	9	0	452
KARBIANGLONG	213	16	2	5	0	236
KARIMGANJ	87	32	0	4	0	123
KOKRAJHAR	92	16	8	6	0	122
LAKHIMPUR	329	28	14	13	0	384
MARIGAON	128	20	5	3	0	156
NAGAON	287	63	7	6	0	363
NALBARI	165	22	9	4	1	201
N C HILLS	89	6	2	1	0	98
SIBSAGAR	221	45	16	19	0	301
SONITPUR	186	42	6	8	0	242
TINSUKIA	121	30	5	8	0	164
UDALGURI	97	15	5	2	0	119
Total	4649	748	200	155	4	5756

Appendix: V
Paper Publications

TOWARDS UNIVERSALISATION OF SECONDARY EDUCATION IN NORTH - EAST INDIA



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NIKME S. C. MOMIN
MADHUSUDAN J. V.

SRI SIDDALINGESHWARA PRAKASHANA
GULBARGA - KARNATAKA

PROFESSIONAL DEVELOPMENT OF SECONDARY SCHOOL PRINCIPALS OF NORTH EASTERN REGION: AN ANALYSIS

K. Pushpanadham & Mr. Amit Choudhury

Introduction:

The most vital link between elementary Education on one hand and tertiary & higher Education on the other, Secondary Education today is under tremendous pressure towards providing quality and at the same time meet growing demands of the population. A major challenge before Educational planners, Educational administrators, Educational researchers, Teachers and managers of Education, thus, is to devise and organize a system of Secondary Education which would both widen access to it and simultaneously ensure relevant and quality Education.

A quality system has its reflections in the quality of its output, which essentially would involve quality of its input as well as its process. This applies to the Secondary Educational system too, and the effectiveness of such system results from its effective management and leadership.

Such effective leadership as well as management can well be developed as proven by various studies and it involves developing professional competencies of the School leaders through Training, self learning and self assessment programs. And e-learning professional development programs for skill enhancement would be an effective tool for such initiatives.

Secondary Education in India:

Realizing the importance of Secondary Education in an Educational system the Secondary Education Commission or Mudaliar Commission (1952-53) formulated the following objectives of Secondary Education:

- a. Development of democratic leadership.
- b. Improvement of vocational capability and efficiency.
- c. Education for leadership.
- d. Development of personality.

And emphasizing upon the importance of Principals, it States "on him the proper working of School ultimately depends. The reputation of School and the position it holds in the society depends in a large measure on the influence that he exercises over his colleagues, his pupil and the general public. He is always responsible for carrying out the policies and programmes of the Dept. of Education and he acts as a liaison between it and the management of the general local community".

The Education Commission (1964-66) mentions that "special Training course be organized for Head masters. They should include short induction course for those who are newly promoted as head masters as well as periodical refresher courses for others".

National Policy on Education (1986) States "A very important role must be assigned to the Head of an Educational Institution; Heads will be specially selected and trained".

According to the perspective paper on Education prepared by the Ramamurthy Committee (1990) to review NPE (1986) "The Head of the Educational institution shall have significant role to play in the effective management of the Schools. The role of the Institutional head is a crucial factor in management. It is in this view of the critical link between Institutional managers and Institutional efficiency that Training of Principals has been emphasized".

Secondary Education including the Senior Secondary stage has been a crucial segment of Indian Educational Hierarchy. Secondary Education is the "lintel of the entire Educational edifice of a country. It has remained largely unrecognized and under-provided among the various sectors and levels of Education. This sector has grown much faster than all other sectors of Education and is poised for a bigger leap with success in universal primary Education. Greater the success in

Universalization of Elementary Education, greater will be the pressure on Secondary Education (Mukhopadhyay, 1999).

National Knowledge Commission (2006-09) in its recommendation on School Education highlighted the need for Training talented individuals for the task for School Principalship by assigning such Training responsibilities to existing institutions like SCERT or SIE and effectively leveraging the expertise available in Navodaya Vidyalayas, Kendriya Vidyalayas, Government Schools as well as Private Schools.

Scenario of Educational Development in Assam:

The necessary thrust towards developing the Secondary Education scenario in Assam can be attributed to the enactment of The Assam Secondary Education Act, 1961 (Assam Act No XXV of 1961) to provide for the establishment of a Board of Secondary Education in Assam to regulate, supervise and develop the system of Secondary Education in the State of Assam. Prior to which, the Education at the Secondary level was also managed by the Gauhati University.

There has been an impressive growth of the elementary Education system in Assam in the last few decades. This is reflected in the significant increase in the number of Primary Schools and Middle Schools, the number of Teachers at Primary and Middle levels and enrolments at both the levels of elementary Education. Hence, the pressure on Secondary Education has immensely developed and the need for more institutions at this level is felt.

Realizing the role that Education plays in the social and economic development, the Government of Assam, in the document "Education Vision, Assam 2025" has accepted in principle, to adopt a perspective plan for 25 years commencing from 2001 A.D. The Government, herein, has strongly recommended a clean, capable, and transparent administration which could facilitate and control the economic development. The stipulations as applicable to Secondary and senior Secondary Education are – Quality improvement of Teachers, up gradation of text books with emphasis on Math and Science, creation

of Educational facilities for floating populations in urban and riverine areas, Universalization of higher Secondary Education by 2020, compulsory computer Education from class X to class XII in all provincialized Schools by 2005 and from class VI to class X by 2010 and creation of facilities for emerging fields in Education.

Emerging Issues and Challenges:

The Universalization of Education has become the top priority for developing country like India. But the extension of quality Education to remote and rural regions like North East India with multi-lingual and multi-cultural population separated by inaccessible hilly terrains becomes not only a difficult task but also involves huge budget and a time taking process. The lack of adequate rural infrastructure and non-availability of good Teachers in sufficient numbers is adversely affecting the teaching-learning process and hence the goal of quality Education is far from reality in this region, especially in rural areas.

With near attainment of the Universalization of elementary Education in the State, a huge pressure has built up to cater to the requirement of continuing Education at the Secondary stage. Overcoming perennial problems of floods, inaccessibility, lack of adequate infrastructure and investments on the same, still institutions have come up in almost every block if not villages in Assam. Necessary thrust has also been given by both Government and non Government organizations to set up Secondary Schools. But the same has not resulted in increase in the quality of Education and the single most contributing factor for the same being the lack of qualified and trained Teachers and effective Principals.

The problem of quality assurance in Assam gets more complicated due to the existence of a unique phenomenon that exist no where in India and that is of establishment known as 'venture Schools'. Such Schools are established by the Education loving local people in areas where no recognized School exist. According to a survey conducted by the State Resource Center of Assam, enrollment in Venture Schools was found to be 27.72% in Pragjyotishpur Sub-Division under Kamrup District of Assam, which incidentally happens to be one of the most developed Districts in Assam. On this basis, the all Assam figure of

such Schools and enrollments therein will be quite high. Hence it is felt necessary to equip the School Principals/ headmasters with all necessary Training targeted towards enhancing their professional competencies.

Assam geographically consists of few Hills Districts as well as Plains. While Education at the Secondary stage is a State subject and it is under the Directorate of Secondary Education, Assam with two distinct Boards for Secondary and higher Education namely the Secondary Education Board of Assam and the Higher Secondary Education Council of Assam; as far as governance is concerned, in Assam there exists several autonomous regions – the Bodoland Territorial Council, Karbi Anglong Autonomous Council and North Cachar Hills Autonomous District Council.

Last but not the least, in order to achieve the Government's planned vision for development as envisioned in its document "Education Vision, Assam 2025", the need of the hour is to impart quality in service Training to all its Teachers in general and Principals/ head Teachers in particular.

Status of School Principals in Assam :

The selection of Principals in the State of Assam is conducted by the Selection Board under the Directorate of Secondary Education, and the qualification specified for a Secondary School Principal is Graduation preferably with B.Ed and 07-10 years of teaching experience. The B.Ed as an essential qualification for consideration of application to the post of Principal in Secondary Schools in Assam was adopted in 1993 but the same could not be implemented due to opposition from the incumbent Principals/ headmasters and well as aspiring applicants, which eventually was stayed by the Gauhati High Court. Finally in 2010 the same is being implemented. And in case of a Higher Secondary Principal, Post Graduation Degree along with B.Ed is mandatory.

Due to the inadequacy in number of qualified personnel, more often than not, the Principal's position is occupied by the senior most Teachers in the School. They serve as Acting- Principal/ Headmaster.

Barring urban areas, the Principals from the rural region of the State faces immense hardship in administrative matters related to the Board, Directorate; many amongst whom are ignorant about policy matters. They also lack necessary experience and expertise in areas of financial management, human resource management and grievance redressal, etc which may well be imparted through a proper Training module. And to make the process of such Training reach all its target, the use of ICT and e-learning modes for Training & development can be explored into.

Training and Development of Secondary School Principals in the State of Assam:

The sensitive social fabric in Assam, with diverse socio-ethnic groups having their own languages and dialects, the varied geographical nature, the average socio-economic condition of the people, the polity, the rich bio diversity, diverse traditional and cultural values and practices, its proximity to the international borders makes Education a challenging task to be accomplished by the Principal, where he/she is supposed to shoulder the burden of the societal progress with limited access to the basic resources required by the system of Secondary School. Burgeoning problems such as lack of adequate infrastructure, quality human resource, application of appropriate technology, drop outs and absenteeism, diverse social issues and conflicts etc makes his/her task of managing the School a much more challenging job.

Training and Development needs of the Secondary School Principals in the State of Assam can be said to be almost non existent. Only certain 1-2 day workshops are held occasionally by the Directorate of Secondary Education and SCERT. Furthermore, the only form of Training for School Principals/ Headmasters is being organized by the "Adih Vidya Parishad" which is the Headmaster's and Principal's Association and Academic Council which is composed of the Director (Secondary Education) few senior Principals and Headmasters and the Inspector of Schools. Such Training is in form of a workshop held occasionally and not as a regularly scheduled activity. Hence the non existence of a structured Training and development facility/ program for the School Principals

in the State of Assam has immensely affected the scenario of Educational development in the State.

Training Needs of Secondary School Principals:

This Study was conducted to understand the Issues, Problems and Challenges faced by Secondary School Principals in the State of Assam and to identify the Professional Competencies of a Secondary School Principal based on the following assumptions -

- i. A Professionally Competent Principal can transform Schools to Effective Schools
- ii. Principals with necessary Professional Competencies can exercise their Leadership Position in Schools.

Keeping the above assumptions in mind, the Researcher reviewed relevant literatures on the said themes to develop a conceptual framework and conduct a meaningful Study.

Lennart Grosin (1997) in his essay on "Effective Schools and Quality" summarized Specific School Process and Characteristics of Effective Schools in the following points:

1. Instructional leadership characterized by openness towards Teacher values and preferences, which is both forceful and democratic and gives priority to developing the School as an institution for Principally teaching and learning;
2. Cooperation amongst Teachers with respect to teaching goals and methods as well as to the socialization of the pupils;
3. An emphasis primarily academic concerns within the context of the whole institution;
4. High expectation based on the view that all children are able to learn and that the ability to learn is contingent upon the children's social and ethnic origin;
5. Elements of teaching and understanding and to reach high order cognitive skills for all pupil;
6. Regular evaluation;
7. Encouragement and reinforcement of good work.
8. Structured sessions with limited focus and where the Teachers interact with the class by mixing whole class

teaching with individualization which takes into account the pupil's abilities;

9. Fostering good working conditions and order within the context of the whole institution as well as consequent but moderate sanctions for improper conduct;
10. Positive relationship between Teacher and pupils based on mutual respect and trust;
11. And the Teacher's role as a model and a person of authority.

Competencies are descriptions of performances anticipated. Competencies when specified as performances in realistic, task relevant situations assist in focusing on behaviour. Competency statements define the behaviours associated with performance desired and also describe the on the job context within which such behaviours need to be manifest, expectations for performance become clear. (Harris and Monk, 1992)

Competency is defined as an underlying characteristic of a manager casually related to superior performance on the job (Boyatzis, 1982). It is the ability to perform the activities within an occupation or function to the standards expected in employment (Training Agency, 1989). It is a wide concept which embodies to transfer skills and knowledge to new situations within the occupational area (BTEC, 1990). In short, competencies are manifested in one's day to day management and administration of certain key functional areas at work and in order to understand the areas where a Principal needs to be competent, one must require a comprehensive understanding on the role that a School Principal is supposed to play in his/ her day to day work life.

Hawkins (1985) conducted a study to determine if a significant difference exists between perceived importance and perceived performance competencies of School Principals. He concluded that Secondary School Principals do not perceive themselves as performing all of the competencies that they perceived to be important. Competencies dealing with organization, supervision, decision making, and handling discipline problems should receive a high priority in curriculum construction in courses in Educational Administration. Competencies dealing with

interpreting research, designing research studies, being skilled in purchasing; having knowledge of theories of learning and historical trends in the development of a School system could have a low priority in curriculum construction courses in Educational Administration.

Erwin (1986) investigated the tasks performed by Secondary Principals. The task chosen for this study was categorized into five areas: Administrative, Evaluation, Public Relation, Interpersonal and Organizational. The findings indicated a discernable pattern in the task that the Teacher perceived as important to their instructional practices. The following tasks were shown to be most important: developing an annual plan for the School, praising and recognizing students with positive feedbacks, communication the purpose of observations, and classroom visitations, praising outstanding academic achievements, and allocating time for planning, preparation and evaluation. The findings further suggested the need for Principals to involve students and Teachers in developing rules, to participate in community programmes, to counsel Teacher regarding observable strengths and weakness, to participate in the promotion of Teachers who demonstrate effective instructional practices and to balance expenditure for instructional materials.

Mukhopadyay and Narula (1990) at National Institute of Educational Planning and Administration of India, identified 54 competencies in eight functional areas that a head of a School needs to possess. The functional areas were -

- ◆ Academic Areas of Management
- ◆ Personnel Management
- ◆ Financial management
- ◆ School Plan and Infrastructure
- ◆ Linkages and Interfaces
- ◆ Student Services
- ◆ Methodological Competencies : Methods of Procedures
- ◆ Behavioural Excellence

Johnson (1990) recommended personnel management strategies of heads of Schools that included inducting new staff, involving staff in management, communicating effectively with staff, modeling optimism and determination etc.

According to Parry (1994) manager's effectiveness is influenced by competencies and by qualities. Four major competency clusters have been identified in studies undertaken in 1980's by organizations seeking to identify the components of managerial excellence. Two of the four deal with people handling competencies: communication and supervision. The other two deal with task handling side of management: administrative and cognitive.

Scarnati (1994) adds to the list of competencies presented by Murphy (1994) and states that in addition to the technical competence the following competencies are also necessary to become an effective educational manager. It includes: 1) practicing honesty and integrity, 2) work to eliminate fear, 3) demonstrate care and understanding, 4) accept responsibility, 5) develop a service mentality, 6) develop loyalty, 7) flexibility and adaptability, 8) develop listening skills and 9) practice humility.

Heystek and Calitz (1994) did an investigation on management needs of School Principals. The School Principals indicated their need for Training in management competencies in the following order: drafting a budget, budget management and budget control and marketing were considered most important. These were followed by change and renewal, setting objectives, staff development, staff Training and staff evaluation/ appraisal. Conflict management, team management, class visitation and negotiation skills were also considered important.

Deka (1994) gave stress on eleven Training areas for the Principals of elementary Schools i.e Financial Management, General Administration, Academic Management, Personnel Management, Supervision, Library, Decision Making, Institutional Planning and Leadership.

Mumtaz (1995) analyzed the task of 19 Principals in Srinagar and found that to be effective; they need Training in managerial areas. Deka (1994) gave stress on eleven

Training areas for the Principals of elementary Schools i.e Financial Management, General Administration, Academic Management, Personnel Management, Supervision, Library, Decision Making, Institutional Planning and Leadership. Konwar (1990) had some more areas like Discipline, Performance Appraisal, Human Relations, Staff Development and motivation.

Kalra (1996) scientifically explored the competencies required by senior Secondary School Principals for managing their School efficiently. The findings revealed that the Principal should possess some desired roles including preparation of Institutional plan, use of administrative powers, academic leadership, staff welfare and development activities, and supervision of financial aspects and audits. It was further found that competence for job success, varied as one possesses appropriate manipulative skills, technical knowledge, occupational information judgement and morale.

Sujata Srivastava (1999) studied the managerial competencies of effective educational managers explored into the level of competencies in the following eight competency areas.

- I. Pupil development.
- II. Personnel management.
- III. School community interface.
- IV. Financial management.
- V. Curriculum implementation & Management of instruction.
- VI. School Plant Infrastructure.
- VII. School Climate and School improvement.
- VIII. Administrative methods and procedures.

Mclay and Brown (2001) carried out a number of in-depth interviews with women Head Teachers in UK independent Secondary Schools to study the preparation and Training of women achieving headship. She found that the candidate to whom she interviewed was referring to an M.Ed course where she had studied important issues like the Management of Change and Motivation of Staff, and her concept map showed a deep grasp of main facets of leading a School. This supports Ribbin's (1999)

argument of continuing professional development which 'has a concern for practical skills but also for a more philosophical approach' and which "involves a range of providers, with the efficient utilization of our most valuable resources i.e human resource" Caldwell (2001) identified the importance of capacity development programmes at regional, local and School levels, for leadership and management for the successful transformation of Schools.

Objectives of the study:

1. To study the Issues, Problems and Challenges faced by Secondary School Principals
2. To Identify the Professional Competencies required by the Secondary School Principals.

Methodology

Survey Method of Descriptive Research has been adopted for the present study.

Population

Principals/ Headmasters of Secondary Schools affiliated to respective State Boards in the North Eastern States of India.

Sample

Sixty numbers of Secondary Schools Principals from the States of Assam and Meghalaya.

Tools

A total of 100 Secondary School Principals were invited for a day long interactive session out of which 60 attended the same, wherein the purpose was first explained to them and in due course a meaningful interaction was facilitated. Views on different issues and problems related to school management were had from the participating School Principals. The researcher guided the session towards its objective often resorting to questioning on specific issues and problems, how they managed to solve such problems and whether they felt the need for training towards better understanding and mitigation of such problems. Also a self made questionnaire inclusive of both close ended and open ended questions was distributed amongst the participants and their responses were solicited.

Analysis and Interpretation

To develop an insight on the Issues, Problems and Challenges faced by the School Principals in their day to day management of the School, the researcher conducted a interactive session with all 60 participating Principals and invited the participants to share valuable inputs on the same.

The points related to issues, problems and challenges faced by the Principals as had from the interaction are enlisted below:

Student Development :

Majority of the participants felt the need for training in matters related to grooming of students with a view to enable them develop competitive skills. Also, the participants expressed their lack of awareness on the recent developments related to career opportunities available for the students post Secondary stage. More so, in context of students who were average or below average in their academic performance.

Personnel Management :

Majority of the participants expressed their inability to motivate teachers towards giving extra effort required to enhance the performance of students who are below average. When the participants were made aware of their role as a mentor to the teachers and help them excel in their teaching process, the participants revealed about shortage of adequate time and resources. Performance Appraisal was one specific area where almost every participant expressed their eagerness to learn about process and methods to evaluate the performance of teachers and staff.

Establishing Public Relations and Linkage with Community:

When asked about how the Principals went with their Public Relation activity, majority of the participating School Principals expressed that they had nothing to do in this regard. But, when explained about the benefits of an effective Public Relation process and the necessity to interface with the community, the Principals expressed their willingness to undergo training on the same.

Parent Teachers meeting as well as the process of initiating counseling to the Guardians of the students were almost absent in Schools belonging to semi-urban or rural areas, and only a few from the city areas reported to practice such events with regularity. Alumni associations and effort towards bringing together old students towards development initiatives of schools were also discussed upon.

Financial Management:

This is one area where the majority of the participants expressed their difficulty in matters related to financial planning and preparation of budgets. Majority of the Principals from schools belonging to the rural areas revealed about their inability to master financial resources to carry forward developmental plans and programs which they envisage for the betterment of the School Plant and Infrastructure. When explained about the benefits that can be had from community participation and through establishing effective linkages with industrial/ business organization in close vicinity, the participants wanted to further know about the same. Though it was observed that there existed community participation, the Principals from such areas expressed that the contributions generated was not sufficient to take up any development project.

Participants were also eager to gather comprehensive knowledge in matters related to costing and optimization of cost, Inventory management issues and practices, Regulatory provisions under various Acts of State etc.

Curriculum Implementation & Management of Instruction:

In order to enhance the effectiveness of accomplishing instructional goals, majority of the participants discussed in length about creating provisions for instructional resources, monitoring instructional progress through continuous and comprehensive evaluation program, bringing about a synergy between curricular and co-curricular activities for all round development of the students etc.

Infrastructure Management:

Participants expressed that certain basic knowledge on School Plant Management from maintenance point of

view would go a long way in enhancing their efficiency of handling such issues. Development of modern teaching-learning aides, laboratory and library infrastructure etc were eagerly discussed with, and the participants expressed lack of adequate information on the same.

School Climate and School Improvement:

Issues related to resolution of conflicts for enabling a positive and healthy climate within the school and initiation of various programmes and activities for facilitating a caring and conducive climate for learning; was discussed with the participants. The participants solicited expert's advice on the same and expressed their eagerness to learn more about the same.

Administrative Methods and Procedures :

Almost every participant expressed difficulty in smoothening the administrative process within their school and when it came to Liaisoning with the Board or the Directorate of Secondary Education, many expressed their inability to get their work done within the limited time period of their visit to such office. As such for certain routine works too, the participants reported of making at least two three visits. And this in turn resulted in wastage of their precious time and energy.

Conclusion

In today's context, the Individual School has become a unit of 'Management' rather than a unit of 'Administration'. The Principal/ Headmaster/ Head Teacher and the Management Trust are responsible for effective management of Materials, Finance and Fund Management, Human Resources over and above the long established educational and developmental issues, curriculum renewal, pedagogical updating, classroom management, providing pupils with special educational needs, time tabling and staff development etc.

And in order to exercise his/ her leadership position effectively, the School Principal/ Head Teacher certain Professional Competencies which broadly can be divided into general and specific. Continuous enhancement of such Professional Competencies amongst the School Principals through focused and well planned in-service

training and development program, refresher courses etc would go a long way in developing effective schools.

Designing and implementing an effective training program for a huge pool of such in-service School Principals would require a massive effort, time and resource. Hence, e-learning as a form of delivering such Training Programmes in a modular form may prove helpful due to its flexibility, convenience in learning, lower cost of implementation with a larger reach.

North Eastern States of India having similarity in many aspects geographically, culturally and traditionally would be an interesting platform to experiment with such training and development initiatives.

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Teacher Competency: Mapping & Management



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Competency Mapping and Management: A strategy to hone the Managerial Proficiency of School Principals

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ABSTRACT

Competency Mapping is a process of identification of key competencies throughout various processes within an organization. Competency may be defined as a set of behavior i.e. communication, leadership etc rather than a skill or a ability. Competency mapping involves Job Analysis based upon which competency based Job Description are developed. With such competency based job description, mapping of competencies throughout the organization's human resource processes are initiated. One can use the results thus obtained, for evaluation, appraisal as well as to identify what competencies needs to be enhanced through training and development.

The researcher had conducted a study to ascertain the task responsibility areas of a School Principal in the state of Assam, leading to identification of their training needs. It was observed that certain School Principal's did exceptionally well in exercising their leadership position in their respective schools. The services of such positions can be obtained to promote peer group learning amongst School Principals belonging to the same district/ block.

This paper explores on how the mapping is done to facilitate the objective of promoting learning amongst peers and also promote mentorship.

Introduction

A widely spelt term in the realm of management profession is that of Competency Mapping and Management. Competency mapping is about identifying preferred behaviours' and personal skills which distinguish excellent and outstanding



performance from the average. A Competency may be defined as a collective set of skills, knowledge, attributes and behaviour that contribute to excellence.

Certain basic but pertinent questions that needs to be answered within an organization are: What is the organization expectation from the employee? What are the recurring and non-recurring activities? What are the critical abilities (knowledge, attitudes, skills, etc.) and the competencies required to perform these tasks and activities? And the school organization as such is no exception when we talk about school based management and ensuring effective management of the school as a system.

The researcher has undertaken a broad study to develop a e-learning program to enhance the professional competencies of school principals in the state of Assam. During the course of this study, the researcher identified various gaps between the job context and the competency exhibited by the school principals. However, in certain areas the researcher also found Principals exhibiting exemplary competencies in context of specific roles. The concept of competency mapping in this study is used to map the competency of a School Principal in context of various roles that the Principal is supposed to enact. Accordingly identify the competent person role wise and use his/ her service to promote peer group learning. The same in turn reduces the effort of formal training and support from agencies like RMSA (Rashtriya Madhyamik Siksha Abhijan) and promotes an environment of continuous learning amongst the school Principals.

Conceptual Framework

Experts in organization and management such as Brown et al (2001), Manninen and Viitala (2007), Akinyemi (2009), and Soni (2004) argued that human in organization ahs a very determinant position for the success of the intended organization. Even Jackson et al strongly maintained “The study of people in organization is a proper and vital study for managers and administrators”. Grindle even argued that human resource development is the fixed dimension in the process of institutional development. Timothy, Athey and Michael (2001) highlights “A competency is a set of observable performance dimensions including individual knowledge, skills, attitudes and behavior as well as collective teams, processes and organizational capabilities that are linked to high performance and provide the organization with sustainable competitive advantage”. The United National Industrial Development Organization, UNIDO (2002) defines “A Competency is a set of skills, related

knowledge and attributes that allow an individual to successfully perform a task or an activity within a specific function or job”.

Traditional Job analysis vs Competency model Approach

- Job analysis leads to a long list of tasks and the skills/ knowledge required to perform each of those task whereas a Competency model leads to a distilled set of underlying personal characteristics.
- In job analysis the requisite data are generated either from the domain experts or the job incumbents whereas in competency model outstanding performers in addition to the domain experts and other job incumbents provide the benchmarks.
- Job analysis leads to effective performance whereas competency model leads to outstanding performance.

Importance of competency mapping is being felt due to a myriad of reasons like: increased cost of manpower, multi-tasking, lowering of cost by way of downsizing, technology enablement, optimization etc. In an organization/ business enterprise competency mapping occupies an important position and the same is reflected in its Recruitment and Selection process, Performance Management (for promotions, incentives) and Training & Development (by carrying out Training Needs Identification process).

Competency may take the following forms:

- Knowledge
- Attitude
- Skill
- Other characteristics of an individual including:
 - Motives
 - Values
 - Traits
 - Self Concept

Defining job competencies help individuals to develop their competencies for that job. Competencies are contextual and the context is given by the organization, the function, the role, the level and the timing. Normally when the Competency Mapping is done the organizational, the functional and role related contexts are taken into consideration. Thus the competencies required to perform the role of the Principal in

one school context cannot be easily used for another, however there are few generic competencies that desired in a school Principal to exercise his/ her leadership position in the school.

METHODOLOGY

The purpose of this study was to identify how peer group learning can be facilitated among school Principals and thereby promote among them a continuous learning process which in turn enables them to hone their managerial proficiency. Certain roles were identified with the help of concerned authorities and experts in the field of educational administration vis a vis Rashtriya Madhyamik Shiksha Abhijan (RMSA), Assam, the Secondary Education Board of Assam and SCERT. As required by those roles, the competency desired were enlisted by way of expert opinion, interview with in service school Principals as well as Academic Officers of RMSA, State Board and SCERT. The Principals professional development needs assessment questionnaire was administered to the sample and accordingly the training needs were identified.

Sample of the study

The researcher approached the Rashtriya Madhyamik Siksha Abhijan (RMSA), Assam to carry forward the study and accordingly RMSA provided permission to visit and interact with Principals/ Headmasters of 350 schools which was considered as the sample of the study. These 350 school principals/ Headmasters were selected as sample for identification of training needs.

Tools and Techniques

- **Principals Professional Development Needs Assessment Questionnaire (PPDNAQ):** This questionnaire contained a list of tasks that a Headmaster/ Principal of a Secondary school is likely to do in order to exercise their leadership position in the School. A total of 100 items belonging to different areas of school management and leadership was included in this questionnaire. The tool has a 5 point Likert-type rating scale anchored at 5 = “Strongly Agree”, 4 = “Agree”, 3 = “Undecided”. 2 = “Disagree” and 1 = “Strongly Disagree”. The tool helped to identify the areas where the principals/ headmasters felt the requirement for training and professional development.
- **Interviews:** This technique was used for collection of opinions from various departmental heads such as the Inspector of Schools, Programme Coordinator and District Consultants of RMSA, Academic Officer of Secondary Education Board of Assam as well as the School Principal/ Headmaster.
- **Focused group discussions** with school Principals.

Data Analysis and Interpretation

The data obtained from the Principals Professional Development Needs Assessment Questionnaire (PPDNAQ) was analyzed quantitatively to identify the training needs of the school Principals. Content analysis was performed on the data recorded from interviews and focused group discussions.

Finding of the Study:

Training needs assessment: The school Principals expressed the need for training in the following areas:

- Developing School's vision and mission.
- Preparation of annual plans.
- Time Management.
- Functioning of the School Management Development Committee.
- Functioning of Parents Teachers association.
- Furnishing periodic reports and statistical reporting.
- Motivating teachers, staff and students.
- Identification of problems in learning.
- Ensuring enrollment.
- Preparation of financial plan and budgeting.
- Securing funds.
- Reconciliation of bank and cash accounts.
- Recording minutes of meetings.
- Performance management.
- Information management.
- Involving community in school development.
- Public relations.

Competency Mapping and identification of mentors: the identification on training needs was followed by interviewing experts and in service Principals to record their opinion of the performance in certain key performance areas. In matters related to furnishing periodic information to the Board as well as Directorate of Secondary Education and the RMSA, it was found district-wise that there were few Principals whose reporting competency can used to guide and mentor others. Accordingly, steps were initiated for conduct of periodic meetings amongst such peer groups under the

aegis of the Inspector of Schools and the Program Coordinator of RMSA. Principals were found to have benefited in this context with promotion of peer group discussions and working with mentoring Principals.

Suggestion and Conclusion

As the research is ongoing, the researcher expects to come across many more such areas which shall be of common interest and understanding to the school Principals and where through such regular exchange of ideas and views they can surely hone their managerial proficiency. The Inspector of Schools and program coordinators of RMSA will have an important role in this regard to facilitate such interaction amongst the school Principals. This indeed would act as a supplement to the regular in-service training programs and workshops held by RMSA to provide training to the school Principals. Here different Principals will enact the role of being a mentor going by their area of competency and share his/ her experience and expertise with the peer group.

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Appendix: VI
Ph.D. Course Work Certificate



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Entrance Examination for

Eligibility of Admission to degree of Doctor of Philosophy

(As per O.Ph.D. 2 as amended vide S.R. No. 29 (9) dated 12-10-2009)

This is to certify that

Choudhury Amit

(Seat No. 122)

has cleared the

Ph.D. Entrance Test (PET) for

Eligibility of Admission to

The Ph.D. Programme of

The Maharaja Sayajirao University of Baroda

held on 14th April, 2010.


Chief Co-ordinator


Vice-Chancellor

(Validity of the Certificate is forever. The passing of Ph.D. Entrance Test (PET)
does not guarantee to Admission to Ph.D. Programme)



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **Mr. Choudhury Amit Ajit**, Research Scholar, registered under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, vide Registration Certificate Number **331** dated **23/12/2010**, for pursuing Ph.D. on has undertaken and completed the course work with the **Grade O**.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Mr. Choudhury Amit Ajit (M)**

Faculty/Institution: Faculty of Education & Psychology

Department: Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits [Offered At University Level]			
I.	Introduction to Research & Research Writings	3	A
II.	Introduction to Basic Computer Functions & Application for Research Purposes	3	B
III.	Quantitative Research Techniques & Data Analysis	3	A
Departmental Courses – 06 Credits [Offered at Departmental Level]			
IV.	Review of Related Literature in the Area of Professional Development of School Principals	3	O
V.	Conceptual and Theoretical Framework of Professional Development of School Principals	3	O
Overall Grade			O

ACA3/4

Date of Issue: 02/04/2013

Place: Vadodara

Registrar (OSD)

Grade Conversion Table and Grade Calculation Formula

Grade	Grade Points	Range
O	10	Above 9.01
A	9	8.01 – 9.00
B	8	7.01 – 8.00
C	7	6.01 – 7.00
D	6	5.01 – 6.00
E	5	4.01 – 5.00
F	4	Below 4.00

$$\text{Overall Grade} = \frac{\sum (\text{Grade Points} \times \text{Credits})}{\sum \text{Credits}}$$

Appendix: VII

Content Developed for

The e-Learning Program

in the form of Self-Learning Modules



e-Learning Program for School Principals

Introductory Module

Introduction

Principals are the flag bearers of the school system, and the direction of school's progress rest upon their vision, commitment and effort towards accomplishment of set goals. In today's context, effective schools to sustain its effectiveness needs to be competitive and continuously embrace innovation and manage change in a smooth manner. With the current reforms taking place in the field of education, the process of transformation can effectively be handled only by a strong school leadership. A leader empowered with a strong knowledge base can proactively handle such change and streamline the process of transformation. A professionally competent Leader can exercise his leadership position in the school effectively and hence make schools effective.

Such effective leadership as well as management can well be developed as proven by various studies and it involves developing professional competencies of the School leaders through Training, self learning and self assessment programs. And e-learning professional development programs for skill enhancement would be an effective tool for such initiatives.

The Principal is responsible for the management and day-to-day operations and business of the school. The authority to exercise managerial powers is delegated from the Board, which retains responsibility for the overall governance of the School. The Principal oversees the educational programs and developments in the school (and in the broader educational community) and must keep Board Members abreast of these issues. It is critical that the Principal and the Board have confidence in one another.

Principal usually occupies a unique position in a school system and in order to achieve good governance practices the Principal needs to have managerial roles, responsibility and accountability similar to those of the Chief Executive Officer of a commercial undertaking. It is important that the roles, responsibilities, delegations and authority of the Principal are clearly defined and understood. Principals play a vital and multifaceted role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for children. The ability to take charge and get things done in the face of complex and trying circumstances is the essence of Leadership, and the same holds true for School Leadership too.

Principals/ Headmasters or Head teachers etc as the designation may be are the administrative head of the school as a system. Traditionally, the Principal resembled the middle manager in William Whyte's

1950's classis *The Organization Man*- an overseer of busses, boilers and books. Today in rapidly changing era of standards based reforms and accountability, a different conception has emerged.

The e-Learning Program

In designing this e-learning program adequate care has been taken to cater to the requirement of your professional development needs as a school principal. The topics covered and areas included in this program, would enable you to chose learning experiences which will allow you to reflect upon your task responsibilities and open new vistas for further inquiry.

At the very least, an effective principal should be able to:

- manage and deploy school resources efficiently
- allocate school accommodation appropriately
- ensure satisfactory standards of maintenance and cleanliness of school facilities
- guide curriculum implementation and change
- organize staff development in school
- create a professional ethos within the school by involving promoted staff in decision-making.

These e-Learning programs are designed to accommodate your learning at your convenience of time and place, and at your own pace.

FEW QUESTIONS ANSWERED

What is our purpose?

It is widely recognized and agreed that one of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school head.

This series of modules has been written to provide school principals with a source of practical ideas about ways in which they may become better managers of better schools. The material does not present much theory; instead each reader is required to draw on their own individual experiences and to evaluate their own circumstances and practices, in order that they may apply the lessons learned in their schools. Like other professionals, school principals need to accept a large measure of responsibility for their own self-development and for the development of their schools.

The extent to which these materials have a practical impact on school quality will only become clear over time, but school principals should fairly quickly be able to identify some examples of

how they have changed the way they manage their schools and how their schools are better as a result. Principals may wish to share ideas with their school colleagues, District Education Officers and Inspectors, and discuss with them what they are doing, and how these materials are helping to improve their practice.

❖ **Who are the materials designed for?**

These materials are written primarily for practicing school principals of Government/Govt. Aided secondary schools, under Board of Secondary Education Assam and Assam Higher Secondary Education Council. We hope that principals of other educational institutions, including teacher training colleges, will find these materials of use.

The same will be of immense help for aspiring school principals and senior teachers to understand the role of principals and acquaint themselves with the requirement of enacting such roles. Explore into the task responsibility areas and develop a clear insight on the same.

Management skills are also required by many others involved in education, from the Minister or Commissioner of Education, through to District Education Officers and their staff, inspectors, school governors, and even, in some aspects, parents and members of the community. These materials are for readers who belong to any of these groups, and who are interested in improving school performance. This is what school based management practices also say, in context of further decentralization of the school administration process.

As a Principal you are responsible for the management and day-to-day operations and business of the school. You occupy a unique position from which you are required to exercise your leadership upon various components school system. The students, the teachers, the immediate school community looks upon you as their leader and expects your leadership in guiding them towards their goals. As a Principal you play a vital and multifaceted role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for students. The ability to take charge and get things done in the face of complex and trying circumstances is the essence of Leadership, and the same holds true for School Leadership too.

Principals/ Headmasters or Head teachers etc as the designation may be resemble the middle manager in William Whyte's 1950's classic *The Organization Man*- an overseer of busses, boilers and books. You are responsible for being the link between the Board and

the School, Directorate and the School, and the School and the Community etc with immense responsibility of transforming the school in terms of better results, better teaching and learning environment, safe and healthy climate and the list goes on. In short, you act as the Captain of a Ship exercising skillful maneuvers to sail through high sea and safely anchor the ship with the dock.

You are required to lead to create an environment for quality education under trying conditions, and this requires skills and attributes of a successful manager and an effective leader to marshal your scarce resources towards achieving success.

Your Performance as a School Head will decide the Future of the Nation

❖ What are the methods of study?

Since these materials are written for a variety of people, let us move from describing readers specifically as 'school principals' to something more direct and personal: 'you'.

❖ Self-directed study:

One of the main ways in which we hope you will use these materials will be through self-directed study or open-learning. By self-directed study we mean that you, the readers, choose when and what you want to study. Because everyone has a different background, in the experience we have and in the character of our schools, our learning needs vary considerably.

We hope within the five modules, each of which consists of between four and eight units, you will find something new and relevant to your needs. You may study the modules in any order; indeed many units may be studied on their own.

The modules may be studied by individuals working on their own, or in informal or formal study groups.

❖ Individual study:

A large part of our learning takes place on our own, perhaps reading and thinking quietly in school, or even at home. We hope that these materials will be available for you to do this. Then you may select what you want to learn, in the order and at the pace of study you choose. In this

way you are not put under any immediate external pressure, but may work out for yourself what may best apply to you and your school.

❖ **Informal study groups:**

Of course you do not have to study these modules only on your own. The materials could and should be used by you with other principals in your locality, coming together informally, in peer groups or study circles, perhaps at a local teachers' centre, to review your work and share ideas. Within your own school members of staff would benefit by looking at topics together. If you have a school development committee the materials should prove a useful source of ideas. The materials could also be used by your Association of School Principals, either at district or national level, during workshops or at your annual meetings. Your association might appoint from the members a training officer, to be responsible for initiating, facilitating and coordinating training programmes.

❖ **Formal groups:**

These materials can also be used in a more systematic way to cover all school principals at formal workshops organized by Rashtriya Madhyamik Siksha Abhiyan, or for more advanced specialist courses, by a national management training institute, a teachers' college or a university faculty of education.

❖ **Distance learning:**

These materials can also be adapted for distance-learning courses and for use by the media, whether in print or broadcasting.

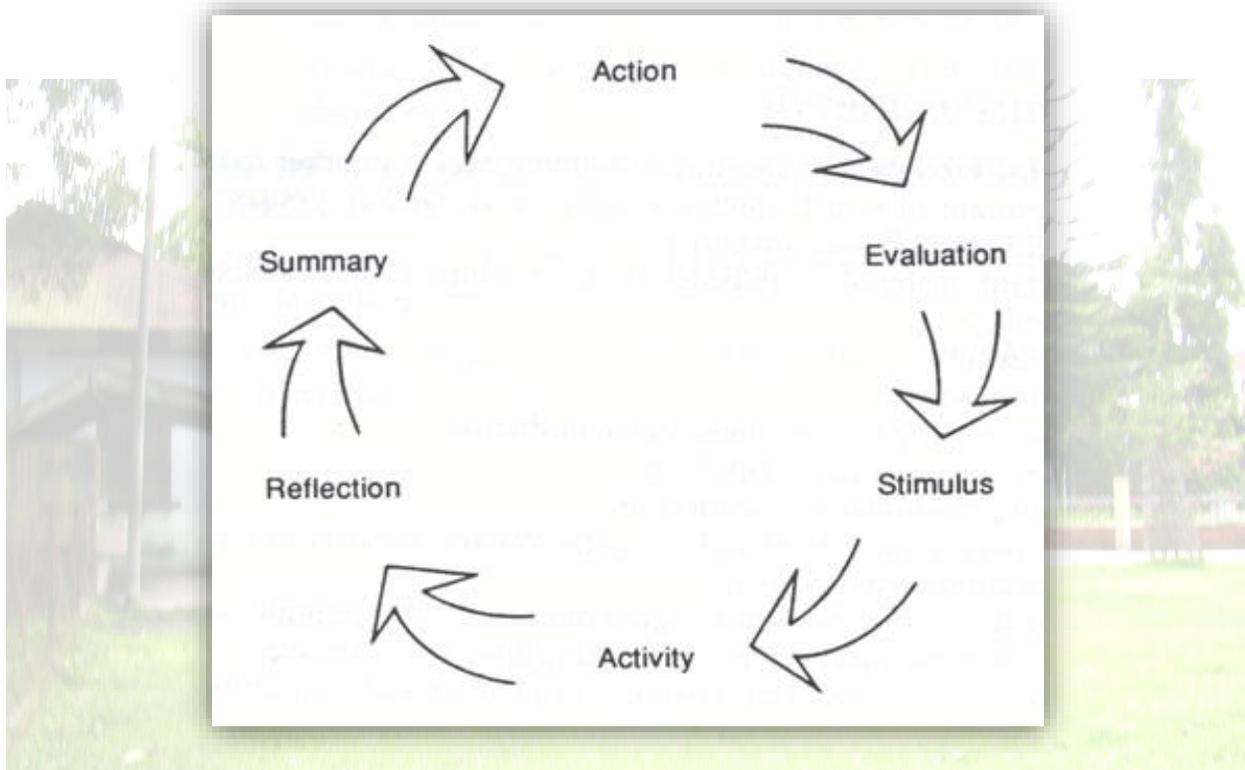
❖ **How is the content related to change in schools?**

These resource materials are written in an interactive style which requires your participation. More than that, they require a commitment on your part to introduce into your school beneficial changes, which are relevant, cost-effective and accepted by your staff, pupils and community.

Each unit contains a variety of stimuli which are intended to get you thinking, to capture your interest and to open up the topic. These include activities like drawing up checklists, answering questions, gathering data, and discussions with your colleagues, whether teachers in your school or other principals. Whilst you are doing the activities you will be involved in reflection, in

which you are encouraged to think through issues, to reconsider standard practices, and to seek alternative solutions to solving problems. Within the units there are regular commentaries which draw together loose ends and consolidate principles. The study of these resources will not be complete until there is some action by you in the way in which your school is organized and managed, following guidelines included in each unit. Evaluation, especially self-evaluation (which also relates to the concept of reflection above) is the last element in this cycle.

The cycle of learning within each unit is illustrated below:



✚ **How are the modules and units organized?**

Each module has a standard general introduction (which you are now reading) and an introduction which is specific to the unit.

Each unit is written in a standard form, as follows:

❖ **Introduction:**

This provides an overview of the contents of each unit and provides a link between the units in the module.

❖ **Learning outcomes:**

These provide a series of statements about what you might expect to cover and learn if you complete a unit.

❖ **Activities:**

These require your involvement, perhaps by drawing on your experience, or through the gathering of data. Sometimes an activity comes at the start of a section, and sometimes an activity follows a piece of text. It is important that you do all the activities, as they form the core of each unit and provide the basis of the interactive approach to learning used here. As the activities vary considerably in character you should read the instructions carefully.

❖ **Comments/ Discussions:**

Avoid looking at the sections which follow most of the activities until you have completed each one. The comments are intended to provide a discussion of some of the points you may have identified in the activity. They are not intended as model answers.

❖ **Summary:**

This appears at the end of each unit to pull together the ideas which have been brought out.

❖ **Reference materials:**

External links are provided with a wide repository of online open educational resources, forums, social media like the facebook, twitter, linkedin in order to facilitate you be among the best in the field and share your common ideas and seek solutions to the same in a self exploratory mode. Wherever deemed fit, references is provided as links to the websites of statutory bodies and departments in order to keep you update with their schemes and purposes.

Certain documents that may be present at your side and the same you might find handy during your assessing the e-learning program are:

- education acts
- by-laws relating to your state, region or district
- civil service rules and regulations
- executive instruments on education
- policy papers, guidelines and circulars from the Ministry of Education

- code of conduct for teachers
- the constitution of the board of governors or school committee
- annual reports, speeches, exam results, pupil/staff data, etc.
- school account books, stores ledgers, rules and regulations, timetables, circulars, report forms, minutes of meetings, etc.
- pupils' exercise books and work.



What are included in the e-Learning Program?

Module 1 – General Management

Unit 1 – Understanding Educational Management

Unit 2 – About Rashtriya Madhyamik Siksha Abhiyan and Right to Free and Compulsory Education (RTE) Act 2009.

Unit 3 – School Vision, Mission, Values and Objectives

Unit 4 – Change Management

Unit 5 – Time Management

Unit 6 – School Development Plan

Module 2 – Curriculum Management

Unit 1 – Establishing the Curriculum

Unit 2 – Timetabling

Unit 3 – Organizing and Maintaining Resources to Support the Curriculum

Unit 4 - Assessment

Module 3 – Human Resource Management and Community Partnership

Unit 1 – Recruitment and Selection of Staff

Unit 2 – Training and Development of Staff

Unit 3 – Organization Climate

Unit 4 – Motivation

Unit 5 – Performance Appraisal

Unit 6 – Maintaining Records

Unit 7 – Conflict Management and Negotiation Skills

Unit 8 – Community Partnership

Module 4 – Financial and Material Management

Unit 1 – Understanding Financial Statements

Unit 2 – School Budgeting

Unit 3 – Basic Framework and Mechanism of Financial Management

Unit 4 – Understanding Banking

Unit 5 – Materials Management

Unit 6 – Auditing of School Accounts Books

Module 5 – Management of Information

Unit 1 – Information Management

Unit 2 – Management of Records

Unit 3 – Communication Management

OER – Open Educational Resources

This section is linked to various open educational resources available in the World Wide Web, which can be referred for further inquiry, in order to gain meaningful insight on how principals exercise their role at various corners of the globe.

Reference Video

This section provides you with access to link from you tube and other sites which provides you with interesting lectures in video format, being provided by numerous authors worldwide on specific topics of your importance. Further you can explore on your own and search topics on areas of your interests.

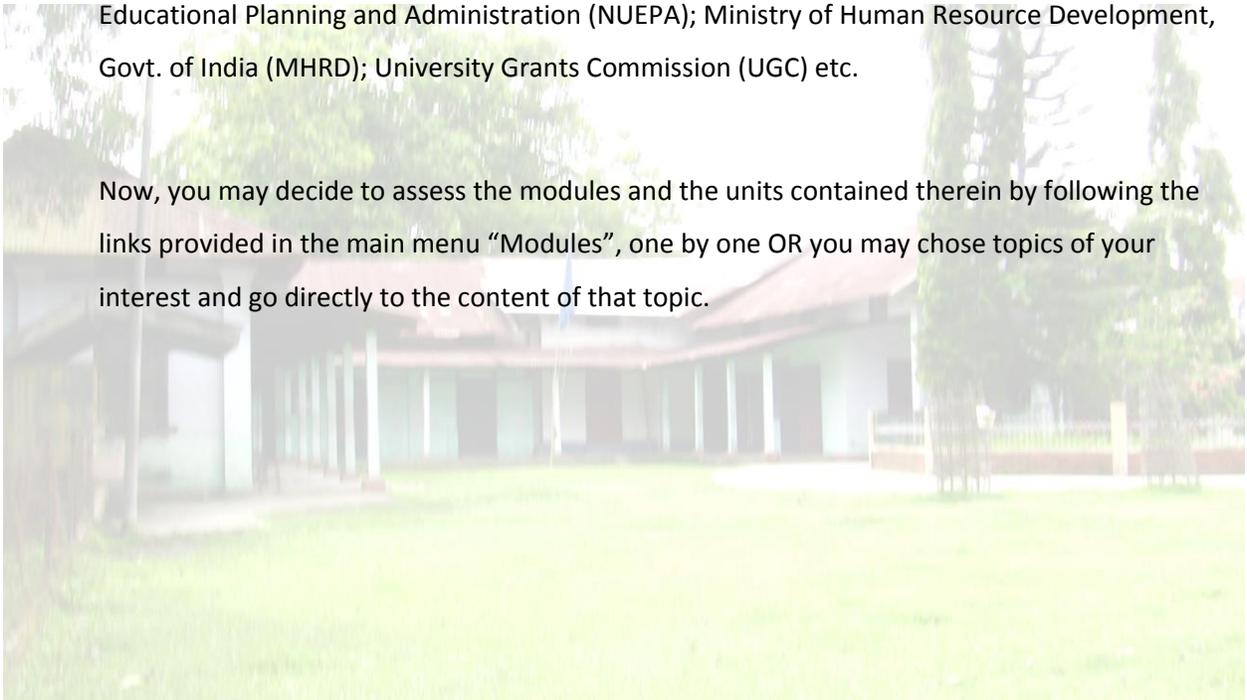
Audio

Important portions of the e-Learning program have been converted to audio format in order to provide you with an opportunity to hear the text content in a lecture form.

External Links

Links are provided to various statutory bodies and authorities that are of immense importance for you and your position as school principals. Such as Board of Secondary Education, Assam (SEBA); Assam Higher Secondary Education Council (AHSEC); Rashtriya Madhyamik Siksha Abhiyan (RMSA) Assam; Department of Secondary Education, Assam; National University of Educational Planning and Administration (NUEPA); Ministry of Human Resource Development, Govt. of India (MHRD); University Grants Commission (UGC) etc.

Now, you may decide to assess the modules and the units contained therein by following the links provided in the main menu “Modules”, one by one OR you may chose topics of your interest and go directly to the content of that topic.



How to use e-Learning

You are required to access the content of the e-Learning program contained in the CD-ROM as per your convenience. The following set of instructions will help you in understanding the usage of the same:

1. Double click on the “Index” file, and see the homepage.
2. The homepage contains the links to various modules contained in this e-Learning program.
3. Access the respective modules by double clicking on the link that appears as:

Module 1 Module 2 Module 3 Module 4 Module 5

4. Upon opening the respective module you will see the links to units contained within each modules, like:

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

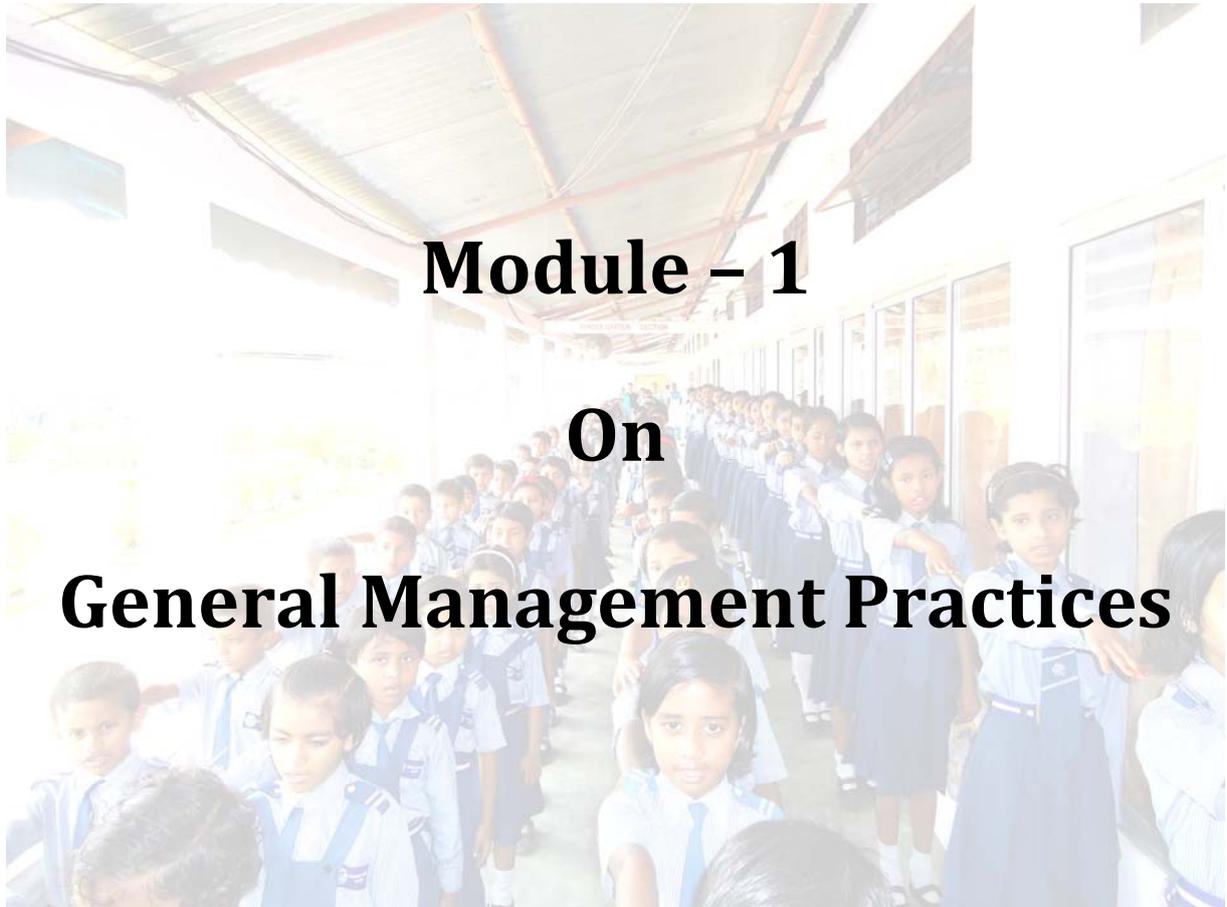
5. Each unit contains in the text form, reading materials on specific task responsibility areas for which the particular unit under a module has been developed. Apart from the theoretical perspectives, there are Activities which you are required to perform and the same is followed by discussions.
6. You can also hear to the audio file as contained under the caption “Audio” to hear the content of each module as lectures instead of reading the text material.
7. As the audio file gets opened on a different window, you can minimize the same and revert back to the text contents so that while hearing the audio you can also refer the texts.
8. Reference in form of external links to Open Educational Resources, Videos and Reference Books as well as similar modules developed by other agencies are provided to cater to your needs for further reflections and understanding.
9. In case of any difficulties in accessing the modules you may contact:

e-mail: amich1970@gmail.com +919954705230

10. At the end of each module, you will find the self-evaluation exercise to assess your learning.

Enjoy the Self-Learning Experience.

e-Learning Program for School Principals



Module - 1

On

General Management Practices

Introduction

As a school head, without being exposed to modern concept of school management many of you are performing daily activities for affective functioning of your schools primarily on the basis of your long years of teaching experience and involvement in the school. As the head teacher you are expected to take decisions keeping in conformity to education department and directorate's rules and instructions. In order to provide leadership to the school as a system, as a school head is expected to possess certain professional competencies in terms of attitude (A), skills (S) and knowledge (K). Hence, seeking to manage the school system effectively you must recognize the need to ASK, that is, to involve others in developing solutions. At the same time you must also introspect and recognize the three key components: Attitudes, Skills and Knowledge, and work towards acquiring the same. Efficient school heads have mastery over such requirements and accordingly the same gets reflected in their actions towards making the school an effective one.

Managing a school system is indeed an arduous task and the same requires a lot of imagination and common sense. Development of management theory and practice and application of the same in the school context has given certain principles of management which in turn provides useful guidance for the practicing school head, and a number of these are examined in this module. This module includes in brief about the general management practices in school context, schools vision and mission, self development exercises related to delegation, decision-making and problem-solving. It is expected that the module will encourage you to reflect on your own performance as a school head and consider ways in which you might improve your own school management processes to become more effective in your role as school head and as a manager of change.

Learning Objectives

After working through this module you should be able to:

- discuss the contribution which management theory can make to understanding management practice
- relate your duties and responsibilities as a school head to the national objectives for education
- differentiate between the main functions of the head of a school and identify some of

the tasks associated with each

- outline the importance of delegation and outline the key principles and procedures involved in delegation in schools
- explain decision-making and problem-solving and list the major factors which contribute towards effective practice
- describe the nature of the change process and identify the key management functions and tasks associated with the effective management of schools.
- formulate a mission statement for your school and a set of objectives
- indicate the values promoted by your school
- identify the various styles of management open to a school head
- identify how school programmes may be designed to meet the needs of your staff and students, the community and the nation
- manage your time more efficiently.

Units

Unit 1: Understanding Educational Management

Unit 2: About Rashtriya Madhyamik Siksha Abhijan and Right of Children to Free and Compulsory Education (RTE) Act 2009

Unit 3: School Vision, Mission, Values and Objectives

Unit 4: Change Management

Unit 5: Time Management

Unit 6: School Development Plan – as per RMSA

Unit 1

Understanding Educational Management

In this unit certain theoretical perspectives on management are put forward in order to enable you develop meaningful insights about the realm of management. Also discussed are key management concepts and principles followed by activities enabling you to relate how such principles can be put to practice to your task responsibility areas as a school head.

Learning Outcome

After working on this unit you will be able to:

- Understand the contribution of management theory towards management practices
- Explain meaning of the terms: management, administration, organization, supervision and leadership in education
- Understand how to apply attitude, skills and knowledge in educational management.
- Understand the process of decision making

Concepts of management in education

Management is derived from the verb 'to manage' which can mean – to handle, to control, to make and keep submissive, to organize, to alter by manipulation, to carry out for a purpose etc. Management refers to the process of getting things done by others in order to achieve a pre determined goal/objective.

Activity 1.1

1. Explain with an example of how you manage your school in light of the above definition.
2. Which of the above meanings most closely matches the way you manage your school?

Discussion

The understanding that can be derived from the above meaning may appear harsh and offensive. Do you, as a school head, really keep your staff and students submissive? Do you necessarily manipulate things? These terms suggests to us a variety of management and leadership styles that manifest upon how we manage our work. Some of these styles are more acceptable and productive than others. Let us try to understand the theoretical perspective on management as provided in the following lines.

Management is a comprehensive term, and means much more than organization and administration. Management means to run, handle, conduct and control. It provides guidance and direction to

individual in relation to organization and tries to link up different aspects. The word management has three different connotations and often used as a entity (noun), a process (verb) and as an academic discipline.

As a noun it implies those individuals, who exercise leadership in an educational institution, i.e. it refers to managers, principals, teachers, parents, community and so on so forth. As a process, management is a collection of functions to be performed in running an organization like planning, organizing, staffing, directing, budgeting and controlling. As an academic discipline, it refers to a systematic body of knowledge, concepts, theories, laws and applications in practice.

It may be understood as an art of:

- getting work done
- within the given budget
- within a given time frame
- So as to accomplish individual and institutional goals.

Keeping in view the general concept of 'Management', management of education may be referred to as the process of planning, organizing, directing and controlling the activities of an institution by utilizing the human and material resources such that the functions of teaching, extension work and research are accomplished in an efficient way.

Education is the means of providing a series of learning experiences to the students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive and socially responsible members of the society. The purpose of educational management is to create a congenial atmosphere for attaining the aims and objectives of the education system. Knowledge of relevant management theories, principles, concepts, techniques, skills and their application to educational system is necessary for its effective and efficient functioning and output. Scientific and systematic management of education is expected to bring qualitative changes in the educational system.

Furthermore, management can also be described as an Art, a Science, an Organization, a Person, a Discipline or a Process. Let us now see what each of these aspects refers to.

Management as an Art

Managing an organization requires one to deal with various people with varied aspirations. As management involves getting things done by 'others', it is often referred to as an art involving techniques in

- human and public relation
- delegation of authority and responsibility
- communication including decision making and problem solving
- managing change

Management as a Science

Certain proven theories and practices are often applied in managing things, hence management is regarded as a science.

Management as an Organization

Creation of a formal structure is involved in getting things done to achieve the laid objectives. Such establishments are based upon a mission or a goal, a set of objectives, targets, functions and tasks on which every member has a specified role.

Management as a Person

Often we hear teachers saying that the school management has notified such and such changes. Here the term management signifies the position of the school head or for that matter the body which governs the school. Further we often hear the same in terms of a hierarchical order referring senior or junior management.

Management as a Discipline

Management, over the years has evolved as a field of study and its domain is inclusive of various subjects and topics. The attitude, skills and knowledge in management can be acquired through learning and experience.

Management as a Process

Management refers to a collection of processes inclusive of decision making, problem-solving and action-planning. These processes involve management of four vital resources referred to as 4M's – Man, Money, Machine and Material i.e. Human Resources, Financial Resources, Time and Material Resources.

Functions of Management

The list of managerial functions includes a host of activities that a manager is supposed to do in order to manage an organization or a task. It includes Planning, Organizing, Staffing, Directing, Supervising, Evaluating, Controlling, Coordinating, Reporting and Budgeting. Here, we shall briefly examine five main functions of a manager namely Planning, Organizing, Directing, Supervising and Evaluating, which may be seen in the form of a management cycle illustrated below:

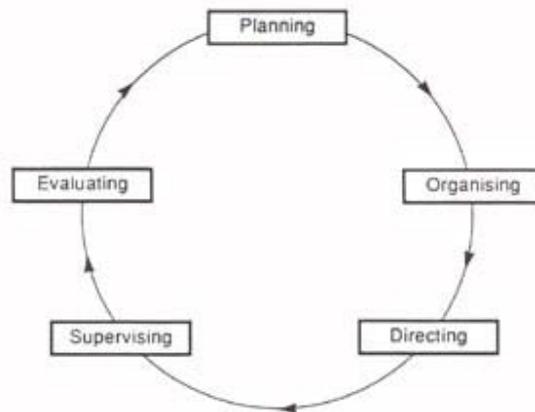


Fig 1.1: Cycle of Management Functions

Planning

Planning refers to the process of deciding in advance a course of action to be followed in order to achieve a pre-determined goal. You must have been engaged with various forms of planning namely the school's annual plan, the planning and scheduling of classes, sports activities etc in the school. In other words, as a school head you are required to align with the set mission and objectives of your school and accordingly prepare strategies to translate such missions into reality. Planning thus, is referred to be the essence of management. It helps us in managing our task effectively and efficiently. Being effective refers to achieving the set objectives and being efficient means maximization of results with the available scarce resource.

Organizing

Organizing involves putting in order of priority and preference the available scarce resources. Organizing also refers to getting the group of people together. An action plan is needed to be prepared in which actions and activities are properly scheduled, roles and responsibilities specified and targets set in such a way that it is achievable within a short period of time.

Directing

The manager needs to direct the implementation of the plan and in doing so it is expected that the manager continuously motivates the team towards achieving the laid down objectives. It needs to be seen whether the various roles and responsibilities that are assigned, are well enacted or not. Hence, the element of coordination and control is of utmost importance in guiding the organization towards the achievement of the goal.

Supervision

In order to maintain adherence to laid down norms and practices, established standards, the manager is expected to continuously supervise the work which is being performed, thus, ensuring that the progress of the plan is in the right direction.

Evaluating

The final and the most important part of the management cycle is to assess the progress of the plan by observing the results and comparing the same with the set targets and objectives. Here, the performance of all the staff including that of the manager should be assessed which in turn helps us in making proper adjustments in the future plans.

Activity 1.2

1. Prepare a list of managerial functions that you are engaged with keeping in view the above definition?
2. Reflect upon the processes followed in your school, noting down strength and weaknesses in your management practice?

Discussions

Now that we are having an insight into the realm of management, let us explore further in order to understand the practical application of the same in the school context. In order to run the school effectively, you as the school head is required to exhibit certain competencies which in turn would help you to exercise your leadership position in the school effectively and efficiently.

Stephen R. Covey in his book *The Seven Habits of Highly Effective People* reminds us “To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now, so that the steps you take are always in the right direction.”

As a school head you are required to lead the school through the process of identifying school improvement goals, and of determining the strategies that will promote the attainment of those goals. School heads are also required to build the capacity of their staff to implement strategies by identifying staff needs and providing appropriate staff development opportunities. And in doing so as the school head is you required to assess continuously your own strengths and weaknesses and embrace self development such that you capably lead the school improvement process as reflected in improved student performance, both in scholastic and non scholastic areas.

A School Management Diagnosis

Let us examine, by means of a checklist, how well you are doing as a school manager.

Activity 1.3

Complete the school management diagnosis checklist by ticking 'yes' or 'no'. Indicate which of the following you have worked on, within the last academic year, in your school.

S.No	Particulars	Yes	No
PLANNING			
1.	Translating policies as laid down by RMSA into school based teaching and learning objectives and targets.		
2.	Planning both the long term acquisition of relevant teaching and learning resources (including finance)		
3.	Preparing school routine following SEBA's model routine and schedule of activities.		
4.	Preparing schedules for meeting of SMDC, Parents' Association and Staff.		
ORGANIZING			
5.	Preparing up-to-date job descriptions for all employed staff and assigning roles, responsibilities and duties to staff and pupil.		
6.	Arranging for filling up vacant positions both teaching and non teaching.		
7.	Forming adhoc committees to take care of important events and occasions.		
DIRECTING			
8.	Inducting new teachers, pupils and parents.		
9.	Initiating timely communication with all stakeholders.		
SUPERVISING			
10.	Ensuring regular conduct of classes and that pupils' work are evaluated on a timely manner.		
11.	Checking the schemes of work and lesson plans of teachers.		
12.	Ensuring presence and punctuality of teachers, staff and pupils.		
13.	Conducting full and fair appraisal of all staff.		
14.	Taking regular stock and physically checking the stores and equipment of the school.		
EVALUATING			
15.	Preparing annual reports of the school.		
16.	Analyzing examination results.		
17.	Reviewing the performance of the school in all curricular and extracurricular activities.		
18.	Setting new targets for individuals, departments and the school.		
19.	Requisitioning for better and qualified teachers.		
20.	Presenting financial statements and audited reports to the SMDC and eventually to the Directorate.		

Note: Higher the score in terms of number of 'yes' better is your managerial ability.

Discussion

The list provided above includes five main management functions of a school head: planning, organizing, directing, supervising and evaluating all aspect of the school as a system. Although they occur in a natural order, the fact is each of the function continues all the time. Also each of the tasks mentioned above may further be broken down into several tasks. Thus it may be said that your work as a school head is both complex and never ending.

Activity 1.4

You are further required to relate the management functions in one of the main areas of life in your school context, say curriculum management. Taking help of the above check list, you may also develop a flow chart and elaborate upon the activities that you do in context of managing the school curriculum. You can also take other specific areas such as examination, annual day celebration etc.

Discussion

This is not an easy activity to undertake as the range of tasks will be quite large. Cultivating such ability requires fundamental understanding of the functioning of the school as a system and you have to put in all your experience in developing a clear perspective on the same. Ideation and articulating how every task which you are supposed to undertake as a school head in various operations may be analyzed and described in terms of broad functions which make up the management cycle. Though fig 1 depicts a cyclic order of the management cycle, the processes are indeed inter related.

It becomes easier when you develop a perspective on the main area as a composition of several inter related set of activities and task. And view each task as a system in itself having defined inputs in form of resources, processes and output in the form of results. Results of several such sub systems thus lead towards the overall goal attainment.

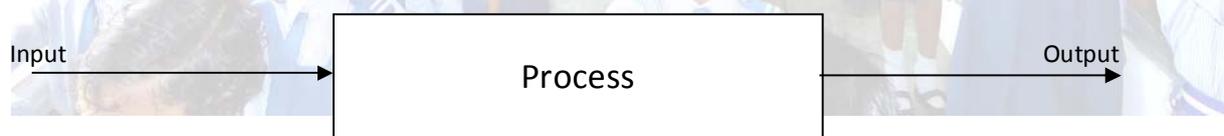


Fig 2 – The system approach

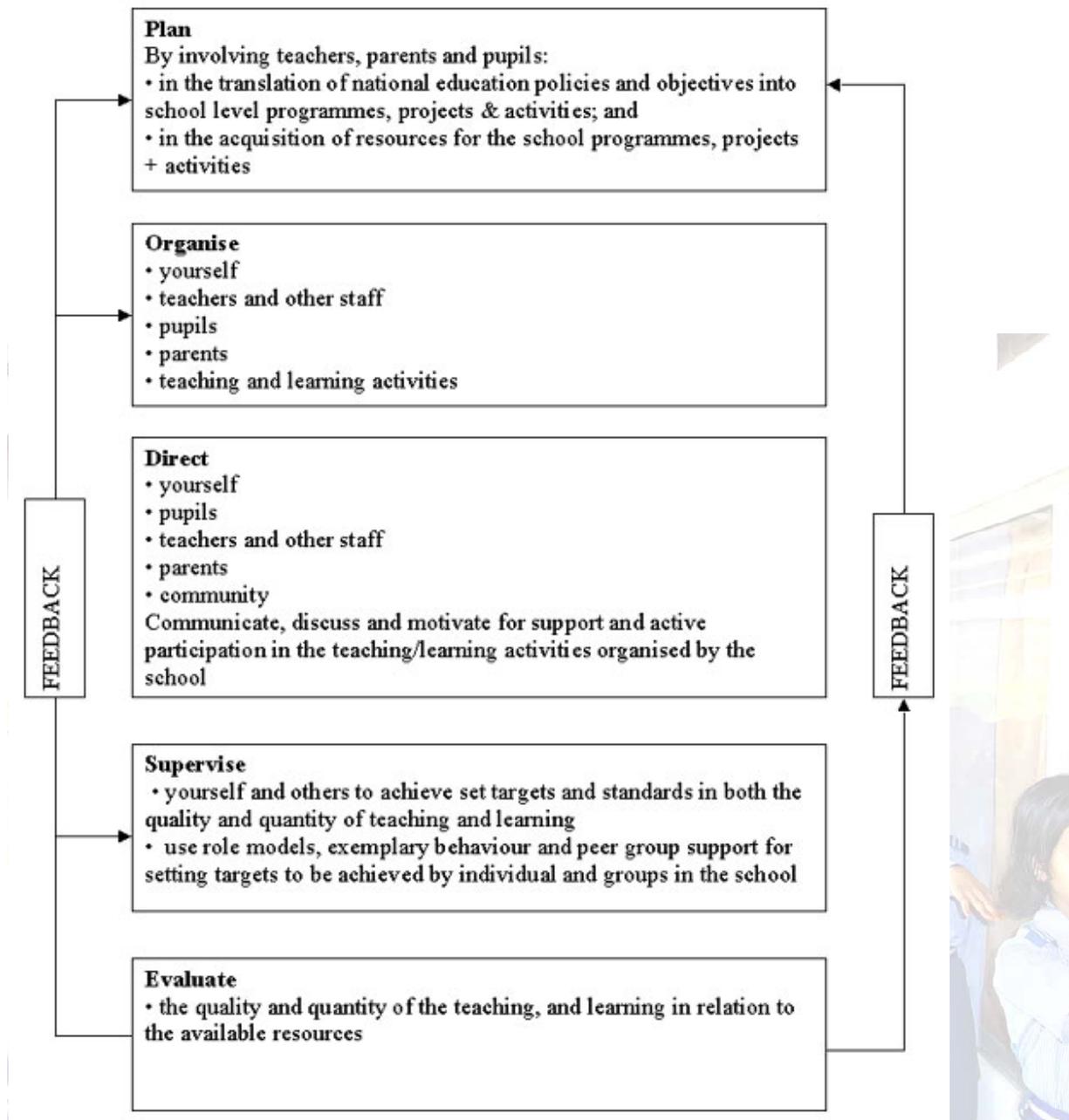


Fig 1.3 – Managing your School

In examining the above flow chart you might probably be thinking ‘How can I, as a school head, manage to plan, organize, direct, supervise and evaluate programmes, projects and activities in my school?’ The answer to this lies in the application of the principles of:

- Planning and budgeting
- Human and public relations
- Communication skills and negotiation techniques

- Delegation of authority and responsibility
- Decision making and problem solving
- Management of change in relation to the operations in a school, through action planning.

Along with the above principles, which will be discussed in subsequent modules it is necessary to understand the Principles of Management as forwarded by Henry Fayol (1906). He gave the following 14 principles of management:

- Division of work
- Authority, responsibility and accountability
- Discipline
- Unity of command
- Unity of direction
- Centralization and decentralization
- Scalar chain (the chain of command in an organization)
- Remuneration of personnel
- Subordination of individual interest to general interest
- Equity
- Stability of tenure of personnel
- Initiatives
- Spirit de corps
- Span of control or order.

These principles are proven true in context of industrial management. Are they relevant in managing education? Looking at current practices, are there any evidence for application of the above principles of management in managing schools. In due course of our discussions we shall see how relevant these principles are in context of school management.

Activity 1.5

Exemplify the application of principles of management in your school?

Discussion

You may have noted the principle of division of work, which brings in the idea of specialization in all kinds of work and accordingly we have different positions and staffing. Span of control reflects upon the number of subordinates a manager can supervise comfortably and it is often suggested that the number should be in between five to eight. As an organization grows in size, which is true in case of a school too, going by this principle we allow delegation of authority and responsibility and thereby create an organizational set up. While delegating duties and responsibilities the principle of authority, responsibility and accountability should be borne in mind. Simply delegating responsibility will never yield results, hence authority must also be delegated and who so ever is delegated must also be made accountable. Unity of command, unity of direction and the principle of scalar chain is also essential in order to streamline the flow of communication top down.

Decision Making and Problem Solving

School heads often find themselves in situations which require them to make decisions. Decisions are made at all levels in order to solve problems and affect the achievement of the goals and objectives of the school. Decision making and problem solving go hand in hand and are of fundamental importance in all aspects of school management.

The process of identifying and selecting a course of action to be taken to solve a problem is referred to as **decision making**. It is a process through which human, material and financial resources of an organization are allocated or committed towards the achievement of intended goals and objectives. Decision making involves the following stages:

- **Intelligent Phase:** During this phase the decision maker tries to identify the problem and define the same appropriately.
- **Design Phase:** During this phase, several possible solutions to the problem are worked upon and various alternative solutions are made ready.
- **Choice Phase:** The best possible solution amongst the available alternative is selected during this phase.
- **Implementation Phase:** During this phase the decision is acted upon.

Searching for solutions to the problems that arise in an organization is referred to as **problem solving**. The problem solving process leads to the formulation of decisions intended to resolve the recognized problems. The decision making cycle is represented as follows:



Decisions dealing with operating procedures which are taken on the basis of thorough knowledge of rules, regulations and policies of the organization are referred to as routine decisions. For example, deciding upon the weekly roster for teachers. On the other hand, certain situation arises wherein the decisions are taken beyond the established procedures. Such types of decisions are known as unique decisions and it involves innovation.

Activity 1.6

1. Identify the key areas of decision making in your school and try to recall routine decisions you might have taken in the recent past in such areas? Also highlight unique decisions taken, if any?
2. In case of a critical problem, do you involve others in the process of decision making? If so, state who should be involved in such decision making process?

Discussion

Decisions can be categorized as structured or programmable and non-structured or non-programmable. What is meant here is that in cases where the decision making is aided by well laid down procedures and rules, and wherein the environmental factors aid to the process of decision making then it is referred to as a programmed decision. Here, the solution or possible solutions are known with certainty.

On the other hand, in scenarios which are unknown till now and neither supported by any laid down procedures, where the environment of decision making is full of uncertainty, it is referred to as non-programmable decisions. Non-programmable decisions require creative thinking and as a school head you are required to be innovative in such unique cases.

Decisions further are categorized into various levels:

- **Policy Decision:** Decisions which are taken at the highest level of management and are of strategic importance are referred to as Policy decisions. For example, decisions taken at the Ministry level say pertaining to educational reforms, introduction of new curriculum, training, employment and deployment of teachers etc.
- **Operational Decisions:** These are made at the school level by the head, teacher, staff or pupils and parents. As a school head you are required to implement policy decisions within the framework of the school.

Activity 1.7

1. Refer to activity 1.6 and make note on the extent to which members of your staff participated in the decision making process?
2. Highlight few factors that had an impact on your decision making process?

Discussion

Depending upon the nature of decision area and your own management style, decision making may involve varying degrees of participation. With greater participation a strong 'sense of ownership' is developed within the organization. A host of factors such as the organizational, political and personnel may have an impact on the decision. Individual behaviour, personality types and styles of management can affect the process of decision making. Good decisions ideally need to meet a variety of competing needs – the heads own needs, the staff's, the task itself and the situation or environment in which the decision has to be taken.

Unit 2:

About Rashtriya Madhyamik Siksha Abhijan

Rashtriya Madhyamik Siksha Abhijan (RMSA), Assam is a comprehensive and integrated flagship programme of the Government of India (GOI), implemented in the state of Assam for providing quality and meaningful education to all children in the age group 14-16 years of age for Secondary Schools and 16-18 years of age for Higher Secondary Schools in Assam. RMSA has a vision to make secondary education available, accessible and affordable to all young persons.

This is clearly the next step after universalizing elementary education. While the goal is laudable much work needs to be done before we are in a position to launch the Scheme for Universalization of Access for Secondary Education (SUCCESS). Its details need to be quickly spelt out and discussed with States so that we are fully ready to launch it from. We must not underestimate the complexity of this task as the principles for universalizing elementary education cannot be easily transferred to secondary education. The physical, financial, pedagogical and human resource needs are quite different. We also need to recognize the role currently being played by the private sector and policy design must factor this in. Detailed strategies and plans would need to be paid to Districts with SC/ST/OBC/Minority concentration. The recommendations of the Sachar Committee need to be seriously considered while planning for this programme”.

Aim & Objectives of RMSA, Assam:

- Universal access of secondary education by 2017.
- Bridging gender disparity and socio-economic disparity, disability and other barriers.
- Universal retention by 2020.
- Quality education to all children.
- To provide a secondary school within a reasonable distance of 5 kms from any habitation and higher secondary schools within 7-10 kms.
- Access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SCs, STs, OBCs and Educationally backward minorities.

RMSA Implementation and Roles

Right of Children to Free and Compulsory Education (RTE) Act 2009

The Right to Education Act, which came into force on 1st April, 2010 after 62 years of independence, has made free and compulsory education a fundamental right of every child in the 6 to 14 age group. Now India has joined the group of those countries who provide for a constitutional guarantee to free and compulsory education. The enforcement of this Right has made it a joint responsibility of Central and

State Governments to provide free and compulsory education to all children by all means. The present paper begins with a historical perspective, outlines salient features of the Act, throws light on the challenges ahead and suggests ways to overcome them.

Historical Perspective

At the time of Independence, India inherited an educational system which was not only quantitatively small but was also characterized by striking gender and regional disparities. Only one child out of three had been enrolled in primary school. Thus challenge was to provide elementary education to all its children within a stipulated period of time. Accordingly, universal education for all children in the 6-14 age group became a constitutional provision by Article 45 of the Constitution. Special care of the economic and educational interests of the under privileged sections of the population also became a constitutional obligation. But these constitutional provisions still remain unfulfilled. Government's commitment to ensure elementary education for all children aged 6-14 years was later seen in its ambitious programme named 'Sarva Shiksha Abhiyan'.

Free and compulsory elementary education was made a fundamental right under Article 21A of the Constitution in December 2002 by the 86th Amendment. In bringing this into action, the 'Right of Children to Free and Compulsory Education Bill' was drafted in 2005. This was revised and became an Act in August 2009, but was enforced on 1st April 2010.

The Right to Education Act will benefit about one crore out-of- school children and a large number of drop-out children. As per an estimate, out of 22 crore children in the 6-14 years age group in the country, 4.6 percent children have no enrolment in any school.

Salient Features of the Act

The Right to Education Act is a detailed and comprehensive piece of legislation which includes provisions related to schools, teachers, curriculum, evaluation, access and specific division of duties and responsibilities of all concerned. Main features of the Act are as under:

1. Every child from 6 to 14 years of age shall have the right to free and compulsory education in a neighborhood school till completion of elementary education.
2. Private schools shall provide 25 percent reservation for weaker sections and economically disadvantaged groups in the admission.
3. All schools except government schools are required to meet all specified norms and standards within three years to avoid cancellation of their recognition.
4. The Act calls for a fixed pupil-teacher ratio, i.e., 30:1.
5. The Act mandates improvement in quality of education.
6. Financial burden will be shared between Central and State Governments.

Unit 3:

School Organization its Vision, Mission, Values and Objectives

Now you must have developed adequate insight on the management process in context of the school system. Also you must have understood various national policies on secondary education in India and the recommendations of National Knowledge Commission and the implications in the school context the mission of RMSA. Before elaborating upon the vision and mission of a school, its values and objectives, let us understand the idea of school as an organization.

As a school head it is expected of you to take a leading role in improving the quality of teaching and learning. Your duty and responsibility will be to ensure that your school is achieving school, meeting its objectives in an effective and efficient manner. It is therefore in your interest to search for ways and means of improving yourself as a manager. The aim of this unit is to explain how to formulate a clear mission for your school and a set of objectives.

Learning Objectives

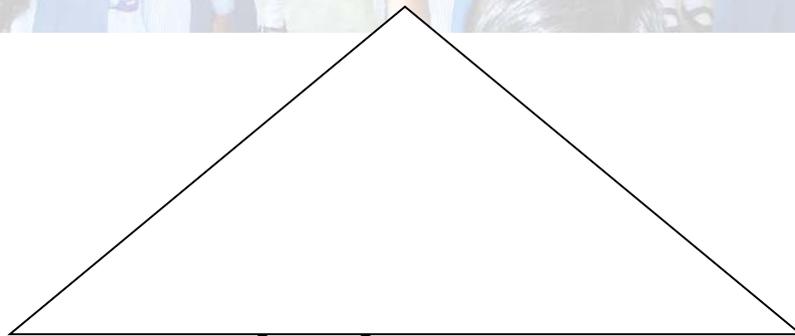
After going through this unit you will be able to develop an understanding on

- The school as an organization
- Formulate mission statement for your school
- Identify values which you wish to promote in your school
- State with clarity your school objectives

The School as an Organization

Activity 3.1

Draw the organizational chart for your school starting with the Chairman/ President of the SMDC and ending with the position of pupil. Preparing this chart would assist you in understanding the nature of your school as an organization.



Discussion

A manager works for, and is a part of the organization. Educational institutions and for that matter the school itself is an organization. The word organization is derived from the work organ, and organs are living things. In the human body, eyes, ears, nose, tongue and skin are five sensory organs over and above which there are several important organs like the heart, liver, kidney etc. all these organs have specific tasks to perform, and the failure of one organ affects the whole system i.e. the human being. Similarly institutions are also organic in nature, living and growing continuously. An organization is thus the result of the grouping of work and the allocation of duties, responsibilities and authority to achieve specific goals. In managing the school, it is important for you as the head of the institution, to understand this organic nature of the school as a system.

We can summarize some important organization concepts in terms of the following

Vision

The motto, an emblem reflects upon the vision of an institution. The vision, in the form of a statement is derived from a strong philosophical foundation. In context of education, the perspectives of national mission and policy statements are taken into consideration in forming the vision of a school as an institution. Local context in terms social, cultural, traditional aspects too gets reflected in a school's vision.

Activity 3.2

1. Give the vision of your school?
2. Elaborate upon the logo of your school?
3. Highlight the expected and actual results for the last three years of your school?

If your school has no ready information on any of the above points, then its high time to work upon the same.

Discussion

Efficient and effective schools are strongly guided by their emblems and mottos. An efficient school head uses minimum number of people, materials, machines, equipment, money and time to derive maximum results. Efficiency in management is of utmost importance due to the scarce availability of resources.

An effective leader is able to produce expected results in the school in terms of students' achievement in both scholastic and non scholastic form. Specific school process & characteristics of Effective Schools as summarized by Lennart Grosin in his essay on 'Effective schools and Equality' 1997 says:

- Instructional leadership characterized by openness towards teacher values and preferences, which is both forceful and democratic and gives priority to developing the school as an institution for principally teaching and learning;

- Cooperation amongst teachers with respect to teaching goals and methods as well as to the socialization of the pupils;
- An emphasis primarily academic concerns within the context of the whole institution;
- High expectation based on the view that all children are able to learn and that the ability to learn is contingent upon the children's social and ethnic origin;
- Elements of teaching and understanding and to reach high order cognitive skills for all pupil;
- Regular evaluation;
- Encouragement and reinforcement of good work.
- Structured sessions with limited focus and where the teachers interact with the class by mixing whole class teaching with individualization which takes into account the pupil's abilities;
- Fostering good working conditions and order within the context of the whole institution as well as consequent but moderate sanctions for improper conduct;
- Positive relationship between teacher and pupils based on mutual respect and trust;
- And the teacher's role as a model and a person of authority.

In short, the factors used in judging an effective school include:

- excellent achievement by many pupils in examinations
- excellent performance in games, sports, athletics, drama, debates, music festivals, etc.
- well behaved pupils
- the success of past pupils.

Mission of the School

Mission as stated by RMSA seeks for universalization of secondary education and ensuring objectives of improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers. As the school head you are required to adhere the school's mission and objective in line with the laid down objectives of RMSA.

Activity 3.3

Consider your own school, try to be more specific to the preceding activity and seek to provide a specific statement on the philosophy or mission of your school?

Discussion

In undertaking the above activity, we hope you recognize that a school philosophy or mission may include the following

- Promotion of interest among pupils in learning and imparting skills needed to learn
- Acquisition of pupils of relevant knowledge, skills and attitudes
- Creating provision of opportunities for pupils to participate in and contribute to their culture
- Willingness on the part of the pupil and staff to serve for the school in particular and community in general

Values

Every country upholds certain core sets of values that get reflected in its education system. As a school head you must seek to cultivate such values amongst the pupils and thereby contribute to the national cause. Mission statements are based upon your values and those of your staff and of the nation as a whole. Values are guidelines of behaviour, and they govern each person's actions and attitudes. It is acquired through experience, education and observation. As the school head you are required to consciously and deliberately plan school programmes that promote the values that a society approves and wishes to uphold.

Activity 3.4

List some values that you yourself hold and believe your school should seek to promote.

Discussion

The list so made would probably include the following values

- Acceptable behaviour
- Reliability
- Honesty
- Efficiency
- Punctuality
- Diligence
- Politeness
- Courtesy
- Fairness
- Self-discipline
- Tolerance
- Justice etc.
- Courage
- Dignity of labor
- Respect for other people and their property
- Sportsmanship
- Impartiality
- Perseverance
- Respect for legitimate authority
- Public spiritedness
- Cleanliness

As a school head, you will almost certainly wish to ensure that the values the school cherishes pervades all the teaching/ learning activities including the co-curricular and extra-curricular ones.

School Objectives

A general statement of the school's vision and its mission may further be explained more comprehensively in terms of objectives. It indicates fairly in specific terms what the school intends to achieve.

Activity 3.5

1. List down your school's objectives?
2. To what extent would you say they are comprehensive and clear?
3. What areas should a set of school objectives cover?

Discussion

School objectives should take into account the needs of all stakeholders i.e. the pupils, the staff, the community and the nation.

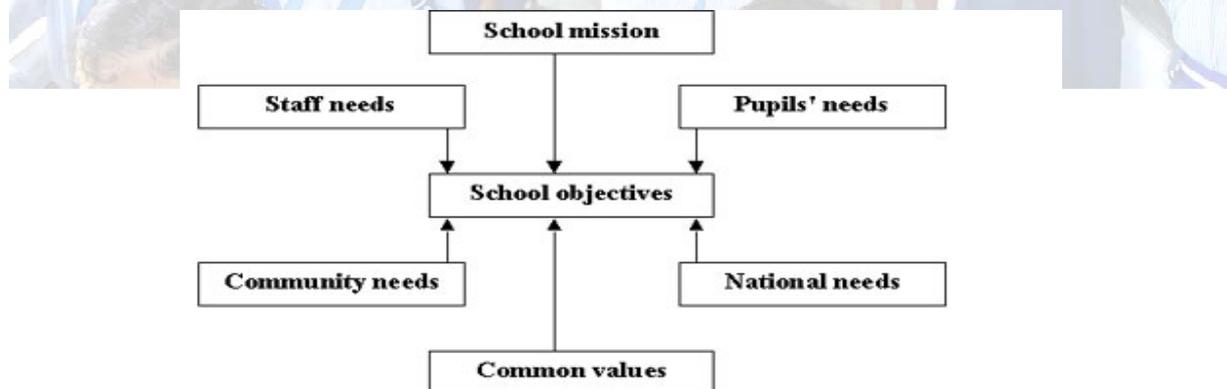
Pupils' need may include the desire for a complete education that prepares them to face competition in today's work environment, the fostering of creativity to facilitate problem-solving, strengthening their abilities to learn independently, the provision for various co-curricular and extra-curricular activities thus providing them with an opportunity to showcase their hidden talents. Further they are needed to be developed as a responsible citizen. Create an environment that encourages them to develop their leadership qualities and inter-personal skills, within a culture of tolerance.

Staffs' pay an important role that can't be negated and as the school head you are supposed to be sensitive to the critical role that they play in the overall improvement of the school.

Needs of the community may be reflected by the educational expectations of the parents for their children, the promotion of good citizenship, respect for community values.

The nation's goal to create a continuous pool of ably developed human resource, the promotion of common national identity, upholding of secular values and the respect for dignity of labor.

The figure below illustrates the variety of needs that the school mission and objective must address.



Certain key terms often used in managing an organization

Functions

What the organization is supposed to do in order to achieve the goals.

Duties and Responsibilities

Derived from the functions of an organization, roles are fixed to each position within the organization, which are expected to be carried out by such positions. Responsibilities refer to a broad statement of the job and duties include day-to-day jobs that arise from those responsibilities.

Tasks

These are specific activities within a duty.

Standards

These are description of the desired outcome in terms of quantity and quality.

Targets

These refer to the amount and quality of outcome which an organization wishes to arrive at over a given time. For example, a school which can enroll 100 pupils in a 9th standard can hope to have at least 90 of those pupils completing eight years of successful schooling.

During the course of these modules you will come across many more terms about management and organization. It is expected that by now you are beginning to appreciate how an understanding of the key concepts and principles of management may help you to improve your performance as a school manager. As the summary of organization highlights, a starting point for examining whether a school 'works properly' is to clarify its purpose as an organization. Typical organizations have the following aspects clearly stated and understood by all people in them and those who have interest in them:

- Title of the organization, its name, logo or symbol or emblem or badge or trade mark, motto, location and address
- The mission statement and the objectives of the organization
- Functions of the organization
- Expected outcome and results.

Unit 4:

Change Management

In today's complex scenario, the head of a school faces challenges which are diverse in nature. These derive from a range of sources that includes admission of children from diverse cultural, economical and social background, increasing levels of undisciplined pupils and teachers, the introduction of government policies, procedures and practices, scarcity of resources and so forth.

Change is imminent and calls for extensive patience, emotional stability, self-restraint and control by all members in a school environment – pupils, teachers, non-teaching staff, parents, government official and the communities at large. This unit tries to explore certain aspect of this process of change and examines how you can improve the management of change in your school.

Learning Outcome

After going through this unit you should be able to:

- Outline the range of changes in government policies, procedures and practices with which schools are involved
- Describe the nature of change process and identify key management functions and tasks associated with effective implementation of change in schools
- Provide support and advice for teachers on accepting changes in education to minimize resistance
- Promote acceptance and compliance to changes arising out of national policies and practices.

What is Change

Change is imminent and in today's context more relevant. It may occur due to external factors or may be initiated internally in order to derive something better. Various sources of change was discussed earlier. Whatever the source of change be, many writers have noted the responses to change. For example:

- 'Old attitude die hard'
- 'tough time never lasts but tough people do'
- 'when the going gets tough, the tough gets going'.

Activity 4.1

1. What do you understand by change?
2. How relevant are the above quotations in context of response to change?

Discussions

In all probability, change might be perceived in the following terms

- Transfer from an old to a new position
- Transformation of old form to a new form

- Displacement from one place to the other
- Substitution of one item with another
- Alterations made in the school routine
- Transfers
- Separation or division of a part from the whole
- Growth
- Shifting of alliances/ allegiance, loyalty and control

Whatever is the cause or whichever be the form in which change manifest itself, the fact remains true that change is often uncomfortable. Change may either be temporary or permanent. Nonetheless it is important that the system must function and strive for better results. Changes that are externally imposed such as change in government policies and practices appear in the first instance difficult to accommodate. However, as the school head you are responsible for ensuring a smooth transition and many a times initiate internal changes too in order to yield better results.

Role of Head in Managing Change

Every new development in the school context is it internally imposed or externally, calls for effective communication and mentoring. It also necessitates developing a clear understanding among the organizational members about the rationale behind the change that is initiated. As a school head, you are expected to be influencing results arising from changes instead of waiting to survive the effects and consequences of change. The vision for change has to percolate down the hierarchy in true sense and as a head you are responsible to motivate the group towards embracing the same. Managing change and sustaining the same securing all round involvement involves the following features:

- Recognition of the need to change – start with your own self.
- Diagnose the ground reality of today and as “where we are today and where we would like to be tomorrow, after the changes?”
- Mobilize commitment to the change amongst those who will be directly or indirectly affected by the changes.
- Plan and take proactive decisions as regards to identifying appropriate courses of action, implement plans, monitor results periodically and initiate corrective measures. Provide timely feedback to major actors and beneficiaries involved.

Managing change essentially means taking control of and shaping the direction by influencing in some way the outcome of changes. This involves planning to take action on the change.

Planning and Implementing Change

Your position as the school head will call for your ability to plan for action, judicious use of power and to influence people effectively to bring about the change. You will be required to know and understand your school and your role as a change agent. This may involve securing meaningful data and information, reflection and analysis, vision and concept building, formulating strategies for action, implementing action and monitoring outcome.

Data Collection

- Go and listen to new recruits as well as existing organizational members – don't just talk to them
- Keep in regular touch with your office when you are away
- Meet new people cutting across professional lines and listen to them
- Talk to a cross section of workers ranging from a driver to a tea vendor/ boy to subordinate staff and find out how they feel about change cause they hear a lot more than you
- Walk around the school and hunt for meaningful information
- Keep a smiling face and be open to communication.

Reflection and Analysis

Think about what is being heard, refine the same, sort out things that doesn't add meaning, analyze and relate to the context of change.

Vision and Concept Building

Relate the analyzed data in terms of short term solutions, long term goals, overall purpose or mission statements, envision theories about achieving goals keeping it simple and realistic, set objectives, fix roles and responsibilities and set targets. Formulate strategies for action.

Implementation

Translate ideas into action. Simply "go out and try" strategies. Monitor events at regular intervals and assess the reports on outcomes. Have a clear understanding on the desired outcome and compare the same with the arrived reality. Initiate necessary corrective measures wherever required. Document the entire process in the form of guidelines for future.

Activity 4.2

Think about the past 2-3 years of your service as a school head. Reflect upon some changes that took place in your school. Identify whether those changes were externally imposed or internally initiated. Identify one such change which was generally successful and one which was less successful. Prepare a list of the reasons for success and failures.

Reflection	
Externally imposed change	Internally initiated change
What was the change? Possible reasons for success –	What was the change? Possible reasons for success –
What was the change? Possible reasons for failure–	What was the change? Possible reasons for failure –

Discussions

Things may go wrong during introduction and implementation of a change process in the school due to a number of factors. The reasons for failure may include stiff resistance from staff, lack of understanding, lack of training, failure to secure meaningful data in order to plan, shortage of resources etc. A large number of studies on change and change process provide us with guidelines which takes into consideration numerous factors that can lead us to success. Importance of planning based on sound data and understanding of ground realities, effective communication, ensuring of the relevance and feasibility of the proposed change are often stressed upon. The key to success depend upon the role played by the management and leadership. As a school head you are required to make use of your management skills and leadership qualities in planning, organizing, directing, supervising and evaluating the overall process of change that is proposed to be brought.

Sources of Power

In order to effect a change, as a school head you are required to manage that is 'get things done by others' and lead the process of change to its desired outcome. Such effort will call for mobilizing commitment amongst staff and pupils and exert influence as a leader towards bringing the change. Discussed below are various sources of power which can be used to influence the direction of change within the school.

- **Coercive Power:** To create fear by judicious use of threats and punishment, though the same must be applied with due care in a democratic society.
- **Expert Power:** As an expert one need to possess sufficient knowledge and skills, knowledge about culture and education, which other may need and do not possess. Respect for, and the expressed need for this knowledge can create compliance to change requirements.
- **Role Power:** As the school head, the position of headship in itself has certain rank, status and reputation. These do have a powerful influence on pupils, teachers, parents and the community.
- **Reward Power:** The head possesses certain powers to recommend teachers for rewards in the form of promotion, awards, recognition etc as well as promote or demote a child from one grade to another.
- **Connection Power:** This is derives from a head's access to different influential positions within the educational administration hierarchy.

Activity 4.3

List the sources of power which are available to you as the school head. And try to relate the same with the list provided above.

Discussion

Change is a complex process and often hard to manage. Your position as a school head entails you with the responsibility of being an effective change agent taking into confidence the entire group inclusive of teachers, staffs, pupils, parents and community that you have a command upon. This requires proper understanding of the management principles and the judicious exercise of your power, such that the

resistance to change is easily overcome and commitment of the group towards change is easily had. Let us see the forms of resistance that may be encountered while managing change.

Resistance to Change

The statements below represent some conservative positions which individuals might take in an organization initiating the change process.

- Will it work?
- Nothing will ever change here.
- Things are changing so fast, even if we buy the latest now, the same will be obsolete very soon.
- Are we making change just for the sake of change?
- Let us wait for some time and see
- You can't teach old dogs new tricks.
- The present system is working okay, why change.
- I have never stood in the way of progress, but I have serious doubts regarding this.

As a school head you must have come across such statements from various corners while initiating change in your school. Your ability to handle resistance will depend upon your awareness of the source of that resistance, which may be:

- Fear for unknown
- Lack of information
- Lack of clarity
- Misinformation
- Threats to core competence
- Threat to status
- Threat to power base
- Sense of failure
- No perceivable benefits
- Poor organizational climate
- Lack of confidence
- Poor relationships
- Fear of being ridiculed
- Legacy system
- Reluctance to let go the existing system
- Poor work culture
- Low on motivation

If you go through the list above, it becomes clear that the resistance to change initiation can be rather an over-simplification of the reasons why change is not always successful. There will always be resistance, and as a school head you are required to keep such resistance to a minimal level. This can be done by adopting appropriate implementation strategies backed up with sufficient homework and ensuring good communication and support.

Unit 5:

Time Management

Time and tide waits for none. Time is indeed a scarce resource, which as a school head you must have felt. It is impossible to store, or stretch, or restore whatever time has elapsed. Hence, as a head you will appreciate how important it is for you to manage your time, if you wish to achieve your objectives. It is advisable that you and your staff must need to reflect regularly on how time is used. Making the best use of available time is indeed a key element of good management. This unit seeks to help you become a better time manager.

Learning Outcome

After completing this unit you will be able to

- List your main time users
- Identify your main time wasters and time savers
- Realize the importance of budgeting time
- Design and implement your own action programme on time management
- Build up more disposable time
- Prioritize
- Delegate effectively

Activity 5.1

1. Prepare a list of all major task a head is expected to perform
2. Segregate task on the basis of its importance and prepare a list of those task you need to do yourself and the ones you can delegate
3. Allocate time to each task you perform.

Discussion

Task identified thus may broadly be classified into four types

- **Problem Solving:** Allocating time to solve unexpected and routine problems
- **Thinking:** allocating time to creative task designed to improve school operations
- **Personnel Duties:** Management of personnel issues and problems
- **Routine Tasks:** Regular duties those are repetitive.

Having a clear understanding on how your days are spent will help you to identify the main users of your time and accordingly identify the time savers and time wasters. Having a clear understanding of what your duties and responsibilities are will help you to prioritize task according to its importance and also help you in delegating certain routine affairs.

Let us examine the possible time wasters:

- Lack of proper planning
- Lack of set priorities
- Over-commitment
- Management by crisis
- Paperwork and reading
- Meetings
- Unclear about objectives
- Indecision
- Procrastination
- Postponed decisions
- Lack of delegation
- Lack of self-discipline
- Unnecessary meetings
- Lack of management skills
- Incompetent subordinates
- Inconsistent actions
- Socializing and interrupting others
- Inability to say 'No'

Activity 5.2

From the above list identify those time wasters which you are in a position to avoid. Also list possible causes for those time wasters and suggest remedial actions that you may initiate.

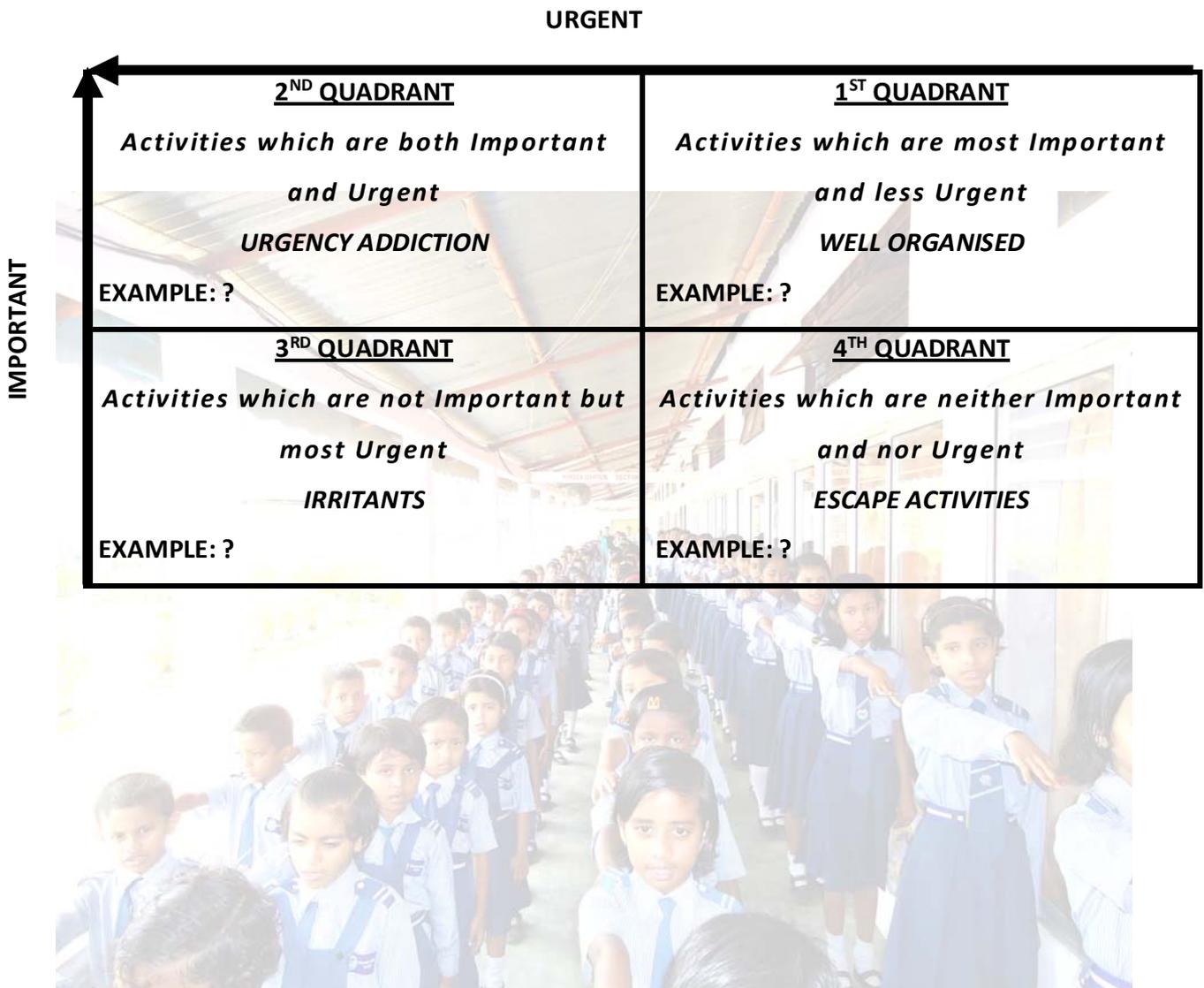
Discussion

The process of identifying the time wasters and time savers would indeed help you to avoid and embrace actions that shall lead you towards accomplishment of your objectives. Prioritization according to the importance of task enables you to suitably delegate your work and thus save valuable time. The remedial actions that you may suggest may benefit you in saving time. Some of the following may be the remedies cited by you:

- Recognizing the importance of planning
- Having clarity on the mission and objectives
- Learning to politely say a firm "No"
- Putting first things first
- Encouraging rapid communication
- Differentiating between urgent and important tasks
- Taking time to do a task to avoid having to do it again
- Attempting less and delegating more
- Reading selectively
- Taking time to plan
- Setting goals and sticking to them
- Screening visitors
- Staying uninvolved with all but the essentials
- Avoiding unnecessary meetings
- Getting facts, setting targets and investigating alternatives
- Training subordinates well and allowing for mistakes
- Giving due credit to subordinates

The activity has clearly demonstrated how you can eliminate time wasters and plug leaks in your time.

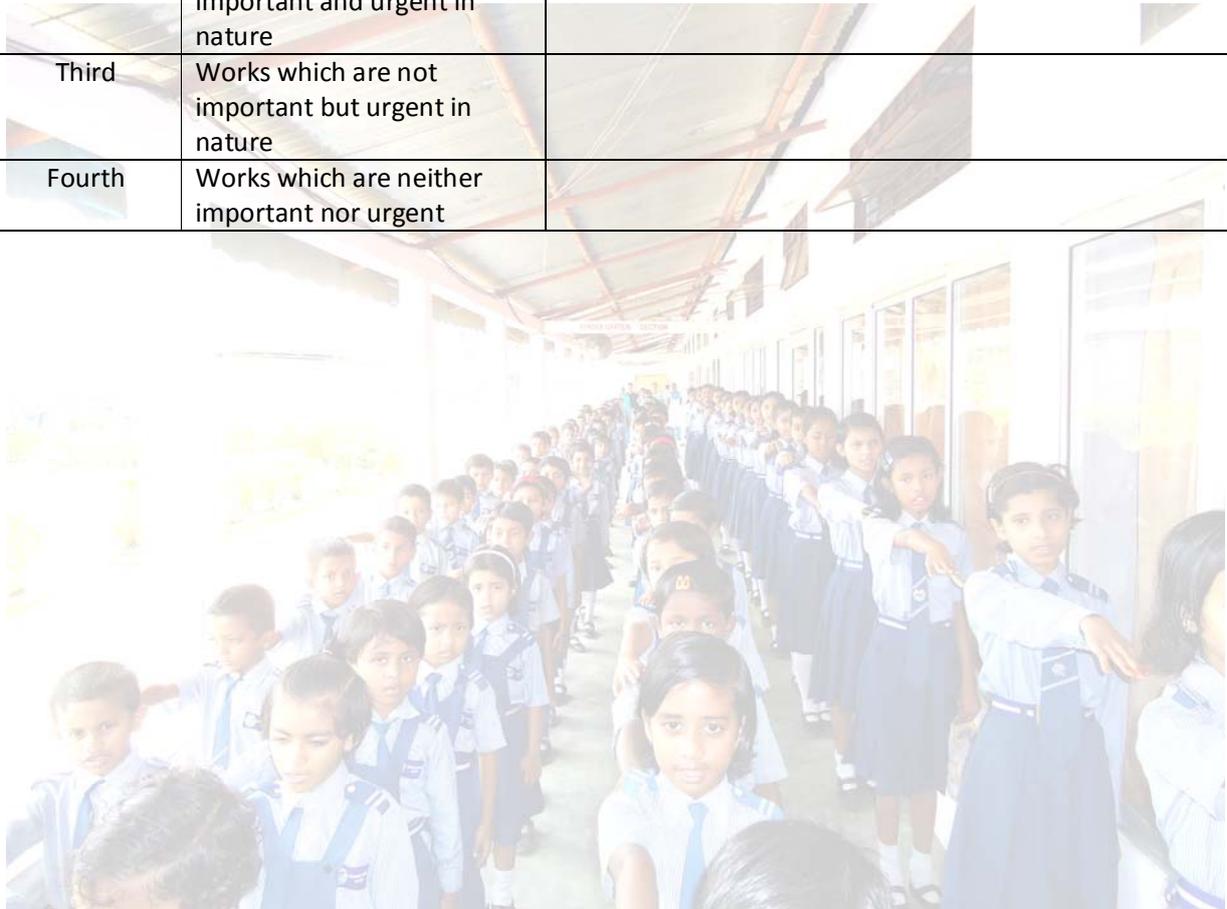
Given below is the illustration from “first things first” exemplifying and helping us identify where we mostly spend our time.



Activity 5.3

You are required to cite examples related to each quadrant of the diagram above in the following manner:

Quadrant	Interpretation	Examples as drawn from the way you spend your time on a day to day basis keeping in mind the description as provided under "Interpretation"
First	Works which are most important but less urgent in nature	
Second	Works which are both important and urgent in nature	
Third	Works which are not important but urgent in nature	
Fourth	Works which are neither important nor urgent	



Unit 6:

School Development Plan – as per RMSA

The School Development Plan (SDP) can be defined as planning which includes Schools infrastructural development, educational and intellectual aspects of students, endeavor towards bringing in 'out of school' children and dropped out children to school, retention of enrolled children, Child With Special Needs (CWSN) etc., status of classroom, boundary wall, sports for students etc.

Before preparing the School Development Plan, it is important to understand properly the existing status and problems of the school and should be developed accordingly through School Development Plan Therefore.

At the time of preparation of 'SDP', the following aspects have been given special importance in order to make it more effective.

1) School/Higher Secondary Profile :

- ✓ What category of institution is this ?

(Secondary, Higher Secondary, Junior College, degree college with + 2 level etc.)

- ✓ Year or establishment of the School ?
- ✓ Location/Address of the school, college ?
- ✓ Whether the location is hilly/tribal/plain/SC-ST area ?
- ✓ Is the school is upgraded to the Higher Secondary ?
- ✓ How many classes taught in the school ?
- ✓ Source of funding to the school ?
- ✓ Whether the SMDC has been constituted or not ?
- ✓ If constituted, the details about the composition of SMDC ?
- ✓ Whether separate bank a/c of the SMDC is being maintained or not ?
- ✓ If yes, then Bank Name _____ Branch _____ Bank A/c _____ etc.
- ✓ Whether SMDC has prepared the SDP or not ?
- ✓ Is there any community/PTA meetings in the academic year ?
- ✓ Total number of existing classrooms/sections by class in the school ?

- ✓ Stream wise number of existing sections of higher secondary level in the school ?
- ✓ What medium of instructions at secondary and higher secondary stages in your school follows?

2) Enrolment and Repeaters :

- ✓ Detailed information regarding children in the age group of 14-18 years under the jurisdiction of school as well as village through (VER).
- ✓ Enrolment by class (From Class VIII to Class X), gender (M or F) and social categories (Gen., SC, ST, OBC etc.) at secondary level.
- ✓ Repeaters by class, gender and social category at Secondary level.
- ✓ Enrolment by stream (Art, Science, Commerce, Vocational course), class, gender and social category at higher secondary level.
- ✓ Number of physically challenged children enrolled & repeating in classes VIII, IX, X, XI & XII.

(Types of physically challenged children - Visual impairment (Blindness), Visual impairment (low vision), Hearing impairment, Speech impairment, Mental Retardation, Learning disability, Cerebral palsy (a form of paralysis believed to be caused by a prenatal brain defect or by brain injury during birth), Autism (a developmental disorder that appears by age three), Multiple disability)

- ✓ Records about the enrolled students in school and not enrolled students in school.
- ✓ Records of dropped out children due to financial constraints or socio-gender disparity or any reason.
- ✓ Records of migration of children from other place.
- ✓ Distance of schools from student's residence.
- ✓ Records of orphan students.
- ✓ Records of Below Poverty Line (BPL) students.

3) Teachers details :

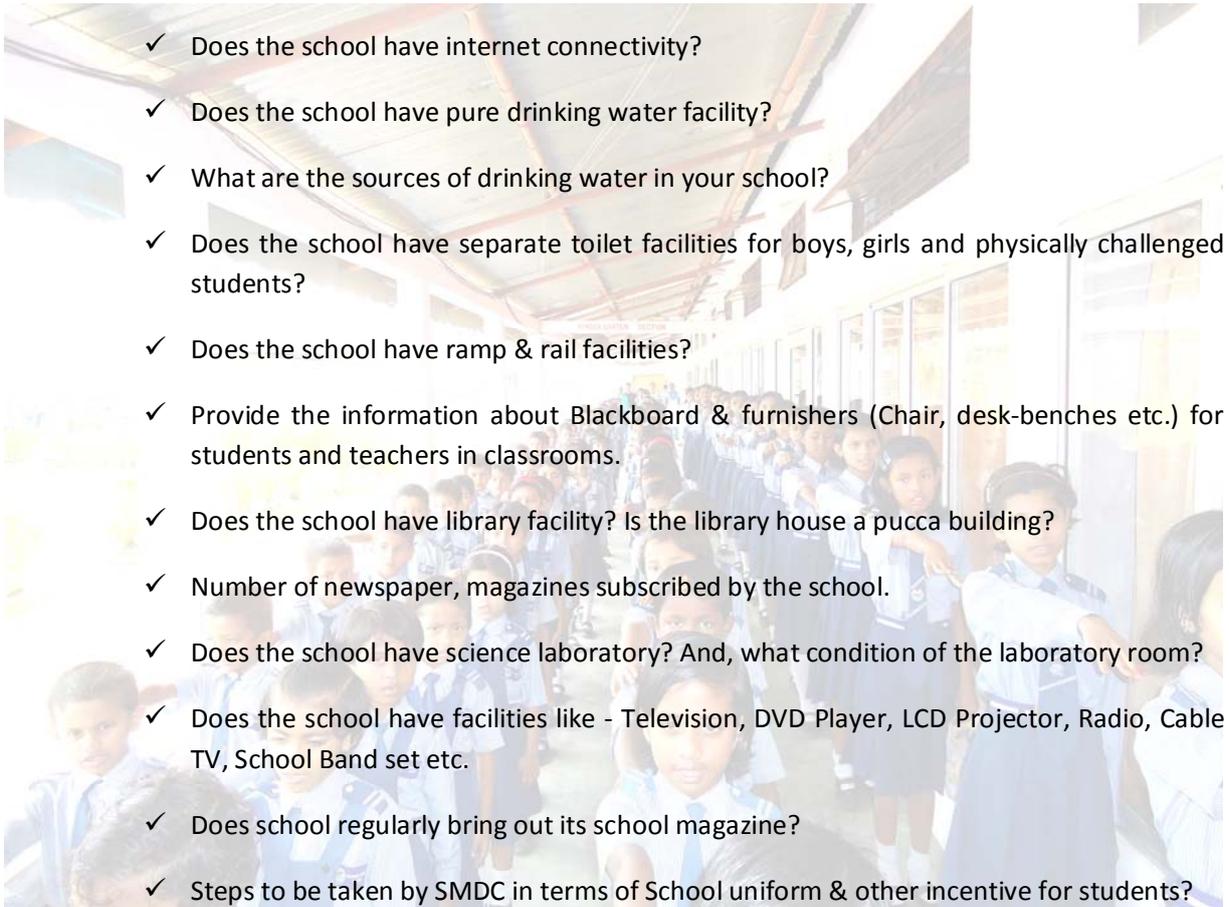
- ✓ Subject wise number of sanctioned posts of teachers for classes IX and X in terms of Secondary and XI and XII in terms of Higher Secondary schools.
- ✓ Subject wise number of Regular Full-time teacher in position for classes IX and X in terms of Secondary and XI and XII in terms of Higher Secondary schools.
- ✓ Subject wise number of teachers in part time/contractual/honorary etc.

- ✓ Summary about the information of teaching staff, number of sanction post in your school, number of non-teaching staff in your school etc.
- ✓ Trained teachers in position and number of un-trained teachers.
- ✓ Subject wise highest academic/educational qualification (Ph. D, M. Phil etc.) and training status.
- ✓ Number of "TET" (Teachers Eligibility Test) qualified teachers in position.
- ✓ Number of "TET" (Teachers Eligibility Test) not qualified teachers in position.
- ✓ Number of teachers who got the in-service training or trained under RMSA (Teachers training component)

4) Infrastructure & Teaching-Learning Facilities :

- ✓ Does the school have its own building ?
- ✓ Total covered area of school including school building.
- ✓ Is there any area of vacant space, which can be used for horizontal expansion of infrastructure facilities ?
- ✓ Nature of school building - Pucca, Partially Pucca, Kuchcha etc.
- ✓ Number and area of classrooms and other rooms in usable condition in the school.
- ✓ Conditions of classrooms in terms of safety of the students - whether the buildings are designed for earthquake, cyclonic winds and flood resistance in accordance with IS-codes for safety or not. Whether sufficient numbers of windows and ventilators are provided for proper lighting and ventilation or not ?
- ✓ Does the schools have the facilities like - Separate room for Head Master/Principal, Staffroom for teachers, Auditorium, separate common room for boys and girls, Library rooms, Computer laboratory room, Room for indoor games, Co-curricular activity room, NCC/Scout & Guide room, First aid/sick room, Room to store sports equipment, Counseling room, Room for chowkidar/watchmen, Canteen, Residential quarters for Head Master/Principal etc.
- ✓ Does the school have boundary walls and what kind of boundary walls (Pucca, Kucha, Bamboo fencing etc.)
- ✓ Does the school have playground of its own and is it in usable condition. Again, what is the area of playground?

- ✓ Does the school have a boy's hostel or girl's hostel? If yes, number of boarders residing in the hostel.
- ✓ Does the school have adequate sports material?
- ✓ Does the school have electricity connection?
- ✓ Does the school have generator as back up or substitutes for electricity facility?
- ✓ Does the school have computer facility? If yes, how many computers are in working condition in the school?



- ✓ Does the school have internet connectivity?
- ✓ Does the school have pure drinking water facility?
- ✓ What are the sources of drinking water in your school?
- ✓ Does the school have separate toilet facilities for boys, girls and physically challenged students?
- ✓ Does the school have ramp & rail facilities?
- ✓ Provide the information about Blackboard & furnishers (Chair, desk-benches etc.) for students and teachers in classrooms.
- ✓ Does the school have library facility? Is the library house a pucca building?
- ✓ Number of newspaper, magazines subscribed by the school.
- ✓ Does the school have science laboratory? And, what condition of the laboratory room?
- ✓ Does the school have facilities like - Television, DVD Player, LCD Projector, Radio, Cable TV, School Band set etc.
- ✓ Does school regularly bring out its school magazine?
- ✓ Steps to be taken by SMDC in terms of School uniform & other incentive for students?

Activity 6.1

1. Prepare a school development plan for the coming academic session taking into consideration the points as suggested by RMSA as mentioned above.
2. Prepare a Checklist of resources that you might require in implementing the school development plan.

Self Evaluation-1

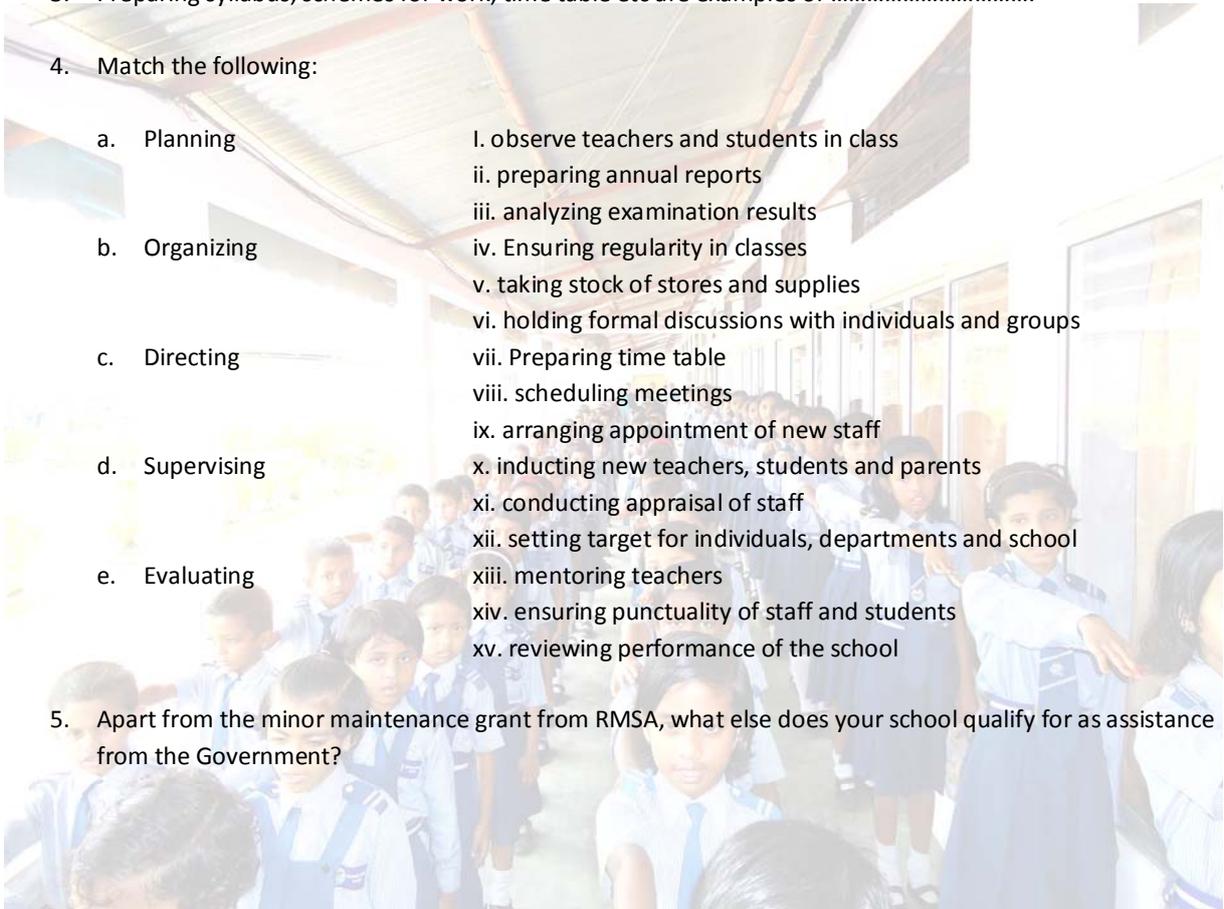
ASSESSING YOURSELF

You know about the factors that contribute to resilience. Consider how each affects you as you become empowered. Rank them on the table below from 1 to 10. 1 will be the factor you feel is least developed; 10 will be the one most well developed and under control.

Resilience Factor	Ranking 1-10
1. How relaxed am I? I have no worries or concerns about my empowered role and feel at ease with myself and the demands of my job.	
2. How enthusiastic am I? I am enthusiastic about the policy of the government and in my new role my enthusiasm is positively spreading to my colleagues.	
3. How systematic am I? I am conducting my new tasks and responsibilities in a planned and systematic manner.	
4. How much initiative do I exhibit? I am initiating and introducing changes and improvements in my work as a normal part of my role.	
5. How willing am I to learn ? I am learning new perspectives, knowledge and skills to enable me to carry out new role effectively.	
6. How informed am I? I am receiving all the information necessary to understand and execute my empowered role.	
7. How energetic am I? I have sufficient energy to enable me to cope with the pressures and increased demands of my job.	
8. How willing am I to network ? I have built a network of colleagues and friends that provides information and give support.	
9. How confident am I? I have high confidence that allows me to deal with the uncertainties of empowerment.	
10. How well do I control my emotions ? I am in control of my emotions and am not diverted by irrational fears or anxiety.	

Self Evaluation-2

1. Cite examples of planning activities that you as a school principal get involved with?
2. What are those National Policy Perspectives of Education, that you as the school principal must take into account and translate the same into school-based teaching and learning objectives and targets?
3. Preparing syllabus, schemes for work, time table etc are examples of
4. Match the following:
 - a. Planning
 - i. observe teachers and students in class
 - ii. preparing annual reports
 - iii. analyzing examination results
 - b. Organizing
 - iv. Ensuring regularity in classes
 - v. taking stock of stores and supplies
 - vi. holding formal discussions with individuals and groups
 - c. Directing
 - vii. Preparing time table
 - viii. scheduling meetings
 - ix. arranging appointment of new staff
 - d. Supervising
 - x. inducting new teachers, students and parents
 - xi. conducting appraisal of staff
 - xii. setting target for individuals, departments and school
 - e. Evaluating
 - xiii. mentoring teachers
 - xiv. ensuring punctuality of staff and students
 - xv. reviewing performance of the school
5. Apart from the minor maintenance grant from RMSA, what else does your school qualify for as assistance from the Government?



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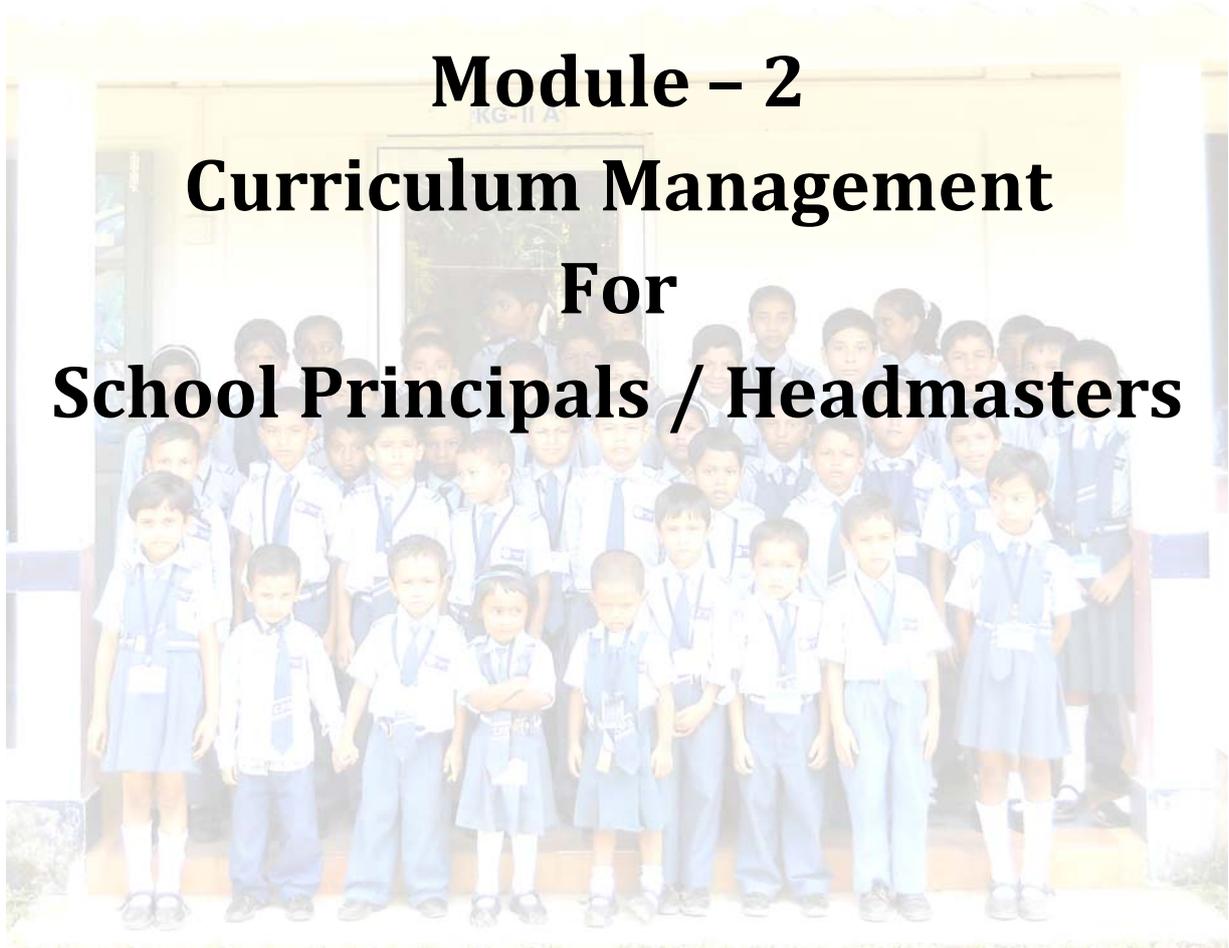
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e-Learning Program for School Principals



Module – 2 Curriculum Management For School Principals / Headmasters



Introduction

'Curriculum management' refers to the provision of effective leadership and supervision by school heads in matters related to curriculum delivery. It involves providing leadership and managing activities of teaching staff in a school, in order to maximize the effectiveness and efficiency with which the curriculum is delivered. Its purpose is to ensure that quality teaching and learning is being provided, and it is, the responsibility of all education managers, especially the school heads, to ensure that this happens. The curriculum of a school includes not just the planned academic programme but also all such co-curricular and extra-curricular activities and other events, as well as that which pupils learn through the nature and quality of school ethos. Interest of a nation, the values emphasized by the education system, societal norms and practices should get reflected while delivering curriculum. The following fig depicts the aspects of Curriculum Management.

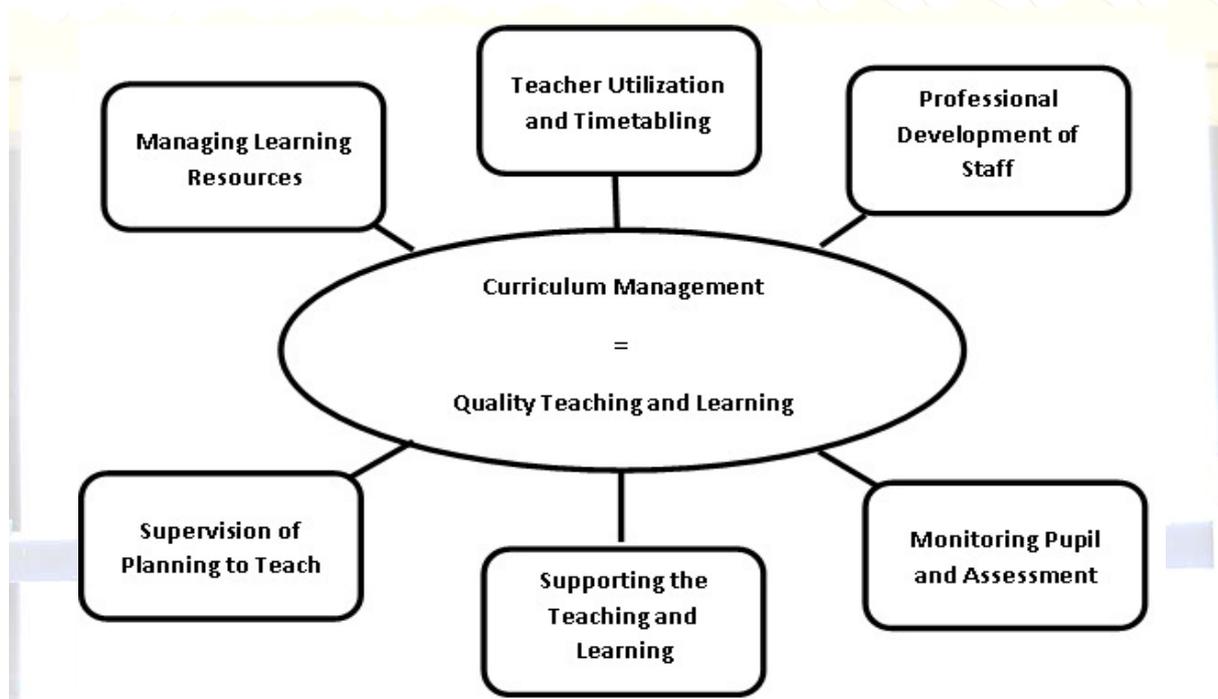


Fig 2.1 – Activities Associated with Curriculum Management

As a school head you are required to deliver effectively an appropriate curriculum effectively using all the available resources – human, material and financial. This may involve mobilizing all possible resources from various sources including the Directorate and department of education.

There are different aspects of curriculum management namely – preparation of time table, curriculum development and assessment, resource management inclusive of text books, library and media

resources, and their effective control in order to maximize efficiency. In this module all these aspects will be covered.

Objectives

- To improve as a curriculum manager
- To understand resource mobilization
- To improve stock keeping
- To understand adaptation of curriculum to the human and natural environment
- To ensure the availability of a well designed time table
- To understand ways and means to improve library, teaching aid and media resources
- To improve the quality of pupil assessment

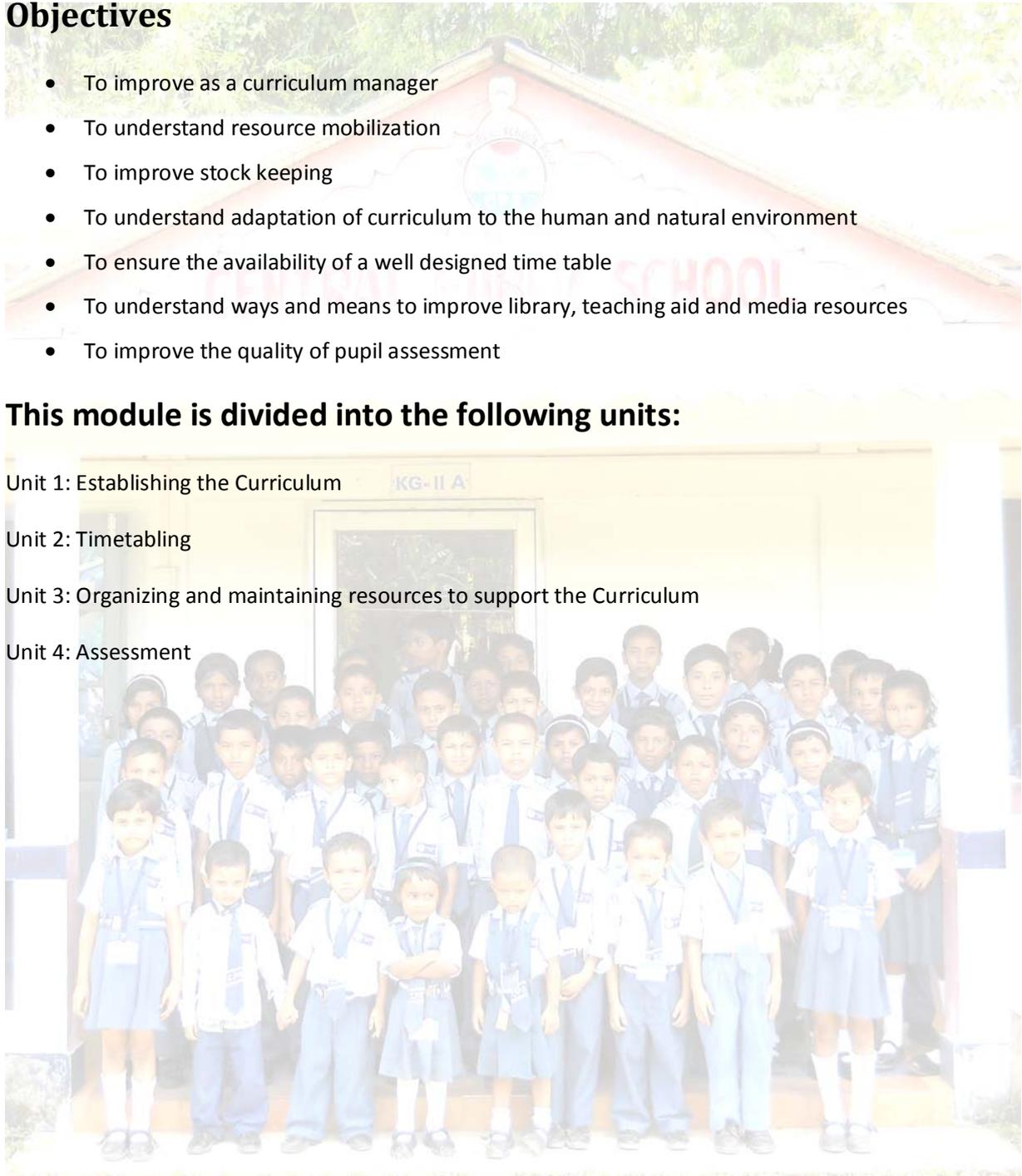
This module is divided into the following units:

Unit 1: Establishing the Curriculum

Unit 2: Timetabling

Unit 3: Organizing and maintaining resources to support the Curriculum

Unit 4: Assessment



Unit 1:

Establishing the Curriculum

The focus in this unit is to familiarize you with the meaning of curriculum and certain basic things that are essential to managing the same. Importance of adapting the curriculum to your local contexts and to the needs and abilities of your pupil is a priority. As a school head you are expected to know how to manage the curriculum: to follow guidelines established by the Government, to develop school based curriculum and or organize school life in a way which ensures enhancement of the hidden curriculum.

Learning outcomes

After going through this module you will understand:

- The bases for curriculum development
- Adaptation and development of the school curriculum
- Production of a school based curriculum compatible with guidelines laid down by the government.

Please go through the activity given below, and try to answer the questions.

Activity 1.1

1. Explain the meaning of the term curriculum?
2. What are the various considerations you take in delivering the school curriculum?
3. Enlist the difficulties face during curriculum delivery?

Discussion

Curriculum is inclusive of all the experiences that a school may provide to its pupils with the sole objective of ensuring their learning and imparting of meaningful education. It is a combination of course of subjects, co-curricular and extra-curricular activities that must be covered by the pupils as judiciously delivered by the school. It should aim at developing the pupil mentally, physically and morally, and at embracing the hidden curriculum which seeks for behavioral and attitudinal development of the pupils.

Curriculum should be dynamic and evolving with passage of time and as a head you are responsible to manage this process. Let us see the various bases of curriculum development.

Curriculum Foundation

This refers to the basis upon which a curriculum is developed. As a school head you are required to understand the importance of meaningfully delivering a curriculum that is prescribed by the SCERT and school board to your school context keeping in mind various aspects. The bases or foundation of curriculum development are briefly explained here.

Historical Foundation

Factors and issues from the past that influences the curriculum at present.

Philosophical Foundation

The search for truth and the pursuit for wisdom and knowledge is essential to a good curriculum. Philosophy provides educators, especially curriculum workers, with a framework or frameworks for organizing schools and classrooms. It helps them answer what schools are for, what subjects are of value, how students learn, and what methods and materials to use. It provides them with a framework for broad issues and tasks, such as determining the goals of education, the content and its organization, the process of teaching and learning, and in general what experiences and activities they wish to stress in schools and classrooms. It is concerned with beliefs:

- What is real – Ontology
- What is true – Epistemology
- What is good - Axiology

Sociological Foundation

Issues from the society including groups and institutions, culture and tradition and their contribution towards education aptly reflected in the curriculum delivery. Sociology is the study of social relationship, institutions and society. It includes

- Value of society
- Media explosion
- New forms of cooperation
- Culture etc.

Psychological Foundation

Includes insights gained from the field of psychology that have a bearing on the learning process and consequently the curriculum. Psychology is the scientific study of behavior and it gives insight into:

- Child development
- Learning
- Inquiry techniques
- Educational objectives
- Student characteristics
- Learning process
- Teaching method
- Evaluation procedures.

Economical Foundation

It takes into consideration the relevance of what is being taught with the ensuing conditions of the market and employability. It focuses on

- Job or market oriented curriculum
- Skill learning

The following six curriculum theorists contributed their views on curriculum:

1. Franklin Bobbit (1876-1956)- presented curriculum as a science that emphasizes on students' need.
2. Werret Charters (1875-1952) – considered curriculum also as a science which is based on students' need, and the teachers plan the activities.
3. William Kilpatrick (1871-1965) – viewed curriculum as purposeful activities which are child-centered.
4. Harold Rugg (1886-1960) – emphasized social studies in the curriculum and the teacher plans the lesson in advance.
5. Hollis Caswell (1901-1989) – sees curriculum as organized around social functions of themes, organized knowledge and learner's interests.

6. Ralph Tyler (1902-1994) – believes that curriculum is a science and an extension of school's philosophy, based on students' need and interests.

Constraints

Difficulties faced during curriculum development may include

- All are not familiar with the task of curriculum development
- It is not always possible to take into consideration the local tradition and practice
- Lack of physical resources
- Problems in selecting the medium of instruction to suit the need of every pupil
- Adherence to the official curriculum in all totality and rigidity
- Lack of time
- No specific laid down procedures.

Adapting Curriculum to Local Context

Activity 1.2

1. Do you incorporate local contextual examples while delivering the curriculum in your school?
2. Can you provide examples of subjects where local studies and interpretation should be encouraged?

Discussion

In many countries including India or for that matter in the state of Assam also, decisions pertaining to curriculum design and development of curriculum are centralized. As a school head you are required to appropriately interpret and implement the same, keeping in mind the local context, such that the pupil is facilitated with meaningful education. Such an effort requires innovation in curriculum delivery and the same may trigger curriculum modification at the highest level. Subjects where local context may be meaningfully incorporated are Art and Craft, Geography, History, Science Environment studies etc.

Let us see the factors that govern curriculum development. While delivering a curriculum in your school context, it may be beneficial to keep the following factors in mind:

- Age of the pupils
- Range of ability of the pupils

- Inter-relationship between different subjects
- Degree of specialization in subject areas
- Time available for teaching-learning
- Availability of resources including funds
- Level of training and experience of an average teacher
- Opportunities open to those pupil completing their schooling

Activity 1.3

Consider the importance of the following in the process of curriculum delivery

- Punctuality of teachers
 - Process of interaction among teachers and in between teacher and the taught
 - Cleanliness
 - Discipline
 - Personality of the school head as well as the teachers
1. Provide more examples on values and ethics that you as a school head try to incorporate during the process of curriculum delivery?
 2. How do you relate such considerations while delivering the core curriculum that is being prescribed?

Discussion

The items that were discussed in the above activity are known as hidden curriculum, as the same has to be given due importance during delivery of the core curriculum. A school curriculum may consist of a number of subjects which provides the pupils with a body of knowledge and skill. Co-curricular and extra-curricular activities promote interest and in order to develop attitude, maturity, growth, behavior and values amongst the pupils such hidden curriculum plays an important role.

Unit 2: Timetabling

The process of reaching to the pupil taking into consideration the time constraints and delivering the curriculum is referred to as timetabling. As a school head the resources available to you are teachers, teaching areas, finance and time. A timetable is the means by which these resources are organized to make provision for the greatest possible educational opportunities and alternatives for pupils in the most cost effective manner. Cost effectiveness is to be emphasized upon when resources are scarce and as a school head you are required to mobilize resources and optimize its usage such that better educational provision is delivered to a greater number of children. The timetable affects the entire school population and reflects the educational programme and philosophy of the school.

Learning Outcome

After going through this unit you will be able to:

- Develop a basic understanding of timetable construction
- Understand how timetable acts as a medium for enabling better education
- Realize the complexities involved
- Recognize the constraints and limitations
- Comply with the standards of period allocation prescribed by the board
- Be aware of optimization in case of effectively using teachers
- Ensure workloads of teachers as prescribed
- Make allowance for, in emergency situations

Principles of Timetable Design

Let us examine some guiding principles of timetable design

- Timetable should be pupil centric such that it maximizes the learning opportunities for the student. Creating provision for a variety of activities, with subjects spaced to sustain the children's interest and motivation taking into account age, concentration span, ability, grouping, class sizes and pupil career ambition.
- Efficient deployment of teachers by determining correctly the teaching establishment of the school, ensuring full coverage of subjects, maintaining staffing equilibrium considering age, sex and experience, balancing teaching loads etc.

- Optimizing the use of available teaching space.
- Maintaining flexibility in the timetable to allow adjustments in case of emergency.
- Allowance for non teaching time must be provided such that other activities like assemblies, library visits, staff meeting, pupil guidance and counseling etc are accommodated.
- Staff deployment should be both vertically and horizontally across the time table, with teachers made to teach at different levels befitting their specialization.
- Repetition of too many practical subjects or having double periods should be avoided.

Difficulties faced during Timetabling

- **Time** – the prescribed time table from board, its time allocation etc will seem to be very restricted, when as a school head you plan the curriculum delivery. It is already stipulated and the adherence to the same is mandatory as regards to the number of classes, its duration etc.
- **Teacher availability** – this is a major constraint, and as a school head you must have faced situations like these which limits your chance to determine class size and offer subject choice in order to deliver quality education.
- **Classroom availability** – this directly hampers the decision on class size and thus the teacher pupil ratio.
- **Infrastructural support** – availability of sports area, well equipped library provides better leverage in timetabling.
- **Lack of utilities** – such as water, electricity etc hampers timetabling as it limits working time.
- **Attitude of staff** – any innovation brought about to the traditional system may meet with stiff resistance.

Timetable compilation in Secondary Schools

A major difference between secondary and higher secondary schools is in staffing. Some teachers are qualified to teach two subjects, others are not. The permutation of teaching subjects offered often varies a lot and this distinguishes one junior secondary school from the next.

Step 1: Complete the nine steps outlined in the section on 'Timetable preparation in secondary schools'.

Step 2: There are several ways of presenting a timetable, for example a large sheet of paper using color coding, magnetic board, peg board, pin board. Choose the most convenient way for your situation.

Study the sample shown in Fig 3.

Step 4: If the school is just opening, or for some reason its facilities are under-utilized, then it might be best to timetable first a teacher teaching two subjects, or a subject which has the greatest number of teaching periods.

Step 5: Work across the timetable entering three pieces of information at the same time: 'subject', 'teacher' and 'room'.

Do not try to complete one day and then move onto the next - such an approach will lead to chaos!

Step 6: After entering a subject across the timetable, check teacher and room timetables to ensure that all the information matches.

Step 7: In making entries think both laterally and vertically so that the final entries will cause fewer problems.

The time frame

Length of periods

The 40 minute period fits well with recent research that the attention span of the average secondary pupil begins to decline after 30/40 minutes. Double periods of 80 minutes reduce the amount of work for time-tablers' but their desirability must be carefully considered, taking into account the amount of project and practical work in a subject. Multiple periods suit practical subjects but create problems when dealing with option blocks.

Length of day / number of periods per day

Usually the morning hours are timetabled for teaching and learning with the afternoons devoted to individual study and co-curricular activities. Climatic conditions are a major factor in deciding this arrangement. Eight 40 minute periods fit well into the morning session beginning at 08.00/09.00 and ending at approximately 14.00/15.00, depending on the number and length of intervals. However, a timetable based on nine 35 minute periods gives greater flexibility for the timetabler.

Length cycle

Instead of the conventional five day week, it is possible to have six day weeks, an arrangement which gives more flexibility in subject/period allocations, and also means that teachers/pupils are not tied to a particular subject for specific days throughout the term or year.

Comments

It is imperative that each school principal selects or devises a pupil-centered timetabled programme which is most appropriate to the school's circumstances.

Summary

A school timetable should give full information in three distinct areas, namely: teaching stations, teaching staff and class distribution, and subjects taught at certain times for each teaching day.

In order to compile a meaningful timetable the school head must be aware of the necessity to consult others so as to make full preparations and collect all the relevant data. He or she must command the expertise to direct the production of a timetable which will serve the needs of all categories, intellects and aptitudes among the school's pupils.



Unit 3: Organizing and Maintaining Resources to Support the Curriculum

The availability of resources and its proper usage largely impacts the curriculum that is offered in a school. Hence proper maintenance of the scarce resources and mobilization of the same requires a lot of effort on the part of the school head towards managing curriculum effectively and efficiently. This unit primarily focuses on the organization of resources and ensuring its proper utilization. Resources available to the school head for curriculum delivery are both tangible (text books, library and laboratory facilities, classroom facilities etc) and intangible (time, manpower and space). Maintaining the same appropriately requires regular stock taking, recording and accounting. Physical maintenance of school infrastructure is also of prime importance.

Learning Outcome

After going through this unit you will be able to

- Understand various types of resources, its allocation and organizing the same for promoting teaching-learning
- Recognize the difficulties in managing resources
- Find ways to manage resources properly
- Distinguish between different categories of resources
- Understand the importance of maintaining resources
- Procedures to properly maintain resources
- Understand the procedures for obtaining general and replacement items of supply
- Train and supervise inventory holders
- Keeping stock

Types of Resources

Resources are broadly classified into four categories namely material resource, human resource, financial resource and time, and all play an important role in getting the things done i.e. managing a task. In context of curriculum management, as a school head you are required to organize such resources which often are very scarce. Certain principles which are needed to be applied for proper resource management are:

- Identification of all possible resources and its proper utilization
- Maximize the use of available resource in order to maximize results
- Explore possibility of using local resource
- Usage of resource should be properly monitored and controlled.

Please read the activity below and try to answer the same.

Activity 3.1

1. Identify the resources that you often use in managing curriculum?
2. List out the difficulties you face as a school head in managing your resources?

Discussion

You must have identified a number of resources that is at your disposal while managing the school curriculum. Say for example text books, teaching materials, classroom facilities, teachers, space (classroom, playground, common facilities etc), and more importantly time. Let us examine the difficulties which may prevent you and your teachers from delivering a curriculum that you wish to in order to maximize the learning experiences of your student.

- Shortage of materials
- Lack of proper storage facilities
- Lack of skill and expertise to identify and use resources properly
- Inadequate sources of supply
- Lack of time and space management skills
- Lack of funds
- Lack of training support for teachers
- Shortage of teachers

Activity 3.2

Identify and categorize various types of resources at your disposal.

Material	Human	Financial	Time

Managing Resources

Certain resources are allocated to the school by the Directorate; however there are a number of resources that, as a school head you are required to mobilize. Some of the resources that you use may belong to the school and some may be shared with the community. It becomes your responsibility as the school head to appropriately manage all such resources in order to maximize the outcome effectively.

Activity 3.3

1. Enlist resources that are used by pupils, teachers, staff, SMDC as well as your office?
2. Mentioned below are examples of few resources. Identify who is responsible for securing the same?

Textbook	Stationery	Pupil	Information on career	Furniture	Science Kit	Sport Equipment	Food

You can elaborate the list and fix the responsibility in order to manage better.

3. As a school head how can you help the following people make effective use of resources –

- a. Pupil's use of – Library, Study time
- b. Teacher's use of – Classroom, Notice Board, Records of work, Stationery
- c. Accountant's use of – Financial Records, Petty cash, Bank Statements

Discussion

It is important to understand and make others understand the responsibility of managing scarce resources. Hence, it would be appropriate to have in written form the individual responsibilities as a part of their job descriptions. A strong sense of ownership must prevail all through the school organization starting from your position as the school head to that of the pupil's. This brings in the qualities of leadership that we should look for among teachers and pupils in context of their resource management abilities. As a school head you are required to extend necessary help in order to develop such skills.

Maintaining Resources

Resources, if not properly managed, would result in shortage and directly impact the curriculum management. Shortages may also occur due to

- Poor school management procedure, for example
 - Improper staffing
 - Failure to maintain stock ledger
 - Careless use of funds
 - Professional incompetence
- External, for example
 - Inadequate funding
 - Lack of proper transportation
 - Irregular appointments and filling of vacancies
 - Lack of creativity and resourcefulness on the part of staff members
 - Irregular electricity etc.

Activity 3.4

As a school head, you may often face scarcity of time. Delegation of responsibility and authority in managing resources becomes useful in properly managing the same. Mentioned below are few examples of resources that are put to use in the school context. For each resource, give the position of

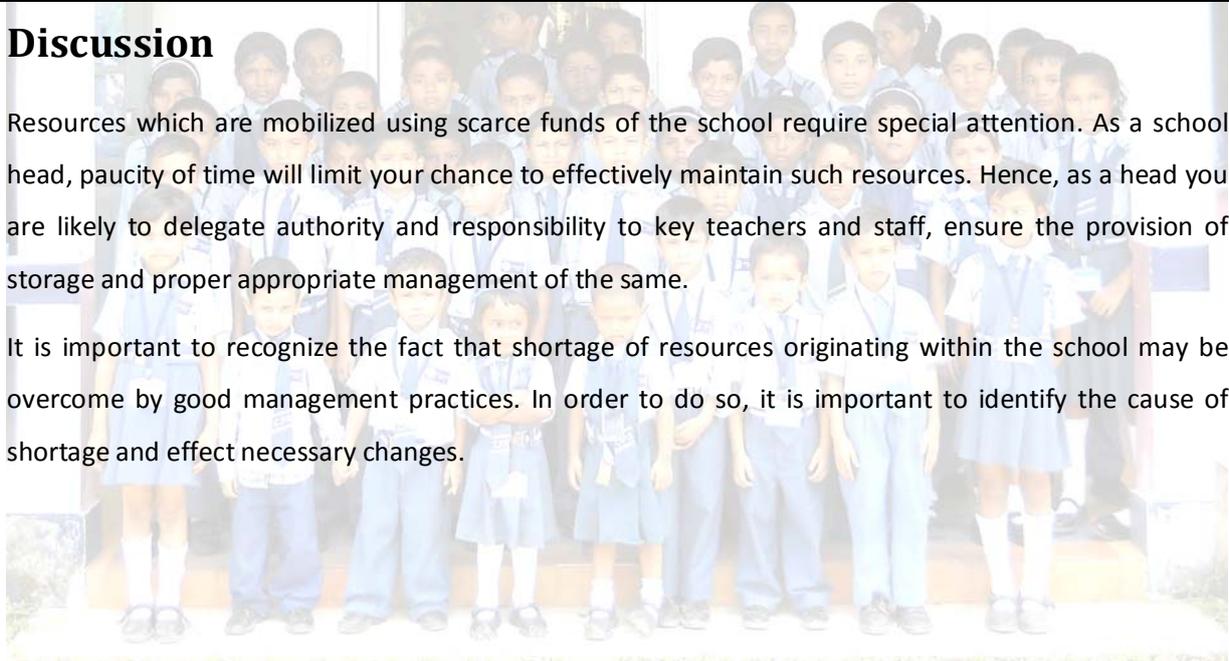
the person to whom you want to delegate the responsibility. Also indicate where the specific resource will be stored and id any special management is required?

Resource	Position	Storage	Management
Textbooks			
Chalks			
Sports equipment			
Laboratory items			
Teaching aids			
Computers			
Vehicles			
Furniture's			

Discussion

Resources which are mobilized using scarce funds of the school require special attention. As a school head, paucity of time will limit your chance to effectively maintain such resources. Hence, as a head you are likely to delegate authority and responsibility to key teachers and staff, ensure the provision of storage and proper appropriate management of the same.

It is important to recognize the fact that shortage of resources originating within the school may be overcome by good management practices. In order to do so, it is important to identify the cause of shortage and effect necessary changes.



Resource Maintenance

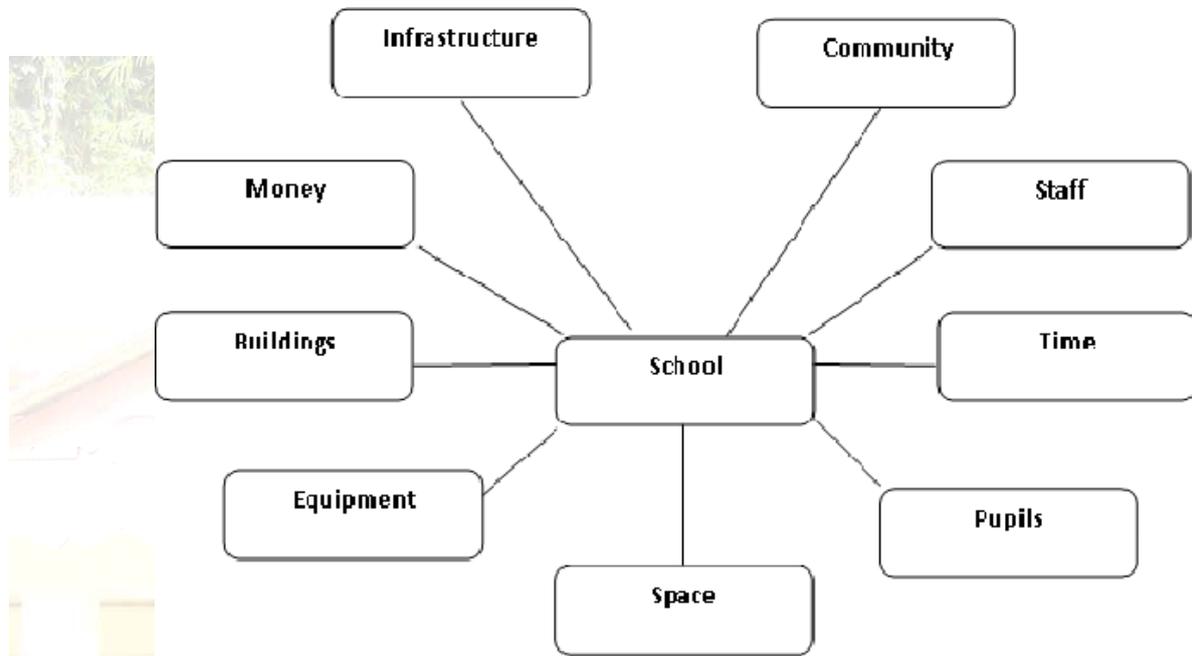


Fig 3.1 – School Resources

As a school head you are required to understand the importance of proper maintenance of resources in your school. Let us examine the following:

- All school building, equipment, furniture and property must be well maintained.
- Be conversant with the norms, rules and regulations pertaining to government supplies and maintenance.
- Proper record keeping of purchases and stock.
- Proper usage of materials and resources for the purpose with which the same is procured.
- Maintaining up-to-date inventory and ensuring proper control.

The following constraints may affect your ability to manage school resources effectively:

- Lack of funding
- Shortage of manpower trained to handle maintenance and supplies
- Lack of storage space
- Insecure storage facilities

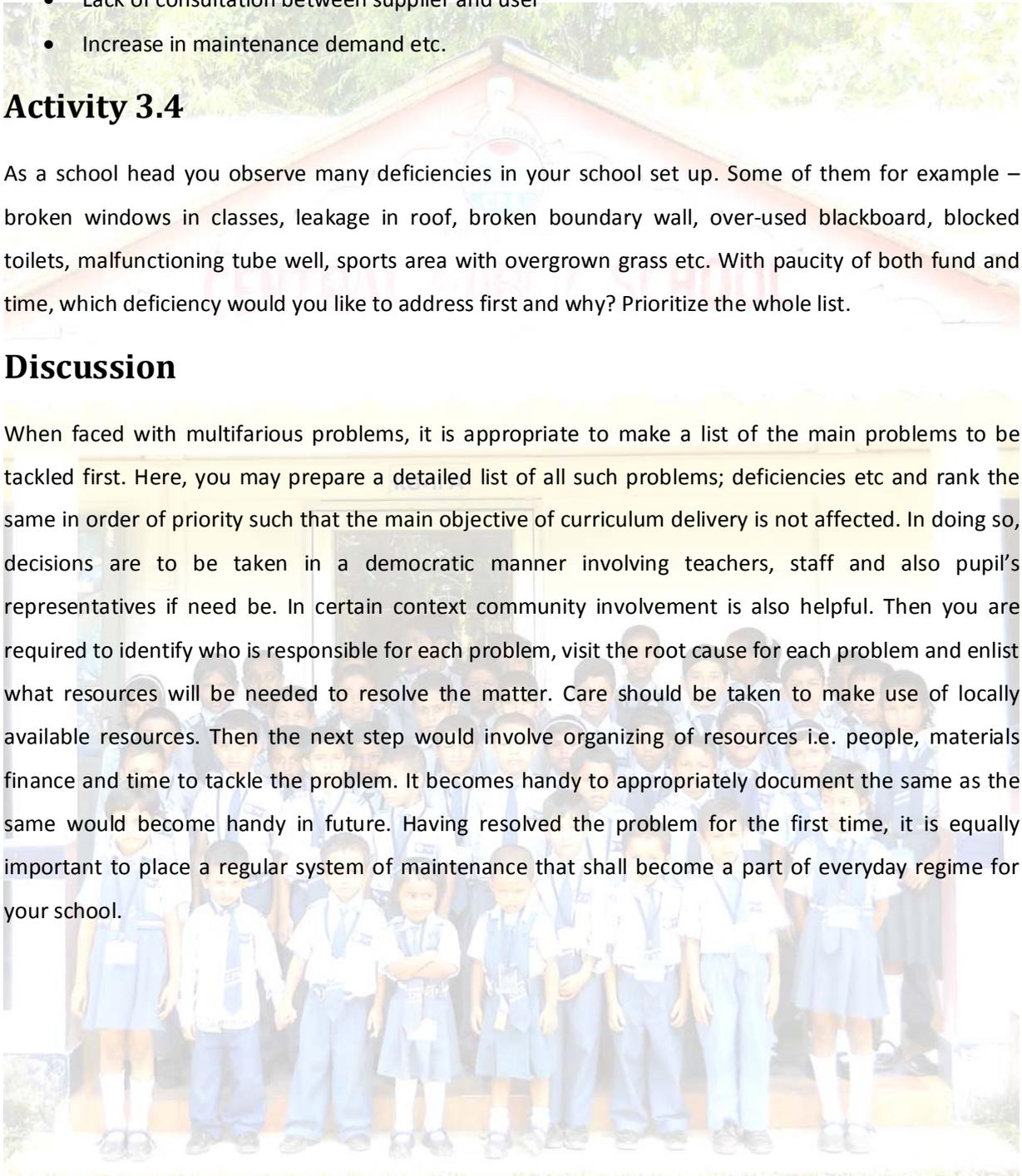
- Delays in disposal of unserviceable stocks
- Delay in arrival of replacement stocks
- Lack of consultation between supplier and user
- Increase in maintenance demand etc.

Activity 3.4

As a school head you observe many deficiencies in your school set up. Some of them for example – broken windows in classes, leakage in roof, broken boundary wall, over-used blackboard, blocked toilets, malfunctioning tube well, sports area with overgrown grass etc. With paucity of both fund and time, which deficiency would you like to address first and why? Prioritize the whole list.

Discussion

When faced with multifarious problems, it is appropriate to make a list of the main problems to be tackled first. Here, you may prepare a detailed list of all such problems; deficiencies etc and rank the same in order of priority such that the main objective of curriculum delivery is not affected. In doing so, decisions are to be taken in a democratic manner involving teachers, staff and also pupil's representatives if need be. In certain context community involvement is also helpful. Then you are required to identify who is responsible for each problem, visit the root cause for each problem and enlist what resources will be needed to resolve the matter. Care should be taken to make use of locally available resources. Then the next step would involve organizing of resources i.e. people, materials finance and time to tackle the problem. It becomes handy to appropriately document the same as the same would become handy in future. Having resolved the problem for the first time, it is equally important to place a regular system of maintenance that shall become a part of everyday regime for your school.



Unit 4: Assessment

The term assessment is generally used to refer to all activities teachers use to help students learn and gauge student progress. Though the notion of assessment is generally more complicated than the following categories suggest and it is often divided for the sake of convenience using following distinctions:

1. Formative, Interim and Summative.
2. Objective and subjective.
3. Referencing
4. Informal and Formal.

Activity 4.1

1. As a school head you are responsible to supervise the conduct of assessment of students periodically. What are the different methods of assessment you follow in your school for the secondary level student?
2. Do you practice continuous comprehensive evaluation for your students? If yes, elaborate upon the techniques you put to use?

Discussions

Formative Assessment occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know. Feedback to the learner is immediate (or nearly so), to enable the learner to change his/her behavior and understandings right away. Formative Assessment also enables the teacher to "turn on a dime" and rethink instructional strategies, activities, and content based on student understanding and performance. His/her role here is comparable to that of a coach. Formative Assessment can be as informal as observing the learner's work or as formal as a written test. Formative Assessment is the most powerful type of assessment for improving student understanding and performance.

Examples: a very interactive class discussion; a warm-up, closure, or exit slip; a on-the-spot performance; a quiz.

Interim Assessment takes place occasionally throughout a larger time period. Feedback to the learner is still quick, but may not be immediate. Interim Assessments tend to be more formal, using tools such as projects, written assignments, and tests. The learner should be given the opportunity to re-demonstrate his/her understanding once the feedback has been digested and acted upon. Interim Assessments can

help teachers identify gaps in student understanding and instruction, and ideally teachers address these before moving on or by weaving remedies into upcoming instruction and activities. Formative assessments aim to see if the students understand the instruction before doing a summative assessment.

Examples: Chapter test; extended essay; a project scored with a rubric.

Summative Assessment takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed. Thus, Summative Assessment tends to have the least impact on improving an individual student's understanding or performance. Students/parents can use the results of Summative Assessments to see where the student's performance lies compared to either a standard or to a group of students. Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's/term's students.

Examples: Final exams; Major cumulative projects, research projects, and performances.

Objective and Subjective Assessment

Assessment (either summative or formative) is often categorized as either objective or subjective. As the words suggest, objective assessment is a form of questioning which results in a single correct answer. Whereas, subjective assessment is a form of questioning which may have more than one correct answer OR one or more way of expressing the correct answer.

Referenced Assessment

Criterion-referenced assessment, typically using criterion-referenced test, as the name implies, occurs when candidates are measured against defined (and objective) criteria. This is a form which is often used to establish a person's competence. Testing students on their computer fundamentals and their computer application knowledge is one such example of a criterion-referenced assessment.

Norm-referenced assessment, typically uses a norm referenced test and is not measured against defined criteria. This type of assessment is relative to the student body undertaking the assessment. It is effectively a way of comparing the students. The IQ test is the best known example or norm-referenced assessment.

Ipsative assessment is a self comparison either in the same domain over a period of time or comparative to other domains within the same student. Tools such as Likert type scales are administered here.

Informal and Formal Assessment

Assessment can either be informal or formal. Formal assessment implies a written document, such as a test, quiz, or paper. A formal assessment is given a numerical score or grade based on the student performance, whereas an informal assessment does not contribute to a student's final grade. An informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation, and discussions.

Internal and External Assessments

Internal assessment is set and marked by the school i.e. teachers. Students get the mark and feedback regarding the assessment. External assessment is set by the school board and is marked by non-biased personnel.

Continuous and Comprehensive Evaluation (CCE)

CCE is an education system introduced in the secondary schools of Assam by the Board of Secondary Education, Assam with effect from session 1996. Special emphasis has been provided through CCE only because of examination reform and for the qualitative improvement in the education system.

The term continuous refers to continuity and regularity of assessment during the whole academic calendar in phases. And the term comprehensive refers to areas of assessment which includes both scholastic/ academic/ educational/ pedagogy and co-scholastic aspects of students for all round development of the student.

Activity 4.2

Read the following inputs on CCE from CBSE and correlate the same with your experiences:

Continuous and Comprehensive Assessment as developed by Central Board of Secondary Education in India for the students of sixth to tenth grades. The main aim is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/

before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring changes from the traditional chalk and talk method of teaching provided it is implemented accurately in its true spirit.

As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academics, the aim is to reduce the workload on student and to improve the overall skill and ability of the student by means of evaluation of other activities. Grades are awarded to the students based on their work experience, skills, dexterity, innovation, steadiness, teamwork, public speaking, behaviour etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics etc.

Unlike CBSE's old pattern of only one test at the end of the academic year, the CCE conducts several. There are two different types of tests. Namely, the *formative* and the *summative*. Formative tests will comprise the student's work at class and home, the student's performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Formative tests will be conducted four times in an academic session, and they will carry a 40% weightage for the aggregate. In some schools, an additional written test is conducted instead of multiple oral tests. However, at least one oral test is conducted.

The summative assessment is a three-hour long written test conducted twice a year. The first summative or *Summative Assessment 1 (SA-1)* will be conducted after the first two formatives are completed. The second (SA-2) will be conducted after the next two formatives. Each summative will carry a 30% weightage and both together will carry a 60% weightage for the aggregate. The summative assessment will be conducted by the schools itself. However, the question papers will be partially prepared by the CBSE and evaluation of the answer sheets is also strictly monitored by the CBSE. Once completed, the syllabus of one summative *will not* be repeated in the next. A student will have to concentrate on totally new topics for the next summative.

At the end of the year, the CBSE processes the result by adding the formative score to the summative score, i.e. $40\% + 60\% = 100\%$. Depending upon the percentage obtained, the board will deduce the CGPA and thereby deduce the grade obtained. In addition to the summative assessment, the board will offer an optional online aptitude test that may also be used as a tool along with the grades obtained in the CCE to help students to decide the choice of subjects in further studies. The board has also

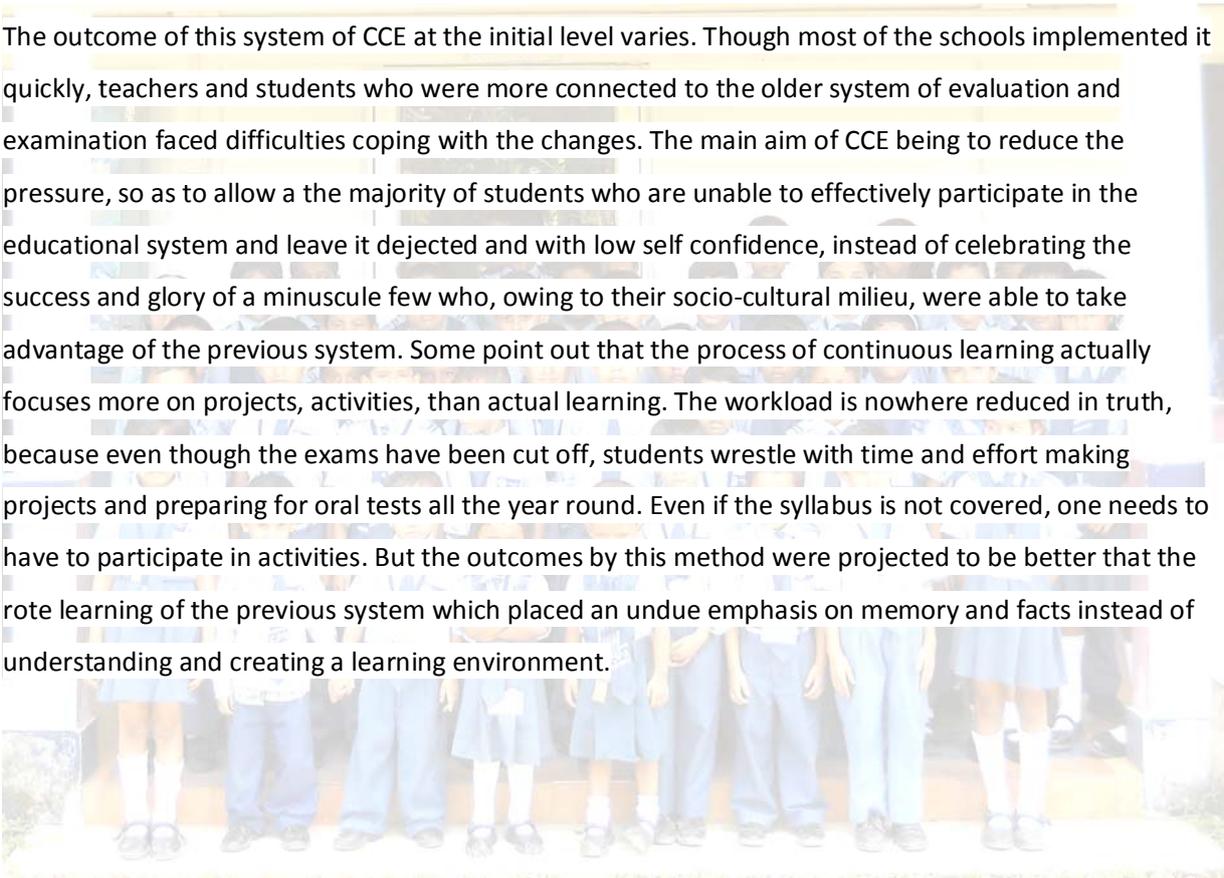
instructed the schools to prepare the report card and it will be duly signed by the principal, the student and the Board official.

Often during the evaluation of Social Science papers, the following concepts are observed.

- Investigation of the situation - What is the question and what is to be explained?
- Deductive Method - What does the student know and how can he use it to explain a situation.
- Co-relation with a real life situation - Whether the situation given matches any real life situation, like tsunamis, floods, tropical cyclones, etc.
- Usage of Information Technology - Can the problem be solved with the use of IT? If yes, how?

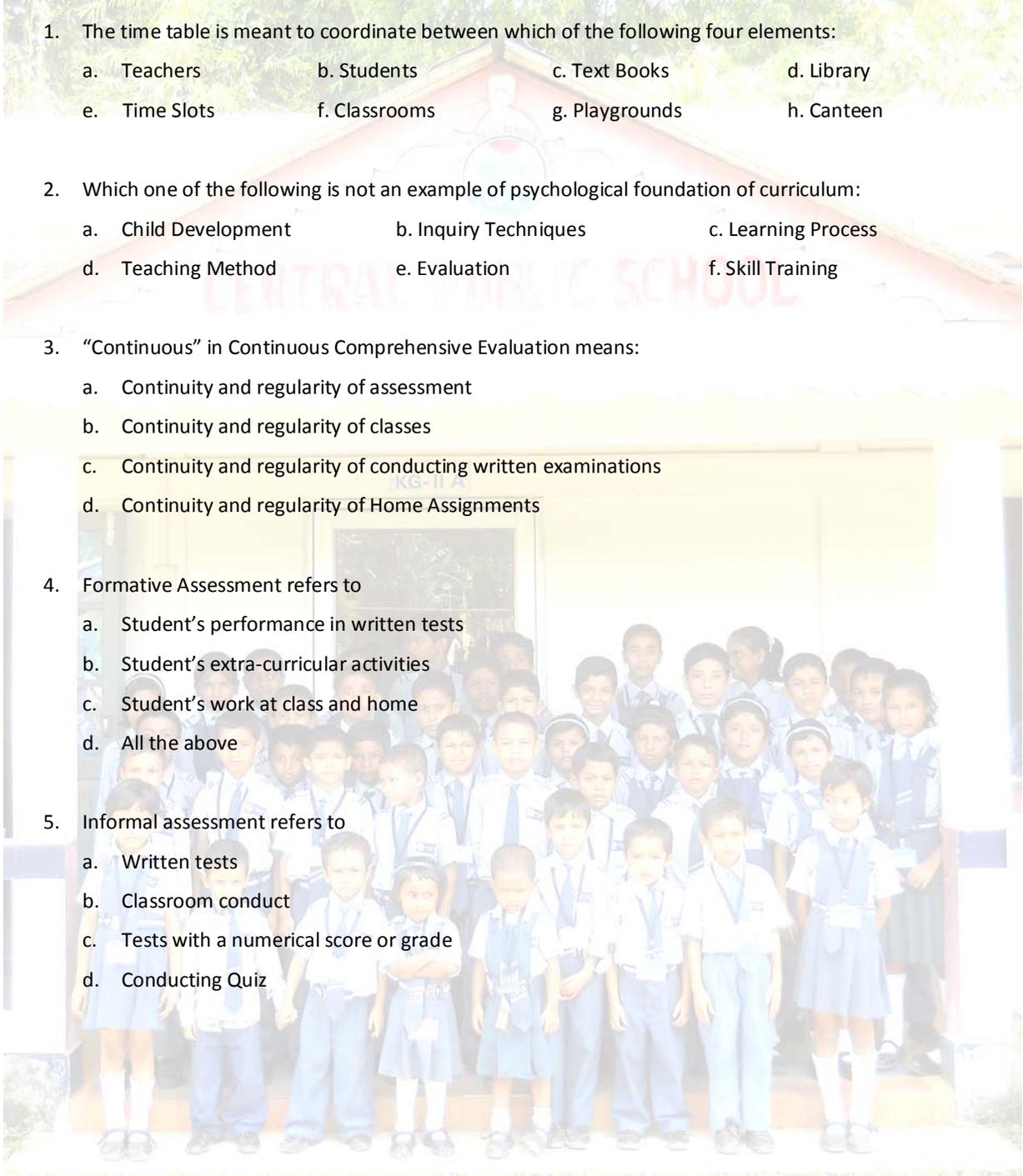
In addition to that, various assignments can be given such as projects, models and charts, group work, worksheet, survey, seminar, etc. The teacher will also play a major role. For example, they give remedial help; maintain a term-wise record and checklists, etc.

The outcome of this system of CCE at the initial level varies. Though most of the schools implemented it quickly, teachers and students who were more connected to the older system of evaluation and examination faced difficulties coping with the changes. The main aim of CCE being to reduce the pressure, so as to allow a the majority of students who are unable to effectively participate in the educational system and leave it dejected and with low self confidence, instead of celebrating the success and glory of a minuscule few who, owing to their socio-cultural milieu, were able to take advantage of the previous system. Some point out that the process of continuous learning actually focuses more on projects, activities, than actual learning. The workload is nowhere reduced in truth, because even though the exams have been cut off, students wrestle with time and effort making projects and preparing for oral tests all the year round. Even if the syllabus is not covered, one needs to have to participate in activities. But the outcomes by this method were projected to be better than the rote learning of the previous system which placed an undue emphasis on memory and facts instead of understanding and creating a learning environment.



Self Evaluation Exercise

- The time table is meant to coordinate between which of the following four elements:
 - Teachers
 - Students
 - Text Books
 - Library
 - Time Slots
 - Classrooms
 - Playgrounds
 - Canteen
- Which one of the following is not an example of psychological foundation of curriculum:
 - Child Development
 - Inquiry Techniques
 - Learning Process
 - Teaching Method
 - Evaluation
 - Skill Training
- “Continuous” in Continuous Comprehensive Evaluation means:
 - Continuity and regularity of assessment
 - Continuity and regularity of classes
 - Continuity and regularity of conducting written examinations
 - Continuity and regularity of Home Assignments
- Formative Assessment refers to
 - Student’s performance in written tests
 - Student’s extra-curricular activities
 - Student’s work at class and home
 - All the above
- Informal assessment refers to
 - Written tests
 - Classroom conduct
 - Tests with a numerical score or grade
 - Conducting Quiz



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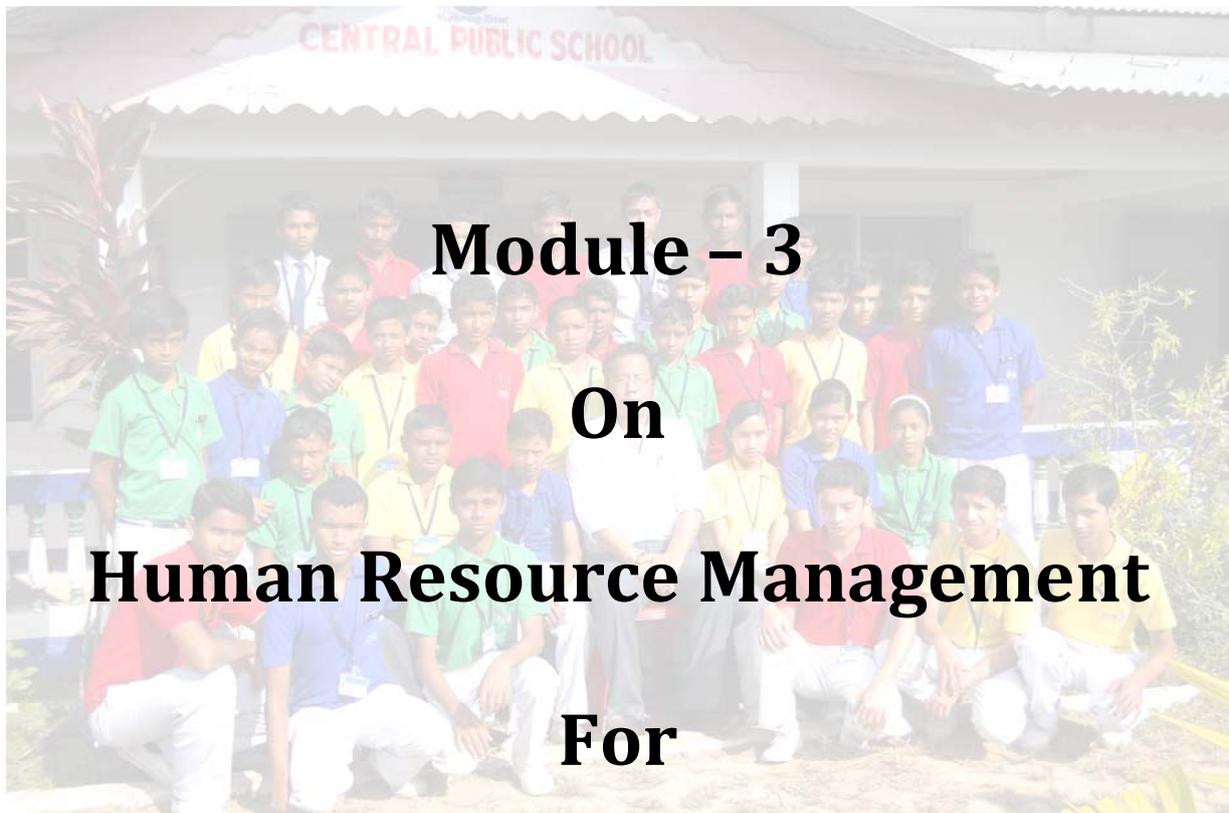
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e-Learning Modules for School Principals



Module - 3

On

Human Resource Management

For

School Principals / Headmasters

Introduction

Human resource management as the name suggest refers to managing the available human resources within the school and is indeed one of the most important area of responsibility for a school head. In order to run the school successfully as a school head you are expected to put to you the knowledge, skills and experiences of a number of personnel including the teachers, assistant teachers, staff, etc. You are also required to maintain the manpower position of your school securing timely placements in vacant positions, look after the welfare of your staff including their timely payments, motivate the staff, and initiate periodic training and development such that they give their best performance towards achieving higher standards of school outcome. The success, therefore, of a school depends upon how successfully, efficiently and effectively you as a school head deploy this important resource for securing the best possible outcome for your school. The following figure 3.1 shows the different tasks involved in human resource management.

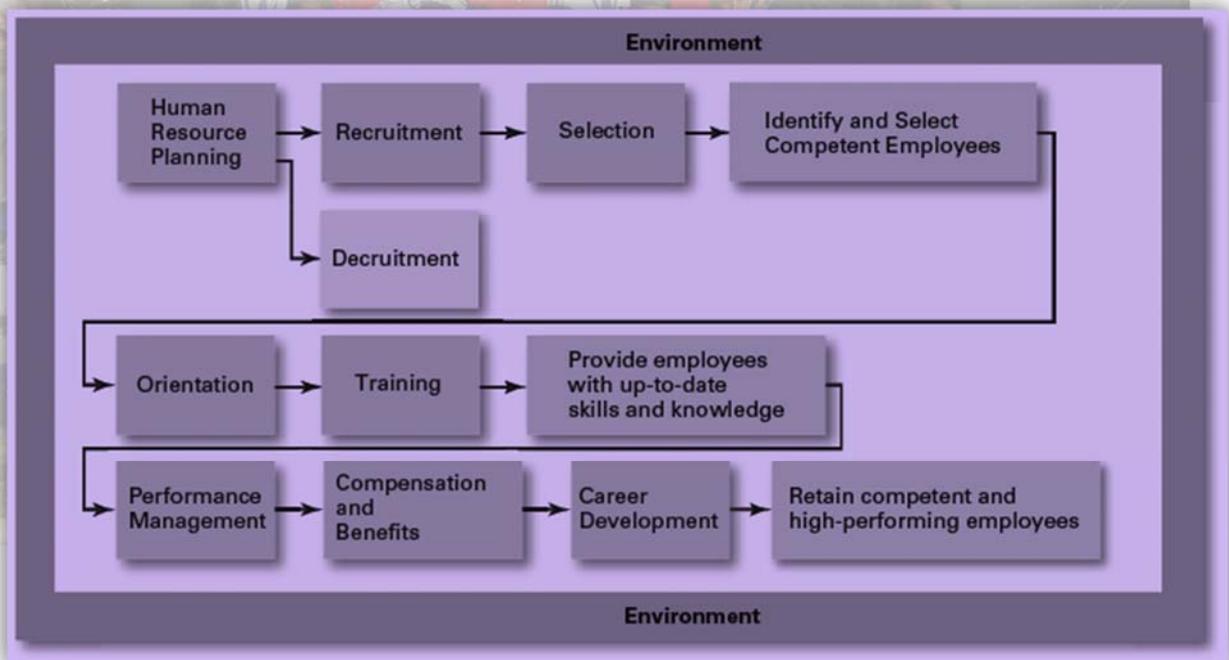


Figure 3.1 Tasks involved in Human Resource Management

Human resource management traditionally referred to as personnel management is in true sense the trickiest task for a school head as the same deals with human beings. It is an important element of the school head's daily activities to deal with diverse behavior and emotions and bringing to the organizational context a positive climate that ensures development and growth.

At the national level, the fact that we have the Ministry for Human Resource Development, indicate the importance of this function. Emphasis is given to creation of proper development facilities in an organizational context at the micro level, and accordingly a large sum is earmarked for training and development. In-service training for teachers is being emphasized upon to foster the educational development needs of a school to make the same an effective school. The school head is often viewed as the manager of people; hence it is evident that the skills associated with human resource management can assist him or her in managing the school more efficiently and effectively.

The purpose of this module is to create learning opportunities for you as a school head to understand a number of skills and techniques that are being practiced in order to foster a systematic management of staff.

Objectives

After going through this module you will be able to understand

- Manpower planning
- the process of recruitment and selection of school staff
- the importance of training and development process
- how to conduct performance appraisal of your staff
- organizational climate and motivation
- how to manage staff records
- how to manage conflicts

Units

Unit 1: Recruitment and Selection of Staff

Unit 2: Training and development of Staff

Unit 3: Organization climate

Unit 4: Motivation

Unit 5: Performance Appraisal

Unit 6: Maintaining Records

Unit 7: Conflict Management and Negotiation Skills

Unit 8: Community Partnership

Unit 1:

Recruitment and Selection of Staff

Recruitment is referred to as a positive process that seeks to invite applications to the vacant positions in an organization, whereas, selection is referred to as a negative process involving scrutiny and screening of candidates best suited to the vacant positions. Although recruitment and selection to positions in the school are conducted centrally at the directorate level, yet as a school head you are expected to understand the process through which the same takes place and seek to understand the administrative norms, rules and regulations pertaining to the same as well as the laid down prescribed procedures.

Learning Outcome

After going through this unit you will be able to

- understand manpower planning
- identify the process of selection of staff
- understand your role as a school head

Manpower Planning

The process of planning that involves an organization to take stock of the present manpower position and carry it to the desired manpower position as necessitated by its pre-established goals. As a school head, you must be involved in working out ways and means to make arrangements for vacant teaching positions in your school. In doing the same you must have taken into consideration several factors, viz a temporary absence of a permanent staff, the need for acquiring qualified services to deliver certain part of the decided curriculum etc. Manpower planning thus involves the following steps:

- Demand Forecasting
- Supply Forecasting
- Determining Human Resource Requirement
- Action Planning and
- Monitoring and Control

The process that enables us to estimate the future needs of human resources (teaching and non teaching staff) such that the overall school plan is appropriately implemented, is referred to as demand forecasting. While carrying out the same as a school head, you are required to be aware of job analysis and job designs, which means defining appropriately the task involved of the position that lies vacant in your school. By doing this, you are developing a fair amount of idea about the potential candidates' qualification and desired experience that would enable him/ her to carry forward the duties and responsibilities associated with the job.

Taking stock of available sources from which the desired manpower position may be arrived at, is referred to as supply forecasting. Such sources may be the directorate which usually is responsible for recruitment and selection of staff for the schools. As you are aware of the teacher eligibility test being conducted throughout the state, the placement of qualifying candidates depends upon their subject, the district etc, and as such as a school head you are expected to notify such vacancies well and advance and on a regular note in order to attract the best of talents. Regular communication with the Inspector of schools would enable you to take stock about the possible events related to the same and accordingly you may plan your course of action more proactively.

The gap between the demand and supply position taking into consideration various factors which are directly associated with the same such as transfer, superannuation, leave, turnover (employee leaving the school) etc will appropriately give you the human resource requirement.

Action planning involves working on the recruitment plan, redeployment plan, and redundancy plan, training plan, productivity plan and retention plan in context of the human resources within your school. In fact as a school head you are doing the same day in and day out. Let us examine what actually the same is all about. Attracting the best talents towards the vacant positions in your school refers to recruitment, which we shall further discuss later. Making arrangement for classes, arranging teachers from within the available lot to manage in cases of absence is something which you are very familiar with, and this is one example of the redeployment plan. As a school head you are also responsible to chalk out the training activities within your school by identifying the training needs of teachers and recommend them for in-service training. You are also engaged in enhancing the learning outcome of your pupils by continuously taking stock of the teaching learning process giving necessary inputs to your teachers in order to maximize their productivity. Also maintaining a cordial working environment is of immense importance such that a positive climate prevails within the school context. The same ensures

the sense of belonging of the teachers to the school and thus results in higher performance. Now, read carefully the Activity 1.1 and 1.2 below, and answer the same:

Activity 1.1

The mathematics teacher responsible for class 9 has taken a month's leave for his marriage during December this year. As a school head you are required to identify ways through which you would ensure that the students doesn't suffer and that regular teaching-learning of the subject mathematics is held.

State your course of action to solve the same.

Discussion

In your explanation to the above problem, you might have decided to any of the following:

- Allotting additional classes to the existing mathematics teachers from other classes
- Securing the service of locally available candidate
- Allotted other subjects during the mathematics period considering the fact that additional classes on mathematics may be allotted to the teacher once he returns
- Engaged yourself in the same period
- Availed the services of the mathematics teacher of another school in your vicinity.

Activity 1.2

Whatever may have been your course of action, each possible action has its own merits and demerits. You are required to explore further and bring out the probable difficulties you may have faced in arriving at the solution to the problem at your hand i.e. arranging for classes in the vacant period.

Discussion

Many of the probable decisions that are mentioned above can indeed be exercised as per your judgment, however, for securing a temporary service of a locally available candidate or in case of availing the services of a mathematics teacher from the school nearby, you might be required to take necessary permission of the school governing body and/ or the school management development committee. Furthermore, as a school head you are required to manage your existing human resources in a way such that they willingly come forward and volunteer for the cause. This would require on your part to cultivate a healthy and positive organizational climate, which we shall examine further in the following units.

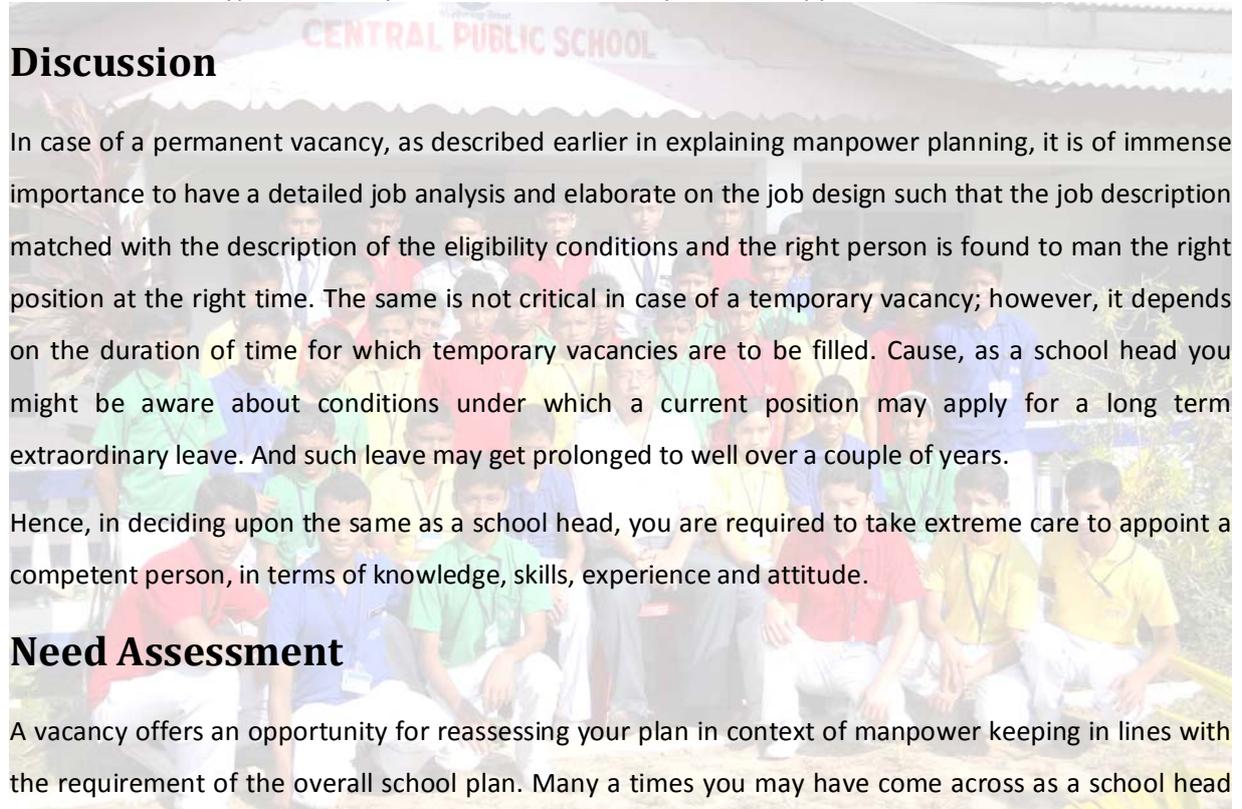
Discussion “Types of Vacancy”

As was the case in the above example, this was a temporary vacancy. Vacancy may also be of a permanent nature arising out of transfers, superannuation or untimely demise of a current position holder.

Activity 1.3

1. List out the type of vacancy that occurs frequently in your school?
2. Does the type of vacancy lead to a difference in process of appointment?

Discussion



In case of a permanent vacancy, as described earlier in explaining manpower planning, it is of immense importance to have a detailed job analysis and elaborate on the job design such that the job description matched with the description of the eligibility conditions and the right person is found to man the right position at the right time. The same is not critical in case of a temporary vacancy; however, it depends on the duration of time for which temporary vacancies are to be filled. Cause, as a school head you might be aware about conditions under which a current position may apply for a long term extraordinary leave. And such leave may get prolonged to well over a couple of years.

Hence, in deciding upon the same as a school head, you are required to take extreme care to appoint a competent person, in terms of knowledge, skills, experience and attitude.

Need Assessment

A vacancy offers an opportunity for reassessing your plan in context of manpower keeping in lines with the requirement of the overall school plan. Many a times you may have come across as a school head where you are faced with a problem of plenty in certain area of teaching, say for example you have more than sufficient teachers in social science but in subjects like language and mathematics or science you face scarcity. Here is your chance to redefine the position for filling up the vacancy with the requirement that is of prime importance in context of your school. At times it may be desirable to find someone with the same skill set as the person leaving the position, but the same may not be adhered to essentially when the need is not felt. Instead it is advisable to opt for candidates who better fills the gap in terms of knowledge and skill that the school may look for in order to ensure the effective realization of your school plan. Read carefully activity 1.4 below and try to answer the same:

Activity 1.4

Consider that the teacher who took leave on account of his marriage, finally upon returning resigns from his position and intimates to you about his decision to leave for an alternative job within a month.

1. What steps would you initiate to assess the needs of your school in replacing that teacher?
2. What are the factors influencing your assessment of those needs – subject, gender, extramural abilities etc?

Discussion

Here, in this case as the position was that of a mathematics teacher, it is most likely that your choice would be to secure the service of a person who will be competent in mathematics and matching the knowledge and skill set of the one whom is leaving, if not better. Additional emphasis maybe given in considering persons with extra mural abilities, a better attitude and a number of factors that may add to the positive climate of your school.

Notification of Vacancy and Advertising

As per the requirement of the directorate, you as a school head may be familiar with the laid down procedures that go with bringing to notice the vacancies in your school. The process may require your active communication with the Inspector of Schools in order to secure the filling of the vacant position. Now as made mandatory after the conduct of the teacher eligibility test, you may be aware about the requirement of notifying in public media through advertisements in newspapers of the state.

Activity 1.5

You have the task of notifying through an advertisement for a mathematics teacher for your school. What information according to you should be made available in the advertisement copy such that better talents are attracted towards your school?

Discussion

You might have come across various advertisement copies regularly in the daily news paper. The same must be referred to develop a clear understanding on how to write a concise yet comprehensive advertisement that includes all necessary and relevant information about the vacant position. The said copy must mention about the essential and desired qualification and experience. Furthermore, it is also

equally important to draft an effective letter to the concerned Inspector of School communicating about the vacancy in advance. Adequate care should be taken to ensure that the information submitted is clear, correct and complete.

Selection

Selection is referred to as a negative process, where you as the school head is expected to lead the selection team and ensure proper screening of candidates as per the laid down qualification norms and that matches the requirement of the job design you have prepared. Documents submitted by the candidates should be carefully examined to determine:

- Whether the applicant meets the advertised set of requirements
- The applicant's previous record of employment
- The care which the applicant has taken in filling the application

Necessary follow-up should then be undertaken.

Activity 1.6

You are required to design an application form for teaching posts which will enable you secure all information required for preliminary screening.

Discussion

If applications do not conform to the requirement of the position advertised, then the whole exercise becomes futile as it involves wastage of time, money and effort. Hence, it is advisable to design an application format such that the desired information are made available by the candidate in particular form, thus reducing the labor of hunting for information. Attested copies of certificates in support of the applicants' candidature for the vacant post may prove beneficial. However, the certificates must be authenticated during interview. Thus, upon preliminary screening, only those applicants whose application matches the requirement of your school may be selected for interviewing.

Interviewing

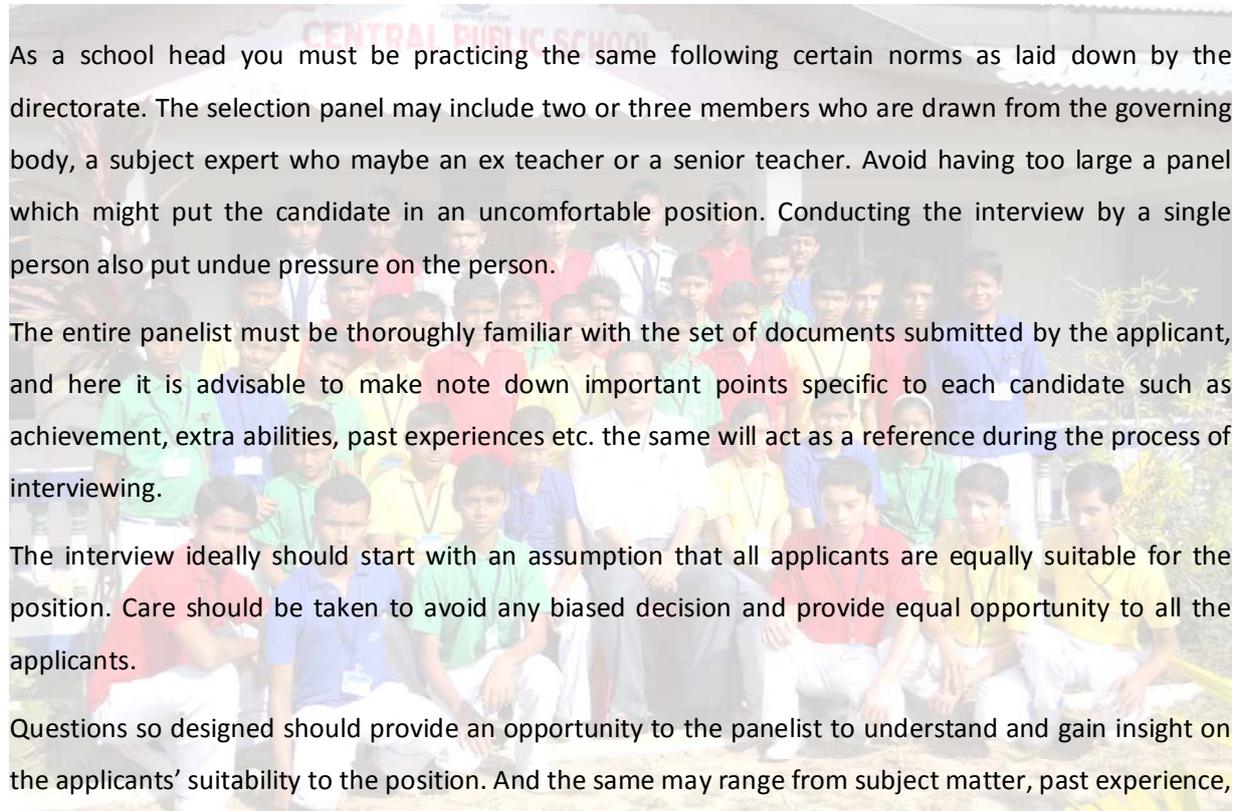
The short-listed applicants should be intimated about their suitability for interview well in advance of the date of interview. Care should be taken to ensure maximum attendance, keeping in mind that some

of them maybe employed. Sufficient time should be allotted to interview and screen documents of the applicant and also to facilitate discussion amongst the selection panel members.

Activity 1.7

1. Prepare a list of the selection panel for the interview?
2. Design a standard for of questions to ask during interviewing a prospective teacher?
3. Design an assessment form giving due weightage on the various criteria of selection?

Discussion



As a school head you must be practicing the same following certain norms as laid down by the directorate. The selection panel may include two or three members who are drawn from the governing body, a subject expert who maybe an ex teacher or a senior teacher. Avoid having too large a panel which might put the candidate in an uncomfortable position. Conducting the interview by a single person also put undue pressure on the person.

The entire panelist must be thoroughly familiar with the set of documents submitted by the applicant, and here it is advisable to make note down important points specific to each candidate such as achievement, extra abilities, past experiences etc. the same will act as a reference during the process of interviewing.

The interview ideally should start with an assumption that all applicants are equally suitable for the position. Care should be taken to avoid any biased decision and provide equal opportunity to all the applicants.

Questions so designed should provide an opportunity to the panelist to understand and gain insight on the applicants' suitability to the position. And the same may range from subject matter, past experience, teaching abilities, family background, hobbies etc.

It is often better to work out on various aspects for which the applicant will be evaluated. The same may be made in form of a table where against the names of each candidates are provided with columns where respective scores can be given with regard to each aspect.

Closing the interview on a positive note helps in presenting a good image of the school.

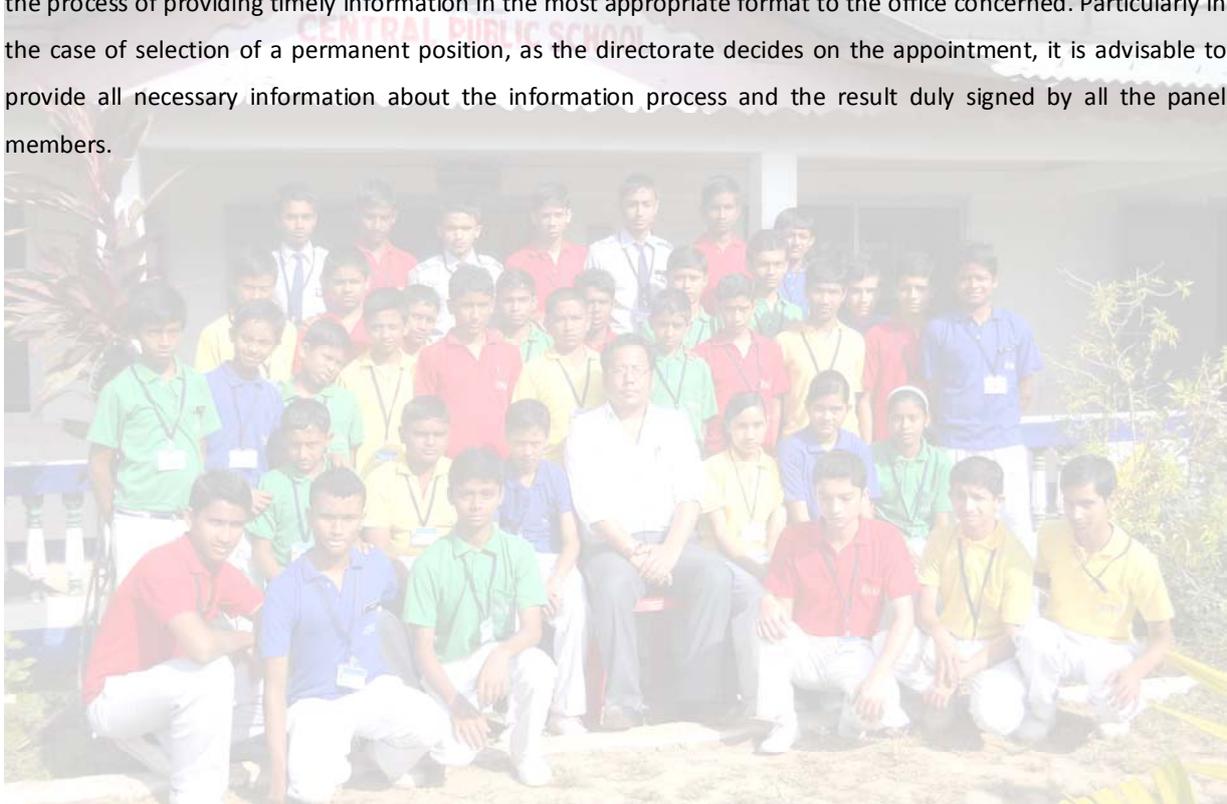
Appointment

Activity 1.8

1. Draft a letter informing the directorate about the results of the interview?
2. Draft a letter advising the applicant that he or she has been unsuccessful?

Discussion

As is the case, appointments are issued by the directorate of education. You as a school head may be familiar with the process of providing timely information in the most appropriate format to the office concerned. Particularly in the case of selection of a permanent position, as the directorate decides on the appointment, it is advisable to provide all necessary information about the information process and the result duly signed by all the panel members.



Unit 2:

Training and Development of Staff

In today's context with fast changing environment both within the work place as outside, training and development is essential. As a school head you are required to provide opportunity all the people working for the school to improve their capabilities and become more efficient at what they are doing. Success of an organization depends on how it is able to project itself as a learning organization. Such opportunities may include peer group learning, self development, in-service training organized by the directorate/ school board, and all such experiences within the school that provides the people to acquire and enhance their knowledge, skills and attitude.

Learning Outcome

After going through this unit you will be able to:

- Identify training needs of your staff
- Plan training programmes that addresses these needs
- Implement the training
- Evaluate the outcome of training

Initiating Training and Development

Responsibility of training is shared by those in the need of training, their immediate superiors, those in management positions from the district and the state. Those who are in the need of development are actually the ones in the best position to initiate the training. Waiting for others will help none. As a school head you are responsible to ensure the effective implementation of the overall school plan and in order to so the same effortlessly seeking whole hearted participation from your staff, you are required to fulfill their developmental needs by way of arranging in-house training and/ or recommending their names to the directorate for in-service trainings that are held periodically.

The directorate of education, SCERT and also the school board at various point of time initiate such refresher training for in service teachers. It is essential for you as a school head to keep well informed on the same and send periodic recommendations. Training and development as such is a joint responsibility of your office with that of the directorate and other agencies. And as a leader you are required to affect the same.

Training Need Identification

Teachers are in fact aware about their strengths and weaknesses, and as such they know the areas where the need for training is there. However, as a school head you may come across people who are reluctant to avail the same. It is hence advisable that a detailed form of questionnaire is prepared to assess the need of training for the teachers. In doing so, the teachers will rate themselves against a set of task which they invariably perform as a teacher. Therefore it is important to develop a culture within the school that fosters development and is aware of the need for continuous learning in order to perform better. Pupil's performance too indicates the performance of a teacher, which as a school head you are required to observe and judge. Preparing a checklist containing minutest details about those areas you intend to observe during the teaching-learning process would indeed prove beneficial. Read carefully activity 2.1 below and try to answer the same:

Activity 2.1

Discuss how you propose to identify the training needs of a teacher?

Discussion

If too many problems have been identified for the same, then it is important to priorities and carry-forward discussions with those concerned teachers and further brainstorm. In brainstorming one member of the group of teacher is chosen to write up on a blackboard all ideas suggested by other members of the group. Teachers are required to spell out problems they face, and the same is written down. The commonality is drawn hence, upon those problem areas that are being expressed by a majority of the group. And thus the area of training is arrived at.

Certain areas which may often be expressed by the teachers as those where they face problems are:

- Management and administration
 - Lack of participation in the process of decision making
 - Poor planning
 - Poor communication
- Teaching methodology
 - Over dependence on text books
 - Having academic knowledge about the subject but lacking knowledge on how to transmit the same

- Classes being too large
- Poor results of pupils in spite of seemingly understanding their work in class
- Teaching content
 - Lacking understanding on the syllabus
 - Poor knowledge on the changes made
 - Advances in content
- Assessment
 - Lack of adequate knowledge on how to get a test or question paper ready
 - How to make the process of assessment secure
 - How to keep accurate record of pupil's performance
 - How to set examination questions that adequately covers the syllabus
- Child development
 - Lack of understanding about the stages of child development
 - Motivating students to excel
- Language
 - Students/ learners learning through a medium which is not their mother tongue
 - Problem of communicating

Activity 2.2

1. Using the list of training needs identified in activity 2.1, group the problems as suggested above.
2. Prioritize the same.

Assistance for Training

As a school head you are required to look of internal resources within the school in order to facilitate interaction between the experienced teachers and those who are in need of training, such that a learning group is created within the school. In doing so, the experienced teacher will also feel good about the responsibility. Mentorship will thus be developed and majority of the problems will get solved. Here, it is important to remember that every staff member has something to offer to his or her colleagues, and that every staff member however he or she may be competent, can still learn from others.

Cooperation may also be sought from other schools in close vicinity and thus foster a relationship based on learning. Creating such learning opportunities would go a long way towards solving the professional difficulties that a teacher faces during his or her teaching process.

External assistance from institutions and agencies offering expertise in special areas may also be had from time to time. However, as is the practice of the directorate and SCERT to arrange such training, it becomes important for your position to keep yourself aware of all such programmes and recommend names of teachers who truly deserves the same. Please read carefully activity 2.3 below and try to answer the same:

Activity 2.3

1. Draw from your experience as a teacher, various techniques adopted during in-service training.
2. Try to enlist the advantage and disadvantage of each technique.

Discussion

As a teacher prior to being a school head, you must have undergone numerous such training programmes. There are indeed many ways through which training can be offered. Depending on the nature and type of problem being handled, some techniques maybe more appropriate than others. Let us examine various forms of training:

- A teacher maybe allowed sitting during a class taken by a competent teacher and made to observe the delivery of the lesson. Following this a discussion may be facilitated further.
- A teacher may be asked to plan a lesson and present the same in front of an experienced teacher followed by discussions on the same.
- Facilitating group discussion among two or three teachers of the same subject either from the same school or from schools in close vicinity would allow them to exchange ideas and gain meaningful insights.
- A workshop session may be planned during which one or more competent teacher demonstrates a particular teaching technique. The lesser experienced ones (trainees) may be allowed to practice the same for two-three weeks and discuss their successes and difficulties amongst themselves or at a later workshop.
- For practical subjects the teachers may be facilitated to do the practical work in front of an experienced and skillful teacher.

- For management and disciplinary problems, the staff may meet for a brainstorming session, during which problems are identified. Thereafter the meeting could break into smaller groups with each group working upon possible solutions. After a set time all the groups comes together to share their possible solutions.

Evaluation of Training

Any form of training which is being conducted, should be appropriately evaluated. After each training session the participants should be able to say whether they feel benefitted or not. Care should be taken to identify the aspects they found interesting and those which they found least satisfactory. The details should be communicated to those who conducted the training in order to further develop.



Unit 3: Organization Climate

Organizational climate refers to the reform of perceived environment quality. There is always some climate or atmosphere which can be created or measured. Organizational climate means the interpersonal relationship within the staff personnel and the head of the institution. The organizational climate of an institution is often assumed to have a positive relation to academic achievement. Most individuals who are members of an organization become quite sensitive to the climate of their particular group and of the organization as a whole. They sense the climate in terms of their perception of the prevalent attitudes and the psychological qualities of their relationships. Organizational climate reflects a person's perception of the organization to which he/she belongs. It is a set of characteristics and factors that are perceived by the employees about their organization which serve as a major force in influencing their behavior. These factors may include job description, organizational structural format, performance and evaluation standards, leadership's styles, challenges and innovations, organization values and culture and so on. Read activity 3.1 below and try to answer the same:

Activity 3.1

How do you describe the work environment in your school? Are you approached frequently by your students and staff?

Discussion

In describing generalized perception of climate, the terms "morale", "feelings", "atmosphere", "friendliness", or "hostility", "considerations", "informality" are used. Distinguishing school climate from that of other types of organization such as business, industry, public administration, political parties etc, some have preferred to term it as "institutional climate".

Organizational climate is a concept which embraces this milieu of personalities, principal and teachers, interacting within the sociological and psychological framework of an institution. Climate may be pictured as a personality sketch of an institution. As personality describes an individual, so climate defines the essence of an institution. Morale is but a part of one's personality and it is only one facet of organizational climate, undoubtedly a very important one. Personality is relatively stable over a period of time but it can change. So it is with organizational climate. Personality is complex and organizational climate being composed of diverse individual personalities is indeed, a broad multifaceted idea.

As a school head you are responsible to create a positive working environment within your school which is based upon mutual respect, trust and cooperation and which instills amongst the staff a strong sense of belongingness towards the school.

Unit 4: Motivation

Motivation is concerned with the cause of behaviour: why people act, speak or think in a particular way. As a school head you are expected to take the best from your staff in context of managing the school as a system effectively. It is important, therefore, to know how to motivate your staff and derive the desired results efficiently. The key to effective management, hence, is the ability to get results from other people, through other people and in conjunction with other people. An efficient school head may not necessarily be an effective school head if his or her relationship with the staff is poor. Hence it is important to strike a good cordial relationship such that the staff is motivated to put their extra effort in making the school better.

Learning Outcome

After going through this unit you will be able to

- Understand what is motivation
- Understand the principles of motivation
- Identify the factors associated with motivation.

Principles of Motivation

Motivation in the context of a school is most likely to be achieved if the school head helps the staff experience job satisfaction. A better organizational climate leads to enhanced job satisfaction and a satisfied staff is more likely to enjoy his or her work at school. Let us examine some of the principles of motivation:

- Participation – Involvement in the decision making process of the school enhances a strong sense of belongingness amongst the staff members towards the school. The more the staff becomes involved, the more will they have the sense of ownership and be positively prompted towards achieving the objectives of the school. However, as a school head you must remember that the final decisions and accountability of the same remains with you.
- Communication - Regular and timely communication with the staff as regards to the objectives and the results derived, acts as a boost to ensuring their participation and thus motivation. Consider the situation where staffs are not properly informed about the anticipated changes and progress, it will virtually be difficult to expect the staff to perform as per your expectation.

- Recognition – If staff members receive the necessary recognition at an appropriate time for the work done, they will be inclined to work harder.
- Delegated Authority – As a school head it is important for you to understand the fact that it will be impossible for you to act alone, hence, it is important to delegate authority to capable people which in turn would help you groom them for future responsibilities. Such delegation enhances the staff's position and his or her responsibility towards his or her work.

Please read carefully activity 4.1 below and try to answer the same:

Activity 4.1

1. Reflecting on your own school situation, list the human needs of your staff, and provide examples on how such needs are met?
2. Develop a motivational plan according to the above list and suggest ways how the same can be better met?

Discussion

The principles of motivation outlined above indicate that there are a variety of factors which influence an individual's level of motivation at work. As a school head, therefore, you are required to know about different factors that motivates. These factors are:

Personnel Needs

The needs of every person should be taken into account for example the need for recognition, the need to achieve, the need to be a valued person in the community, the need for self respect and for friendship. As a school head, you are required to appropriately report outstanding performance and recommend the same, to concerned office and agencies.

Work Situation

Factors related to the work itself may also affect the levels of motivation. The nature and type of work, the opportunities for group identity, the chances of promotion, the work environment, the opportunities and challenges of the work, that is, the opportunities for creativity and renewal. Monotony and routine work may be less motivating. As a school head you may resort to job rotation, that is, rotate some routing activities so that boring chores are not to be repeated by the same person always.

Management Factors

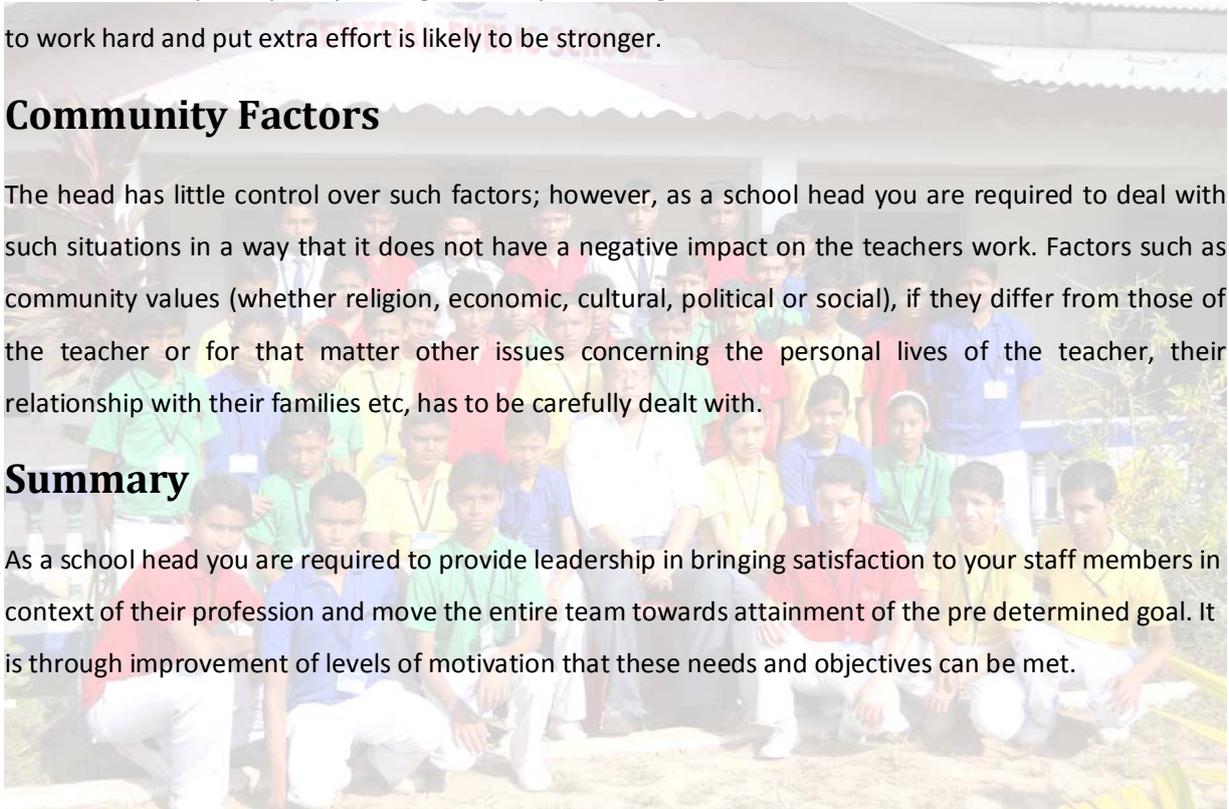
The quality of management affects behaviour, attitudes and effort. Positive interpersonal relationships are regarded as strengthening motivation. Communication plays a very important role in this context. Teachers like to know and should indeed know what is expected from them and how important are their tasks as a part of the total plan. Setting targets and establishing clear goals, making the same clear and taking the teachers into confidence go a long way towards ensuring motivation. As a school head you are responsible for planning, guiding and providing leadership to the school. Delegation of task to teachers, and if participatory management style is being used, with teacher's efforts valued, motivation to work hard and put extra effort is likely to be stronger.

Community Factors

The head has little control over such factors; however, as a school head you are required to deal with such situations in a way that it does not have a negative impact on the teachers work. Factors such as community values (whether religion, economic, cultural, political or social), if they differ from those of the teacher or for that matter other issues concerning the personal lives of the teacher, their relationship with their families etc, has to be carefully dealt with.

Summary

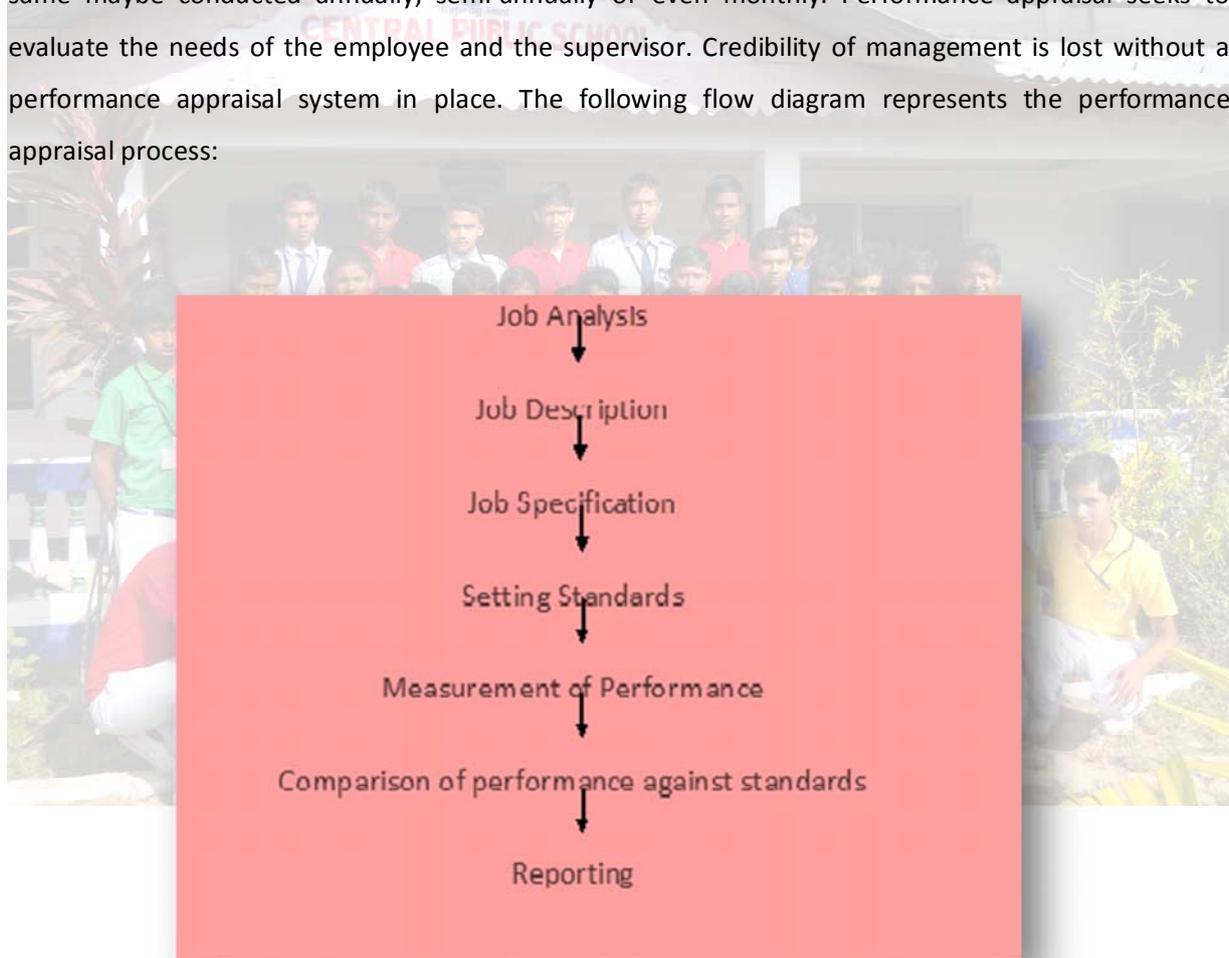
As a school head you are required to provide leadership in bringing satisfaction to your staff members in context of their profession and move the entire team towards attainment of the pre determined goal. It is through improvement of levels of motivation that these needs and objectives can be met.



Unit 5:

Performance Appraisal

Performance appraisal refers to a process of establishing performance standards and appraising employee performance in order to arrive at objective human resource decisions and to provide documentation in support of those decisions such as recruitment and selection, training and development, compensation management etc. Performance appraisal can be referred to as a periodic evaluation of the state of affairs that are being run by the human resources within an organization. The same maybe conducted annually, semi-annually or even monthly. Performance appraisal seeks to evaluate the needs of the employee and the supervisor. Credibility of management is lost without a performance appraisal system in place. The following flow diagram represents the performance appraisal process:



Performance appraisal in the school context would involve a process of review by teachers, school heads and senior teachers of individual competencies, performance, and professional needs. This includes appraising all teacher's organization of their classroom, how they manage classroom activities, including

the use of time and materials, how they behave towards pupils, other teachers, parents and the community.

In this unit you will learn about why the process is important and how to do the same.

Learning Outcomes

After going through this unit you will be aware of:

- What performance appraisal is
- Why performance appraisal should be carried out
- The procedure of performance appraisal
- Follow up procedures of performance appraisal

Responsibilities as a School Head

In order to ensure smooth functioning of the school and to run the administration effectively you are required to initiate measures that transform the organization to a learning organization. As the school head, you must provide leadership to the student and staff and the same can happen when each experience that you provide becomes a learning experience. It is virtually not possible to teach all students and at the same time carry out all educational and administrative task on your own. Effective delegation of responsibilities to both teaching and non teaching staff going by the qualification, merit, experience and competence hold the key. It is also true that all members of the teaching and non teaching staff may not be equally competent. Hence it becomes necessary to ensure that such gaps are reduced if not totally removed. And the same can be done by continuous appraisal with a focus of professional development.

Why Performance Appraisal

Appraisal is carried out to help teachers to become effective as possible in their teaching/ learning process by way of identifying the gap in their competence and ensuring effective in-service training and development measures timely. Appraisal is not merely a fault finding activity and the same must be adequately informed to both the teaching and non teaching staff of your school. You as the school head

must communicate the positive results accrued by the process of appraisal. With education becoming more and more learner centric, a teacher not only needs to be competent in pedagogy but also must possess a wide array of experiences in order to understand the learning process of a student. And for this change to effectively take place, there must be a positive change in attitude among the teachers and this can happen only when they are willing to review continuously what takes place within the classroom, the school and elsewhere in matters related to teaching-learning.

Requirements of Appraisal

A good appraisal process is capable of bringing out honest opinions about one's own strengths and weaknesses and appropriately points out the areas where improvements are needed. The same also depends upon the school head and other senior staff and the teacher being appraised. It should be unbiased, transparent and easy to understand. The point, here to be remembered always as a school head is that the performance appraisal process should never be looked upon as a fault finding exercise. In fact the same must be administered in such a way that the areas of weaknesses are well understood by the appraised teacher and hence, the requirement for development. And in order to administer the process of appraisal, you as the school head must feel confident and your confidence must motivate the teachers and staff alike.

The Process of Appraisal

The process of appraisal starts with a discussion on a positive note that brings out clearly the objective of the appraisal and what it targets to achieve. The next important element to be conveyed is that of confidentiality. Whatever is being discussed during the process of appraisal should be held at the highest level of confidentiality, and this will make the participants feel free to respond.

Establishing a Good Atmosphere is an essential step in the process of appraisal. You as the school head must exude confidence amongst your staff members towards the same. This would include explaining the purpose of the appraisal, how the appraisal will be conducted, ideas from the staff may be solicited, making an appropriate schedule for appraisal in the school calendar, tentative schedules for classroom visits and observations, the follow up procedures, probable actions etc. it is always beneficial to have a

team for the appraisal with you as the school head leading the team of senior staff members. Read carefully activity 5.1 and answer the same:

Activity 5.1

Tick either A or B in the questions that follow hereunder:

- Leadership should be
A. Supervisory B. A matter of Professional Development
- When observing teacher's lessons, I look for
A. Incompetence B. Competence
- Management in a school should be
A. Hierarchical B. Professional partnership
- Leadership is
A. Looking at the past B. Looking to the future
- I look my staff with an element of
A. Suspicion B. Trust

Discussion

In answering the above, you can understand your own attitude towards leadership. For example you look for incompetence in teachers or you try to identify competence, are important in determining whether staff appraisal is likely to be conducted in a positive or a negative manner. And the same will depend upon how you yourself as the school head look upon the same.

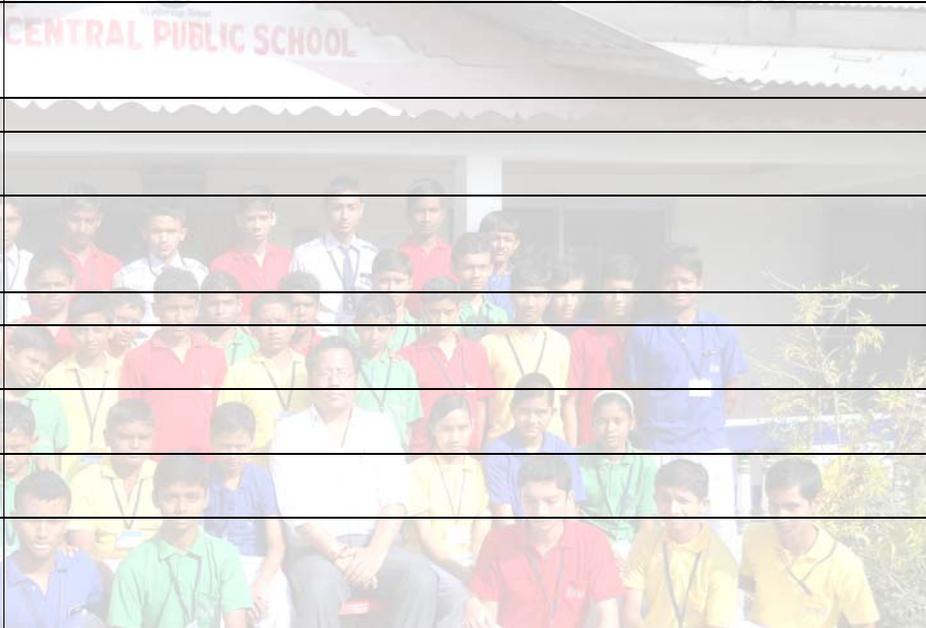
Self Appraisal by Teachers

Self appraisal refers to the process of appraisal which is initiated by the appraisee him/herself. The process begins with the teacher's own personal review of success, failures, and assessment of professional and personal needs. The best approach here is to maintain a diary to record thoughts about daily activities and events as it occurs within the classroom. Keeping in mind the busy schedule of a teacher, it will be wise to set aside some time for this purpose. The record may follow noting down instances where the teacher experienced something new in the form of difficulty and/ or innovative approach in dealing with the students while imparting the curriculum. Certain thoughts may so evolve at the fit of a moment, that if not recorded and developed further then the same might be forgotten and as a result an innovation may lay hidden.

Read activity 5.2 given below and try to complete the task given:

Activity 5.2

In the following template, you are required to note what you felt important during the discourse with your students in the classroom.

Class:	Subject:	Chapter:	Date:
Portion Covered			
Did I complete what was planned?			
Did I find any difficulty?			
If not, what and how can it be addressed?			
Can I seek help from anyone, if yes who and when?			
Was all student attentive?			
If, not what may be the reason?			
Can I evolve an alternative approach to teach the same?			
Did I try anything new?			
Was it interesting to the students?			
Can I develop the same further?			
If yes, where can I use the same?			
With whom can I share the same, in order to further better the approach?			

Discussion

In the above template, you might have written certain experiences about your own that you may have gained during the teaching-learning process in a class while imparting lesson on a particular topic of a chapter. In doing so, what needs to be understood in the **importance** of preparing such diary of events (the structured template as shown above may further be developed in due course). This will enhance a better understanding about your inner abilities and thus keep you motivated to develop the same further. And the same when shared with your peer group, it will develop an atmosphere of collaborative learning and thus transform your school into a truly learning organization. Your role as the school head is to develop the same further and share it with your teaching staff from time to time. Also ensuring that

the same is practiced in its true spirit, will in turn help the process of your appraisal is more effective and well taken.

Classroom Observation

As a school head you probably visit classrooms on a regular basis to take stock of the situation that prevails within the classroom, the teaching-learning process and conduct. This indeed may provide sufficient help in conducting the staff appraisal. However the plan should be made well in advance and accordingly an appropriate time be fixed to observe specific lessons, which in turn would provide you with insights to the elements of preparation, organization and management of teaching and learning the way it is conducted by the teacher.

The following checklist may be handy in terms of noting down your observations.

Class:	Lesson on:	Teacher:	Date:
Aspects		Observation	
Classroom Cleanliness			
Time management			
Preparation of content			
Teaching method			
Adherence to syllabus			
Availability of materials according to the lesson plan			
Attentiveness of students			
Classroom discipline			
Relevance of organization and management in context of class work, group work, individual activity and practical activity.			
Other observation			

The note so prepared will help you build meaningful insight into the teacher's performance and the same will provide help during appraisal.

Appraisal Interview and Goal Setting

Once the desired information are obtained from the classroom observation, you as the school head must make an appointment with the teacher concerned and conduct a formal and structured interview on the basis of your observation. The discussions should be held in a cordial atmosphere without any biases such that the teacher feels comfortable to share his/ her viewpoint. Care should be taken to praise the teacher for his/her conduct and at the same time effort should be made to remove whatever drawbacks were observed. If need be, the teacher may be recommended for in-service training, peer

group discussion and mentorship. Once arriving at a conclusive end you should set further goals towards improving the overall conduct.

Follow up Discussions and Meetings

Appraisal as such is an ongoing process; hence, whatever goals were set during the interview must well be followed up. Say for example the in-service training was provided, then the same should be followed up with another observation, if need be, to make proper assessment of the appropriateness of your initiated action. In deciding about the in-service training too, care should be taken to address the difficulties that may crop in managing the same. Read carefully activity 5.3 given below and try to solve the same:

Activity 5.3

Mrs. Das in her regular conduct of mathematics lesson to the class IX students observed that a group of students with good mathematical ability loses interest in the class after a specific period, more so when she is busy guiding the one's failing to understand the lesson. In her diary she mentions about the same and also ponders about conducting the mathematics lessons in the form of a group activity. However, her dilemma is about not finding an appropriate way to do so. The same was also well observed during classroom observation.

1. Consider yourself as the school head observing the said class, and try to note as many possible outcomes as possible.
2. Also plan an interview with Mrs. Das and set appropriate goals directed towards arriving at a probable solution.

Discussion

You probably might have observed the same, and might have agreed to the teacher's perception about making the lessons a group activity. In order to gain more insight towards the same and provide appropriate solution, you are required to research into the same and find out if the same has been conducted elsewhere, if yes, how? And, whether there is a possibility to make an arrangement for observing similar situations where the problem has been successfully mitigated. Also there might be instances where some teachers in your school may have practiced the same in certain other subjects.

Professional Development Activities

You as a school head should always endeavor to transform your institution into a learning organization. In doing so, help may be sought from senior teachers who shall act as mentors, form peer groups which facilitate healthy discussions on day to day problems faced and how one tackles the same. The initiatives for all such activities do rest upon you as the school head. Also there are numerous training and development programs being conducted from time to time by the RMSA, SIE, SCERT etc as well as the school board SEBA. Maintaining a diary of all such events, which are, external to your institution, will help you in providing leadership in a more proactive manner.

Frequency of Appraisal

How often should the appraisal be conducted? What should be the timing of such appraisal? For how long should the appraisal be carried on?

Appropriateness of timing and the duration of such appraisal process should always be arrived at after having a consensus with all concerned. A plan be prepared and the same be shared with all teaching staff, and based on the majority arrived at, the schedule should be prepared and circulated well in advance. Appraisal being an ongoing process, must be times in such a way that the regular activities of the school are not hampered and at the same time adequate care should be taken to complete the same before the completion of the academic year. This will help in initiating timely corrective measures, if needed.

Benefits of Appraisal

As mentioned during the start of this module, the benefits accrued from the process of appraisal are indeed immense. It helps improve the standard of teaching and learning and at the same time ensures the institution to be a learning organization. A positive appraisal process helps build the staff's morale and motivation. Benefits can be summarized as:

1. Skill development
2. Career development
3. Improved relationship
4. Increased knowledge of both the teacher and taught
5. School development
6. Improved learning opportunities
7. Improved morale and efficiency within the school.

Summary

Appraisal when carried out with due understanding and willing cooperation, with positive attitudes from both sides and in an unbiased manner, researches reveals that appraisal contributes to the school effectiveness. Here, your own style of leadership as discussed earlier has indeed a major role to play in making the appraisal process a success. Appraisal indeed boosts the sense of ownership amongst all stakeholders and thus transforms the school in terms of quality.



Unit 6: Maintaining Records

Data and information are important in the process of decision making. As a Principal in order to make effective decisions you have to go through various types of information both past and present. Securing such information and preserving the same in the form of records becomes a part of the history of a school and the same are put to use for future actions and planning. Records pertaining to teachers, students, accounts etc provide a vital insight into the state of being and the same helps in shaping the future courses of actions.

Learning Outcomes

After going through this unit you will be able to:

- Meaning of records
- Understand the purpose of keeping records
- Know about the different types of records.

Meaning of Records

A **record** is something that represents *proof of existence* and that can be used to recreate or prove state of existence, regardless of medium or characteristics. A record is either created or received by an organization in pursuance of or compliance with legal obligations, or in the transaction of business of the school. Records can be either tangible object, such as paper documents like attendance register, vouchers and bills, teacher's files student's progress reports etc

Purpose of Keeping Records

The only way to ensure the safety of information/ data relevant to the school context is by keeping records. These are preserved in the form of files and folders to be kept in the safe custody of your office as a Principal. As a school head you are required to provide leadership to the staff as well as the students, hence it is vital that you understand, and are well informed, about the staff, the school, the administration and the students in order to ensure effective administration of the school. As highlighted earlier, the benefit of having accurate records is seen at the time of decision making and planning.

Activity 6.1

1. List the various types of records at your disposal as a School Head and try to highlight the purpose of having the same.
2. Mention how the particular records that you have enlisted in 1 above, helped you in taking decision and/ or in planning future school actions.

Discussion

The list that you have prepared and the purpose that the same might have served you with, may have included the following

Administrative and Supervisory

The progress of any school plan has to be effectively monitored periodically. Such records help you as a school head to keep track of the progress and keep note of the same for further reference as the same is an ongoing process. Starting with the time tabling and distribution of workloads amongst the teachers, you as a school head need to ensure the equitable distribution of teaching, administration and non-teaching time among the teaching staff. In order to arrive at such decision, the record of time table as well as those of personnel's involved you need to refer to a varied degree of information, which is virtually impossible to be memorized.

Professional

Before scheduling of classes, timetabling and allocation of teaching responsibilities among the staff, you as a school head need to know about the qualification, experience and expertise available among your staff. For example a teacher with expertise in language cannot be handed with a responsibility to conduct classes for mathematics and vice versa. Though you might feel that in due course of time, such actions may be well handled keeping in mind the precedence, yet at times when new recruits come or when new curriculum is to be implemented or in case when a regular staff goes for long leave,

Staff Development

The purpose of having dedicated records pertaining to staff is to ensure appropriate staff development in context of improving their professional competence as a teacher. Such records come handy and serve as a reference to keep yourself updated with the knowledge about your staff's in-service training and

development activities. This being a continuous activity in the process of staff appraisal, maintaining a detailed account of dates when you have observed the teacher's classroom work, notes of observations made and discussions had with the teacher. Such records should also include complaints if any, mentioning the date and action taken/ provisions made for corrective measures and the progress made thereupon.

Types of Records

Classification and grouping of staff records can be made according to whether they are purely factual or objective, whether information contained within them depends on judgments which may be often subjective. However, the difference between the two forms of records is not clear always. As, in factual records too, there may be subjective remarks. Broadly the types of records are discussed in the following two heads:

Confidential Records

Records related to the performance appraisal, annual confidential reports etc are considered to be confidential in nature and the same should be kept in safe custody of the school head. Examples of confidential records kept on a staff member's file are

References

Observations of teaching and classroom conduct.

Interview/ discussion which are a part of staff appraisal

Personal/ professional goals/ ambitions and personal/ professional problems revealed during discussions

Notes on verbal warnings, written warnings which are a part of a disciplinary procedure

Teacher's salary bracket and financial status

Promotion prospects

Copies of correspondence for example the curriculum vitae

Medical and health records

Any other comments/ information confidential in nature.

Factual and Objective Records

Factual and objective record includes details as the ones mentioned below and are to be maintained with the administrative office. For convenience of securing and maintaining information and updating the same, such records may also be placed along with the confidential records.

Full name, address, date of birth, sex, nationality

Qualification, qualification obtained from, date of qualification, performance

Subjects in which the teacher is qualified for teaching

Subjects taught without any formal qualification

Date of appointment

Details of previous post held and duration

Teaching experience

Timetable

Summary of teaching and non teaching periods, work load and distribution of subjects

Details of extracurricular activities

Details of extra mural activities, assigned/ undertaken.

Updating Records

Records storing meaningful information needs to be kept updated from time to time in order to ensure its relevance. For example, in course of staff appraisal whatever notes or observations were made to a staff's conduct must be periodically reviewed and updated with the recent observations.

Activity 6.2

Design a structure for recording factual information of your staff.

Discussion

As majority of the forms and data sheets are supplied by the board, RMSA etc it may be useful for you as a school head to design a blank format keeping in mind all the vital information that needs to be provided to the school board or RMSA from time to time.

Summary

This unit focused on the basics of maintaining staff records in order to ensure the smooth functioning of the school. Administrative requirements as mandated by the school board and RMSA require you as the school head to furnish various types of information from time to time in specific formats as supplied. The same can be easily facilitated once appropriate flow of information is in place and timely. Proper record management enables you to exercise your leadership in a more proactive way.



Unit 7:

Conflict Management and Negotiation Skills

Conflict arises due to differences in values, goals, attitudes, expectations etc and due to limitation of resources.

“Conflict is an *expressed struggle* between at least two *interdependent parties* who **perceive incompatible goals, scarce resources, and interference** from others in achieving their goals.”

Reasons for Conflict

- Conflict starts from unsatisfied human needs.
- It arises due to the differences in values, goals, attitudes, expectations etc and due to limitation of resources.
- In conflict, people represent their interests, but not their underlying needs; however, they will use power and coercion to meet those needs.

Type of Conflicts

- **Technical Conflict** (e.g., design, analysis, results interpretation)
- **Operational Conflict** (how to do tasks, who is responsible?)
- **Emotional Conflict** (ego involvement, hurt feelings)
- **Political Conflict** (who should have a say on what?)

Conflict Management-Resolve Conflicts

- **Dominance** (Dictation of solution)
- **Compromise** (Bargain - reflect relative power)
- **Collaboration** (Find win/win solution by finding ways for both parties to achieve objectives)

Key Requirements: Openness, mutual respect, common interest to see project success

Escalation of conflict

- Conflicts escalate in both *scope* and *severity*

- Conflicts can escalate constructively or destructively

Destructive Conflict

Characteristics of destructive escalation

- parties become less flexible
- goals are narrowly defined and rigid
- primary goal is to defeat the other party – assumes the other side must lose
- becomes protracted and intractable

- Characteristics of destructive agreements

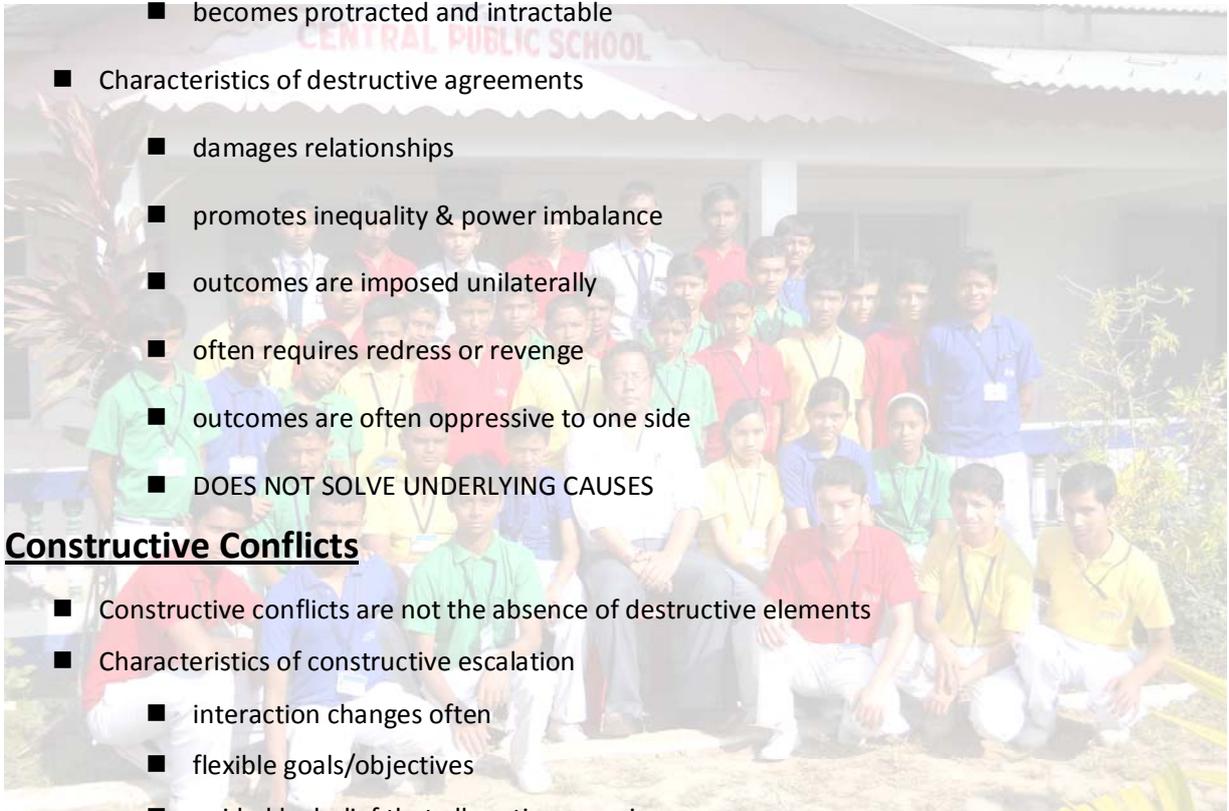
- damages relationships
- promotes inequality & power imbalance
- outcomes are imposed unilaterally
- often requires redress or revenge
- outcomes are often oppressive to one side
- DOES NOT SOLVE UNDERLYING CAUSES

Constructive Conflicts

- Constructive conflicts are not the absence of destructive elements
- Characteristics of constructive escalation
 - interaction changes often
 - flexible goals/objectives
 - guided by belief that all parties can win

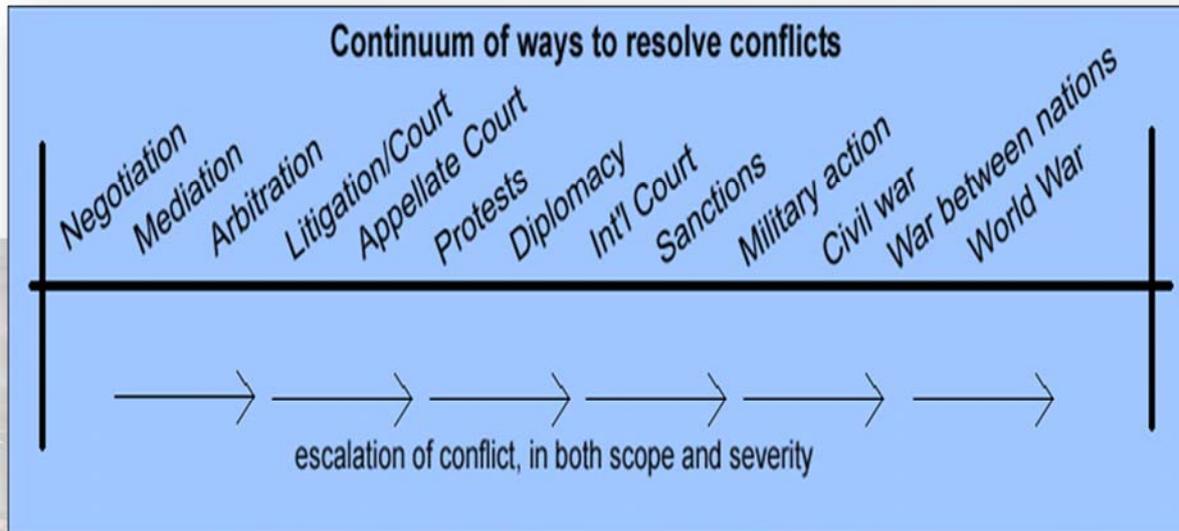
- Characteristics of constructive agreements

- strengthens relationships
- restores equality
- recognizing the other parties as legitimate
- using benefits/promises rather than threats/coercion
- find mutually acceptable solutions
- Conflict is actually solved



Conflict Continuum

- Negotiation is at the bottom because negotiation theory is the base for all forms of conflict resolution (mediation, arbitration, even diplomacy)



Thomas & Killman Model (1973)

Avoiding (low aggressiveness; low cooperation) "the Turtle"

People who can't bring themselves to deal with conflict tend to be avoiders.

Involves either denying conflict or sidestepping situations in which there is a very high likelihood of conflict.

When groups are highly cohesive and like each other personally, they often fall into avoiding when controversial issues arise

When to Avoid:

Issues are trivial and not worth the effort

The leader determines that feelings are so high and positions so set that there is no chance of success

A "cool-down" period is needed to reduce tension in the group

A postponing tactic is needed to allow time to gather more info

The issue is only a symptom of a far larger problem

The cost of dealing with the conflict exceeds the benefit of solving it

Accommodating (low competitiveness; high cooperation)-“the Teddy Bear”

People who value harmony and good feelings often fall into this trap. They neglect own goals, values, and agendas to try to keep everyone else happy. Often feel resentful and frustrated inside when others don't reciprocate.

When to accommodate:

When you realize you've actually been wrong!

When a particular issue is much more important to others than to you

To build up “IOU's” for future issues

To preserve harmony and prevent disruption

To allow subordinates the chance to experience “success”

Competing (low cooperation; high aggressiveness)-“ the Shark”

When competing, the goal is to WIN--no matter how trivial the issue--and for someone else to lose.

For some personality types, the “issue is less important than the game”

Competition is “power driven”.

Many of those who display ultra-competitiveness in organizations have difficulty hearing the truth and can't be convinced to moderate their position --even by the facts.

When to compete:

When there is no alternative to a win-lose situation

In emergencies or organizational crises when there is no time for negotiation

When it's necessary to “fight fire with fire”

Compromising (moderate cooperation; moderate aggression)-“the Fox”

Compromising requires

Strong negotiating skills

Willingness for 'give and take'.

The goal is that a middle ground is reached in which nobody wins EVERYTHING and nobody loses EVERYTHING.

Unfortunately, what usually happens is that no one ends up satisfied

When to compromise:

Two equally powerful opponents are strongly committed to opposing goals

TEMPORARY solutions or settlements are needed

Issues are moderately important to you (too important for accommodation but not important enough for competition)

The trade off TRULY satisfies both parties (when "one person's trash is another's treasure!")

Collaboration (high aggressiveness; high cooperation)-"the Wise Owl"

People work creatively to find the solution that comes closest to satisfying all the important concerns

"Win-Win"

No one gets 100% of what they want, but everyone gets "something he/she can live with"

The most effective strategy for managing conflict to achieve stable and long-term benefits.

Collaboration requires:

A high degree of trust and commitment

Willingness to avoid parochialism

Ability to look at overall organizational goals at the expense of more immediate and personal concerns

Use it for all except trivial issues if you can

Conflict resolution-- "the art of creative fighting"

1. Make conflict legitimate (i.e."OK"). Issues, not personalities... agree to disagree
2. Deal with one issue at a time.
3. Have ground rules.
4. Commit to being open and honest about any personal agendas you may have.

5. Avoid “cornering” people
6. Concentrate on ISSUES not PERSONALITIES. Don’t say “YOU ALWAYS...”
7. Pick your battles carefully
8. Agree to disagree—
9. Avoid “looking for” and reacting to unintentionally offensive remarks
10. Focus on WHAT is wanted rather than on WHY it’s wanted
11. Keep the overall goals of the unit or organization in mind
12. Have a facilitator.
13. Maintain a sense of humor!



Unit 8

Community Partnership

As a school head interacting with numerous persons and groups is indeed one of your important activity that at times put you to test your relational skills. In the previous units, discussions were provided on various facets related to human resource management, and the human component is indeed an important element that needs to be dealt with due tach and diligence. Maintaining a good relation with the school and community and establishing a favorable partnership provides you with an extra edge in managing your overall school development plan.

Community in general refers to a group residing in a common place, a village or locality etc. commonality of interest may also create a community, and within the school context also a community does exist. The teachers, students and staff, the parents and the surrounding locality of a school constitute a community.

Examples: Socio-Cultural and/ or Religious Community, Ethnic Community, Professional Community etc

Also we refer the group of student in general as student community or for that matter the teachers as belonging to teaching community.

In school context, however, the communities that we refer to may include:

1. Parent Teacher Association (and Mothers Teacher Association for elementary schools)
2. Past Pupil's Association/ or Alumni Association
3. The Local (Village/ Block) Community
4. Teacher Association
5. Past Pupil Association
6. Development Communities
7. Religious Communities

Activity 8.1

1. List down the community groups that you as a school head is required to interact with regularly.
2. Are you aware about the interests and intention of such groups?
3. If yes, how far have you succeeded in leveraging the efforts of the community towards contributing to your school development plan?

Discussions

Your answer to the above may have included the examples cited earlier. It is important to take note of each such community's interest and intent, in order to accordingly interact with them. In the following section we will see how such groups/ communities relate to the school context.

Refer the video section for external links to such examples.

Parent Teacher Association

Activity 8.2

1. Does your school have a parent teacher association?
2. If yes, do enlist the major functions of PTA?
3. How did PTA contribute towards the school development?

Discussion

It is a well established fact as evidenced through numerous researches on school effectiveness. And the Parent Teacher Association's contribution towards the overall teaching and learning environment. It has been proven that, cooperation between the parents and teachers contribute towards the child development. On one hand the school can ensure the punctuality and regularity on the part of the parents in sending their child to school and on the other hand the teacher can effectively manage his/ her curriculum with active support of the parents. This is because of the engagement of the parents with the child in completing home assignments.

As a Principal, PTA provide the right platform where school's development programme can be discussed and support of the parents be gained. PTA can also extend financial and material support to the school and engage in community programmes of the school.

Past Pupils Association

Activity 8.3

1. Does your school have a past pupil's association? If yes, have you ever interacted with them? What were your experiences?
2. During your tenure as the school principal, were there any event held to ensure participation of the past pupils?

Discussion

Alumni association as it is called, this involves bringing together the past students of the school towards participating in the school development activity. Every successful individual owes to his/ her alma mater the school/ institution where he/she has learnt to be a successful professional. And this feeling does motivate him/ her to contribute towards the betterment of the school. As a Principal, you must be able to tap this potential towards developing the school. Organizing commemorative event like school day, annual day or past pupil's meet, does provide such students with a platform to meet their contemporaries and also get engaged with the developmental activities of the school.

Activity 8.4

1. Are you a member of any teachers association? If yes, what are your learning experiences?

2. Do you feel such associations provide help towards the school development?

Discussion

Professional groups like the teachers association, Principals association or for that matter association specific to area of study/ subjects etc. such associations contribute towards peer group learning and the services of such groups may be solicited in enabling mentoring sessions for the teacher as well as other staff. Sharing of experiences does enable one to reflect upon his/ her own experiences and the same may provide much needed help towards establishing school based professional development. They also serves the purpose of acting as pressure by virtue of their representation in committees and commissions that related to education. Decisions at the top of the governance structure may be influenced accordingly, by such representations.

Local Community

Activity 8.6

1. Are you aware about the local communities in close vicinity of your school? If yes, prepare a list of all such communities and their probable interest towards the school?
2. Prepare a list of the resources that can be availed from such communities for the purpose of school development?

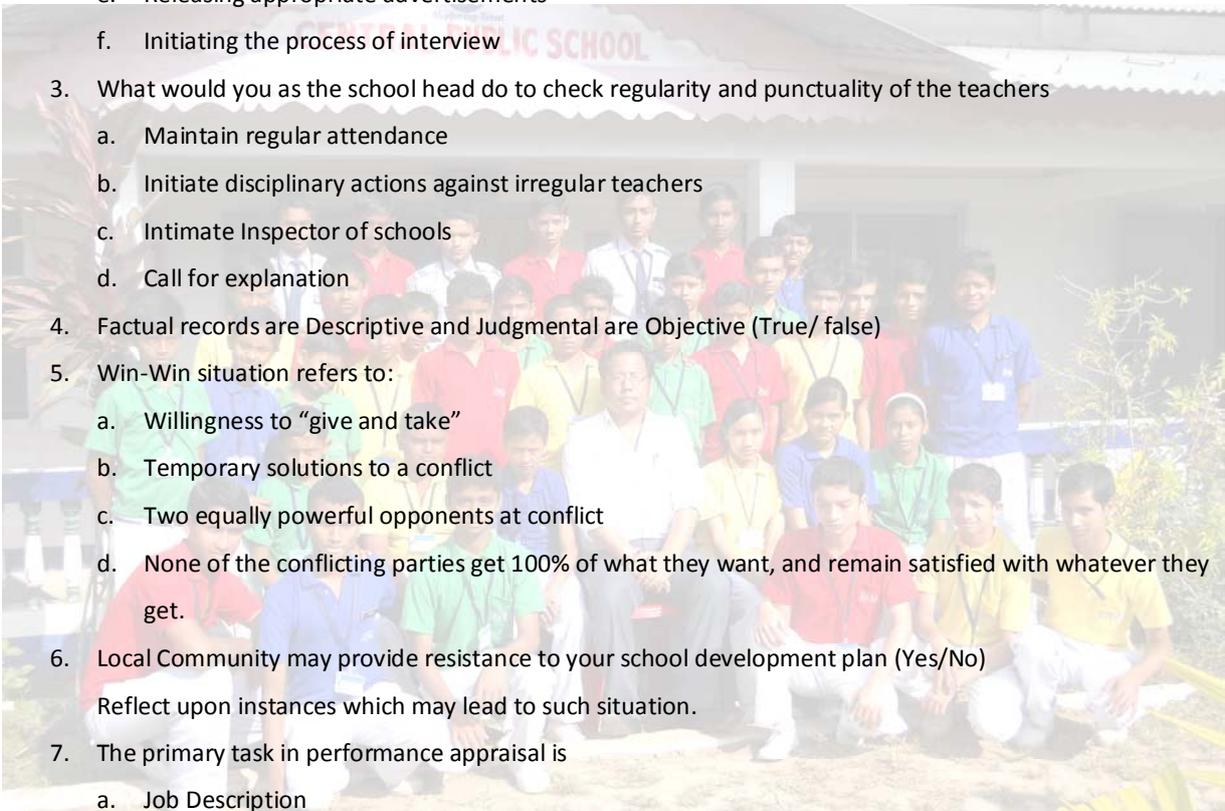
Discussion

Local community comprising of the Panchayat, the Gaon Burha, dignitaries and professionals from the field of public health, agriculture, block development etc, the village/ town development committee, may exert their influence on the school and such influences may differ from group to group. The influences may be positive towards the school development and also may provide resistance to such development activities. The influence exerted by such group must be well analysed and you as the school principal must be aware about their interest towards the school, and how such interests can be leveraged to better the functioning of the school as a system. Satisfactory relations has to be maintained from time to time with such influence groups.

The discussions provided earlier, does present the role of such communities in a positive manner, however, there are areas where **conflicts** may arise. Major instances of such conflict arise with change. As human by nature resist change. As seend in earlier sections about change management as well as conflict management and negotiation skills, as a school head you are required to provide leadership in such situation in order to serve better towards development plans of your school.

Self Evaluation Exercise

1. Recruitment is a positive process while selection is negative (True/ False)
2. Your role as the school head in the process of recruitment and selection includes which of the following activities:
 - a. Preparing the manpower plan
 - b. Preparing job description
 - c. Reporting to the Inspector of Schools regarding vacancies
 - d. Only to fill up adhoc positions
 - e. Releasing appropriate advertisements
 - f. Initiating the process of interview
3. What would you as the school head do to check regularity and punctuality of the teachers
 - a. Maintain regular attendance
 - b. Initiate disciplinary actions against irregular teachers
 - c. Intimate Inspector of schools
 - d. Call for explanation
4. Factual records are Descriptive and Judgmental are Objective (True/ false)
5. Win-Win situation refers to:
 - a. Willingness to “give and take”
 - b. Temporary solutions to a conflict
 - c. Two equally powerful opponents at conflict
 - d. None of the conflicting parties get 100% of what they want, and remain satisfied with whatever they get.
6. Local Community may provide resistance to your school development plan (Yes/No)
Reflect upon instances which may lead to such situation.
7. The primary task in performance appraisal is
 - a. Job Description
 - b. Role Conflict
 - c. Job Standardization
 - d. Goal Setting
8. Performance appraisal is a continuous Process (True/ False)
9. School based professional development must be encouraged by:
Teachers Principals Inspectors of Schools
10. Reflect upon establishing professional learning community within your school? Explore how?



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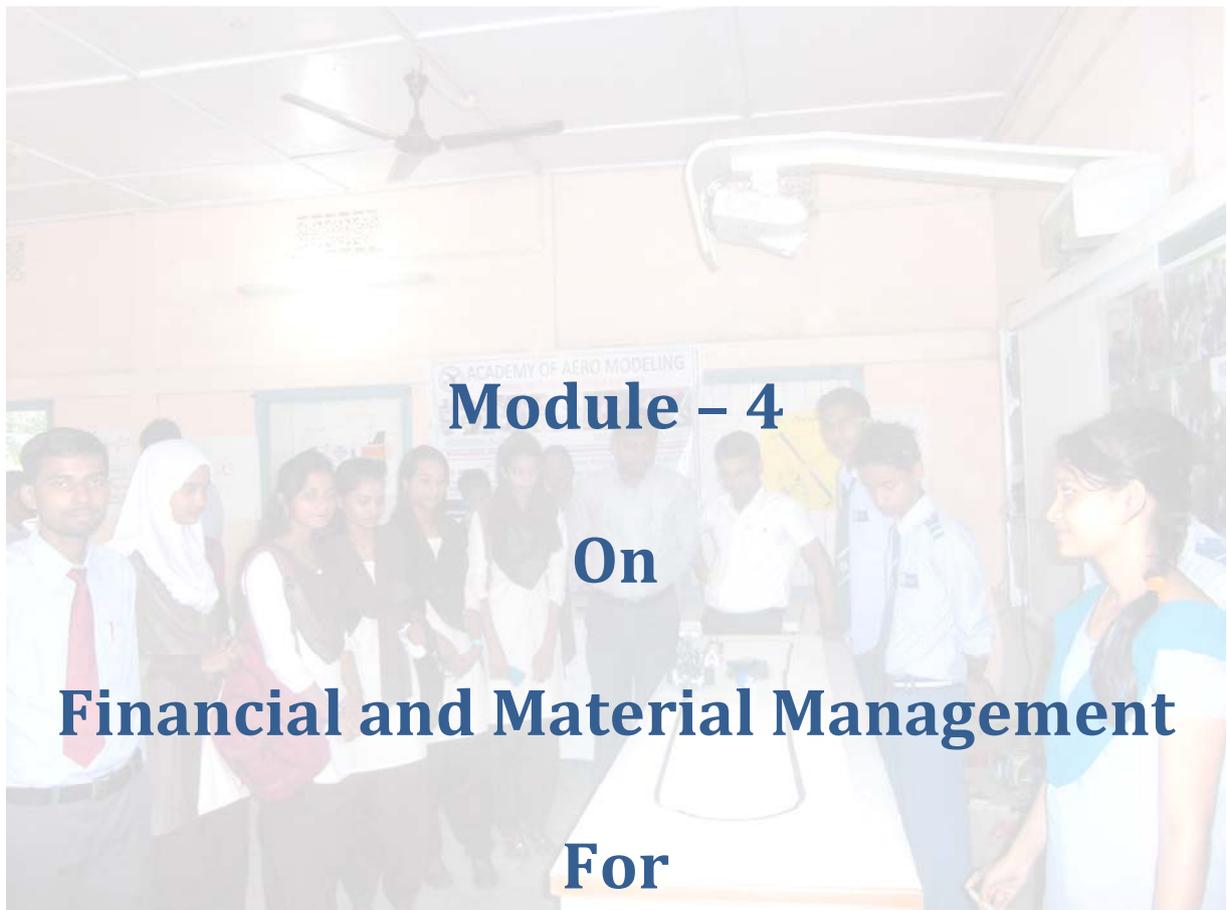
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e-Learning Program for School Principals



Module - 4 **On** **Financial and Material Management** **For**

School Principals / Headmasters

Introduction

Financial management refers to the capacity of school heads and other education managers to deploy the financial resources of an institution, the school, with maximum effectiveness and efficiency for the maximum possible benefit to the stakeholders of the school. This module aims to train the education managers especially the school heads on the financial policies and procedures required by the Directorate of Secondary Education, Assam in every school including the budgeting, record keeping, and preparing financial statements. As a school head you are responsible for effective management of the school funds and grants. In fact, you are the most important part of a system that deals with the school finances and it is your responsibility to build strong partnership that are essential to your school's success. Central to the success of building such supportive partnership are strengthening accountability and transparency.

Thus, the success of a school hinges on the quality of its financial management. Sound financial management ensures that a school's resources are effectively used to achieve a school's mission, and its School Improvement Plan or School Development Plan. Hence, financial planning becomes an essential part of your responsibility in making the school an effective one. This module will try to provide an adequate insight to the area of financial management, practicalities of preparing budgets for the school, managing funds and preparing financial reports.

Objectives

After working through this module you should be able to:

- Understanding Financial Statements
- Preparing Effective Budgets
- Managing School Funds Efficiently
- Account for School Funds Properly
- Understand Banking
- Understand Material Management

Units

This module is divided into Five units.

Unit 1: Understanding Financial Statements

Unit 2: School Budgeting

Unit 3: Basic Framework and Mechanism of Financial management

Unit 4: Understanding Banking

Unit 5: Materials Management

Unit 6: Auditing of School Accounts Book

Unit 1:

Understanding Financial Statements

In many countries, financial accountability is one of the major responsibilities of the school management development committee and the school principal. Government statutes usually include sections outlining the financial principles and practices which boards and heads must follow to achieve accountability for the funds they collect and receive to run their schools. In case of Assam, the Directorate of Secondary Education and RMSA stipulates certain norms of maintaining book of accounts as is the case with public/ Government offices. For your ready reference, the responsibility of the drawing and disbursing officer is given in the corresponding PPT section.

The Ministry of Education/ RMSA also issues financial regulations from time to time whereby audited accounts of a given financial period must be submitted to facilitate financial decisions on, for example, allocation of grants, giving loans.

Hence, to exercise your leadership position as the school principal, you must be aware with the procedure of book keeping as practiced by public institutions.

Learning Outcomes

After going through this unit you will be able to understand:

1. The statement of accounts.
 - Receipt and Payment Account
 - Income and Expenditure Account

- Balance Sheet
 - The role of Principal as Drawing and Disbursing Officer.
2. The specifics of various entries.

Activity 1.1

1. As a drawing and disbursing officer representing the school organization, enlist your responsibilities?
2. Collect various forms of accounting books as maintained in the school and go through the entries made therein?
3. Examine the availability of vouchers and receipts?

Discussions

Financial Statements of “Not-for-Profit” Organizations - Government Schools.

The financial statements of not-for-profit organization include the following statements:

1. The Receipts and Payments Account
2. The Income and Expenditure Account
3. The Balance Sheet

1. Receipts and Payments Account:

This account is merely a summary of the transactions appearing in the cash Book. It is prepared at the end of the year from the Cash Book. All cash receipts and payments which are entered in the Cash Book are also entered in the Receipts and Payments Account, of course, in a summary form.

All cash receipts and payments are recorded, whether they are capital or revenue in a Receipts and Payments Account.

All cash received or paid is recorded in a Receipt and Payments Account whether it is related to past year, current year or future year.

Items of Receipts and Payments A/c are classified as follows:

- (a) Revenue Receipts:-These are the amounts received on a recurring/regular basis. These refer to those amounts received during the year which will yield benefits to the organization during the current year.
- (b) Capital Receipts:- These refer to those amounts received during the year which yield benefits to the organization during the current year as well as in the future years.

(c) Revenue Payments:- These are the payments for amounts spent at regular interval not resulting in the formation of fixed assets.

(d) Capital Payments:- These are payments of those items whose benefits are available to the organization during the current accounting year as well as future accounting year also. Receipts and Payments Account starts with opening balance of cash and bank and closes with closing balance of cash and bank.

Following is the specimen of format of Receipts and Payments Account of Government Schools, Schools of local body and grant in aid Private Aided School.

Receipts and Payments Account

Receipts	Amount(Rs.)	Payments	Amount(Rs.)
To Balance b/d:-		By Salaries of teaching staff	*****
Cash	*****	By Salaries of non-teaching Staff	*****
Bank	*****	By Library	*****
To Government Grants (capital & maintenance)	*****	By Laboratory (consumable)	*****
To Management Contributor	*****	By Rent	*****
To Total Fee	*****	By Maintenance	*****
To Donations (General & Specific)	*****	By Games and Sports	*****
To Endowments	*****	By Contingency	*****
To Others (Development Fund, Electric Charges etc.)	*****	By Construction	*****
		By Office Equipment	*****
		By Furniture	*****
		By Laboratory	*****
		By Land	*****
		By Games	*****
		By Others	*****
		By Balance c/d:-	
		Cash	*****
		Bank	*****
Total	*****	Total	*****

Income and Expenditure Account:-

This Account is similar to the Profit and Loss Account of profit seeking entity and prepared to ascertain whether current incomes are in excess of current expenditure or vice-versa. There are two sides in a Income and Expenditure Account – left hand side i.e., debit side and right hand side i.e., credit side. Debit side shows expenditures and credit side shows expenditures. All expenses and losses of a revenue nature are recorded on its debit side while all incomes and gains of a revenue nature, on its credit side. The end product of this account is surplus or deficit. If credit side of this account exceeds the debit, it is known as excess of incomes over expenditure (surplus) and on the contrary, If debit side of this account exceeds the credit, it is known as excess of expenditures over incomes (deficit).

Following is the specimen of format of Income and Expenditure Account of Government Schools, Schools of local body and grant in aid Private Aided School.

Income and Expenditure Account

Dr.		Cr.	
Expenditures	Amount (Rs.)	Incomes	Amount (Rs.)
To By Salaries of teaching staff	*****	By Government Grants	*****
To Salaries of non-teaching Staff	*****	By Management Contributor	*****
To Library	*****	By Total Fee	*****
To Laboratory (consumable)	*****	By Donations (general)	*****
To Rent	*****	By Others (Development Fund, Electric Charges etc.)	*****
To Maintenance	*****	By Deficit (excess of expenditures over incomes)	*****
To Games and Sports	*****		
To Contingency	*****		
To Depreciation on Assets	*****		
To Surplus (excess of incomes over expenditures)	*****		
Total	*****	Total	*****

Balance Sheet:-

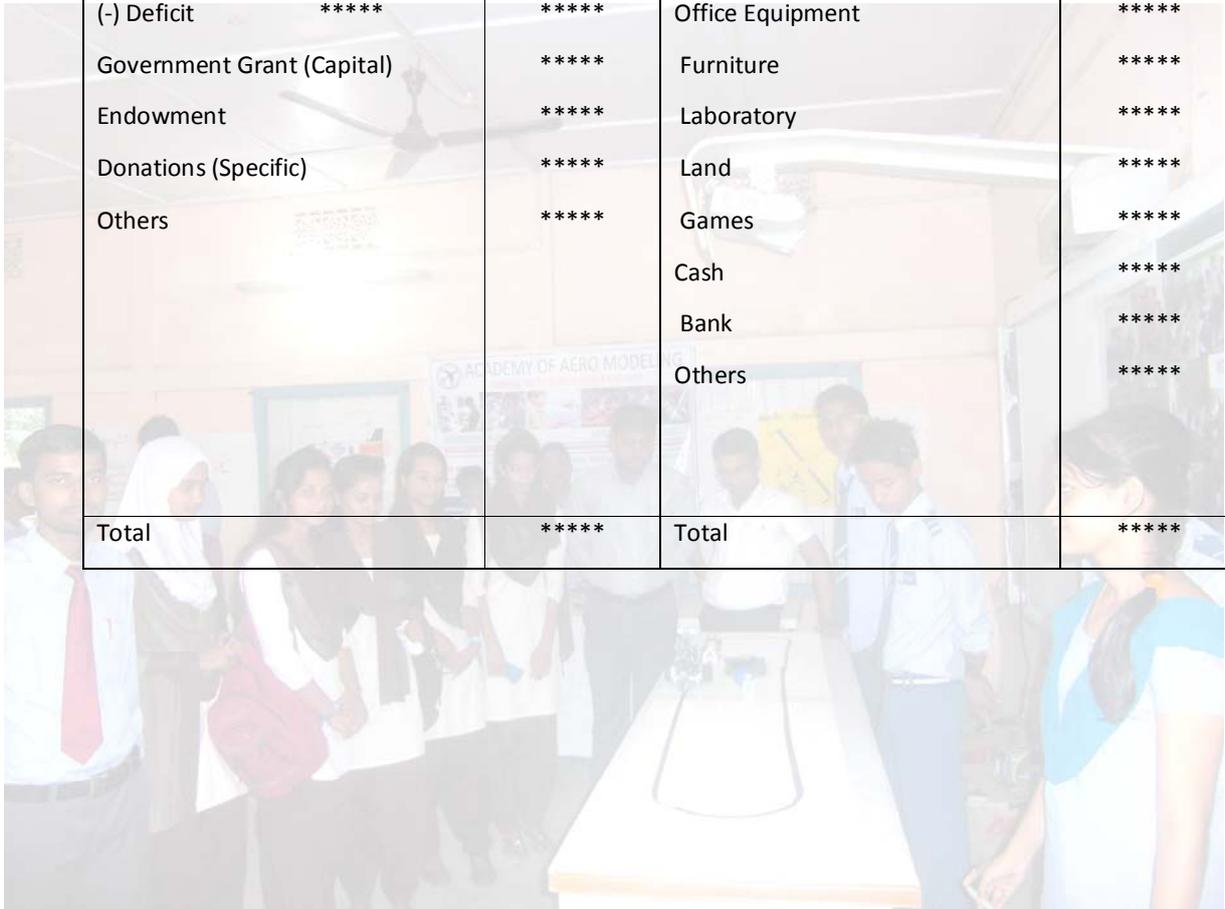
Balance sheet is prepared to show the financial position on the last date of the accounting year.

It contains only capital items, i.e., assets, liabilities and the capital fund.

Following is the specimen of format of Balance Sheet of Government Schools, Schools of local body and grant in aid Private Aided School.

Balance Sheet as on

Liabilities	Amount(Rs.)	Assets	Amount(Rs.)
Capital Fund *****		Games and Sports	*****
(+) Surplus *****		Construction	*****
(-) Deficit *****	*****	Office Equipment	*****
Government Grant (Capital)	*****	Furniture	*****
Endowment	*****	Laboratory	*****
Donations (Specific)	*****	Land	*****
Others	*****	Games	*****
		Cash	*****
		Bank	*****
		Others	*****
Total	*****	Total	*****



Unit 2

School Budgeting

What is a budget?

The financial interpretation of a plan is referred to as a Budget. In the context of a school, it is the reflection of the school development plan in terms of inflow and outflow of funds. A budget is a plan of expenditure and income for a given period of time – usually a year. It describes intended activities in monetary terms. As a school head you are associated with the development of various plans and in order to effectively implement these plans for the management of your school, the requirement of funds is obvious. Some of the reasons highlighting the need for a school budget can be summarized as follows:

- To plan income for the next year
- To consider the resource need for various elements of the School Development Plan
- To set priorities for the allocation of funds to various activities as envisaged in the School Development Plan
- To allow consensus in prioritization decisions
- As a tool for monitoring to ensure accountability.

Any budget must be based upon a plan of activities and vice versa any plan must be well complimented by a well prepared budget. Without a budget a school's expenditure will be difficult to manage and many a time you as the school head will end up with haphazard, unnecessary and inefficient use of scarce funds.

Activity 2.1

Budgeting by Self Assessment

My School:

- | | |
|---|---------|
| - Has an annual budget | Yes/ No |
| - Has expected income items listed in its budget | Yes/ No |
| - Has expected expenditure items listed in the budget | Yes/ No |
| - Prioritizes possible expenditure items before budgeting | Yes/ No |
| - Drafts its budget based upon budget submissions | Yes/ No |

- Uses Mission and the School Development Plan when budgeting Yes/ No
- Prepares budget estimates for each quarter according to priorities set Yes/ No
- Presents budget estimates to the SMDC for review and approval Yes/ No
- Implements the budget as approved by the SMDC Yes/ No
- Evaluates budget implementation at the end of each quarter Yes/ No

Discussion

Your response to the above exercise may have a mix of yes and no as the answers. Each 'No' indicates areas where you may need to change and rethink the way of budgeting.

Steps in preparing a School Budget

Developing annual budget is an integral part of your responsibilities as the school head. It is a critical element of the planning and implementation process of a School development Plan. And the same should appropriately follow on from the development of the School Development Plan. Budgeting as a process must ensure the participation of all concerned in the process to make the same more transparent. Often the task of preparing the budget of a school normally falls on the school head, but it is advisable that you should not act alone. Rather, as a part of the overall planning process, all education stakeholders should assist in each stage of the process. The steps involved in preparing a school budget are:

- Identify expected income for the year

As per the mandate of RMSA, your school is entitled for Grants under various heads such as School Annual Grants, Minor Repairing Grants etc and based upon various schemes and there are entitlements which are notified periodically. To this, surplus balances, if any should be added which is brought forward from the previous year.

- Identify proposed expenditure items

Discussions with your team will highlight meaningful inputs on suggested budget items from persons with designated responsibilities. These items should include both recurrent administrative and operational costs that support teaching and learning in the school and activities that are possibly one-time which have been included in your School Development Plan.

- **Cost and prioritize expenditure items**

Estimation of each income and expenditure items needs to be performed taking into account ways and means to optimize the same. Set priorities depending upon the nature and significance and the cost involved, though such prioritization may have been performed during the preparation of the School Development Plan. In doing so, it is always advisable to sit with the team and work out the best possible way.

- **Prepare a draft budget**

Items as evolved during the discussions may be arranged in the form of a proposed income-expenditure statement with appropriate notes for providing a better understanding.

- **Present the draft budget to the school finance committee for discussion**

All stakeholders must have a chance to see and comment upon the same before the draft budget is sent to the SMDC for approval.

- **Present the draft budget to the SMDC**

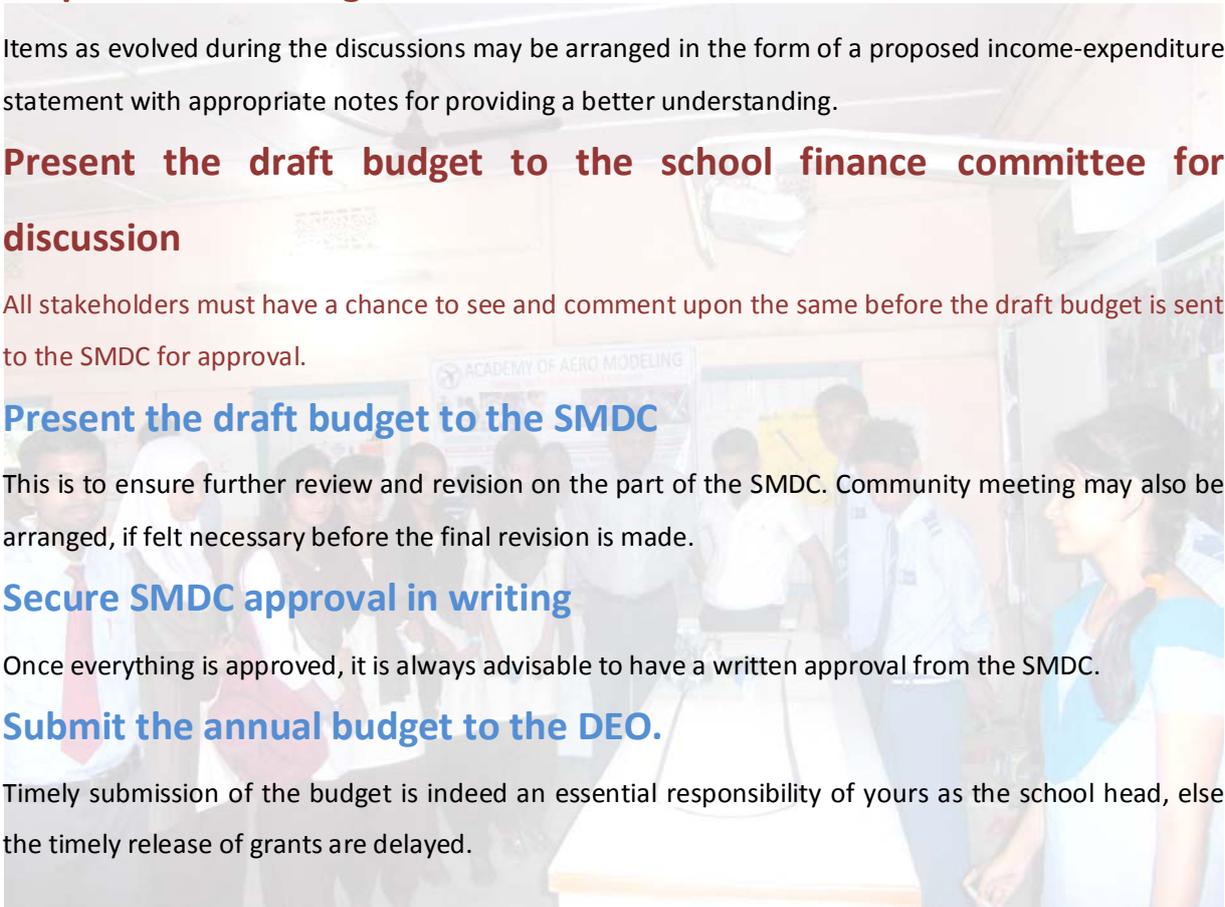
This is to ensure further review and revision on the part of the SMDC. Community meeting may also be arranged, if felt necessary before the final revision is made.

- **Secure SMDC approval in writing**

Once everything is approved, it is always advisable to have a written approval from the SMDC.

- **Submit the annual budget to the DEO.**

Timely submission of the budget is indeed an essential responsibility of yours as the school head, else the timely release of grants are delayed.



Unit 3

Framework and Mechanisms of Financial Management

Financial Management involves recognizing and respecting authorities, regulations and practices governing the receiving, keeping and spending of funds. As funds to manage a school in the most efficient way is hard to come by, it is advisable for you as the school head to master the task of managing funds in a way that benefits the process of implementing your School Development Plan in the most appropriate manner.

Learning Outcome

By the end of this unit you will be able to

Describe the basic framework of financial management

State the authorities, rules and regulations governing school funds and receiving and banking of school funds

Basic Framework of Financial Management

Activity 3.1

Reflect back on the sources of funds for your school budget and answer the following

How much funding did you secure from each source?

Which source was most reliable and why?

Over what period did the funds come to your school?

In the amount collected more/ less than your budgeted figure?

If less, how will you fill the gap?

Will your priorities still remain the same?

Discussions

More often than not, you will observe that the funds coming to your school are always not certain in terms of its amount, adequacy and timeliness. To manage these limited funds, you as the school head,

as the public employee, and as the drawing and disbursing officer, must be guided by the basic framework and mechanisms of financial management.

For a better understanding of the same and your role and responsibility as a drawing and disbursing officer, refer to the following links related to the Duties and Responsibilities of the Drawing and Disbursing Officers: Exhibit – A (Last page)

Framework for Managing School Funds

As mentioned earlier, the freedom to manage funds as per your wish is often felt limited taking into account the various heads under which Government grants are obtained. At the same time, you as the school head might have experienced inability to carry forward planned activities due to paucity of funds.

Activity 3.2

Considering your school, identify and describe the framework in which you as a school head manage school funds, keeping in mind the rules and regulations, directives etc if any as stipulated by the funding agency?

How flexible are you in deciding what to spend, where to spend and under which circumstances?

How free are you or for that matter your purchase committee is in making purchases?

As reflected in the duties and responsibilities of the drawing and disbursing officer, what are the policies within which you are required to operate?

How do you allocate funds?

Discussions

Your answers to the above activities are likely to bring out and include the following:

Keeping Accurate Financial Information

As mandated by such rules and guidelines, you as the school head are required to keep note of accurate and complete financial information and to present the same in a timely manner. This information includes sources of revenue and expenditure, as mentioned in Unit 1, avoiding errors or omissions. The information should be such arranged with proper headings and supporting vouchers and memos properly numbered.

Switching Expenditure

As stipulated grants from the Government broadly comes under specific heads, it becomes improper to deviate from the purpose for which you have received grants and utilize the same in some other important issues that relates to your school. However as a practice, certain amount with due approval of the SMDC at times are put to use uncertain extraordinary circumstances.

Purchasing Freedom

It is important for you as the school head to enjoy freedom of purchase. However, this will put you in a tricky situation and test your ability in getting your plans and priorities approved at all levels. Keeping financial information in an organized manner and providing the same as and when required would enhance your ability to convince all those who matters in this process.

Proper Allocation of Funds

Working in a team proves beneficial in this regard, where each member contributes to the preparation of the School Development Plan, the task related to Budgeting and prioritization. You as the school head need to be well conversant with the needs of each department and also what they have at present.

Authorities, Rules and Regulation Governing School Funds

It is important that you are equally conversant with the authorities, rules and regulations that provide you with a set of guidelines to follow in effective handling of your school funds.

Activity 3.3

1. Are you familiar about your role as the member secretary of the SMDC?
2. Are you aware about the submission of proposals to RMSA regarding the release of grants?

Discussion

The scope and need for preparing Detailed Project Report, in true terms, is not necessary for you as the school principal. However, there are stipulated norms which you as a school principal and the member secretary of SMDC need to follow in securing school grants. Further for your understanding please refer the power point section for the “proposal of activities”.

Presented below are the details pertaining to responsibility of SMDC and other sub committees as per guidelines established by RMSA.

School Management and Development Committee (SMDC)

SMDC represents School Management and Development Committee. This Committee will be responsible for all the activities including planning, collection of data under SEMIS, implementation, monitoring, evaluation and taking corrective/remedial actions on all the components/intervention of the scheme - infrastructural as well as academic and others, at the school level. The committee shall be responsible for implementing and monitoring all the activities undertaken by RMSA Assam in secondary schools.

Powers and Functions of SMDC:

- 1) The SMDC shall take necessary steps for overall growth and development of the school leading to conducive educational environment for academic excellence. The SMDC is also responsible for all the activities including collection of data under SEMIS, implementation, monitoring, and evaluation and taking corrective/remedial actions on all the components and activities.
- 2) The SMDC shall be responsible for institutional development planning and render help for micro-planning, school mapping, academic planning and maintenance of school infrastructure and other facilities.
- 3) It shall pay special attention to the Disabled, weaker sections, girls and out of school children.
- 4) It shall ensure that the school is functioning as per the Academic School Calendar circulated by the Govt. in respect of timings, duration and number of working days.
- 5) The SMDC shall select candidates for appointment of teaching and non teaching staffs as per rules and procedures prescribed by the Government.
- 6) It shall review performance of teachers, supervise and monitor attendance and maintenance of the code of conduct and to recommend the authority for initiating disciplinary action in case of violation of norms/rules by any of the teaching and non-teaching staff.

- 7) It shall review the performance of each student by conducting evaluation and taking corrective/remedial action on all matters.
- 8) The President and Vice President of the SMDC may visit the school during working days and ensure maintenance of discipline in the school, the attendance of teachers and students and find out the reasons for cancellation of classes, if any and may raise the related matters in the next SMDC Meeting and suggest necessary action.
- 9) The SMDC shall generate a School Development Fund by collecting grants-in-aid from Govt., RMSA or for any other sources including collection of subscriptions/donations etc. for development of the school infrastructure i.e. building, furniture, drinking water and sanitary facilities, electricity etc. and to maintain Bank accounts in any nearest Scheduled Bank which should be operated jointly by the Presidents and the Member Secretary. But no fee shall be levied from the students covered under exemption from such payment in accordance with the rules in force and to be framed from time to time.
- 10) The School fund shall be subject to audit by internal/departmental officers at any time and the SMDC shall be responsible for submission of annual accounts at the end of each financial year without which no further grants shall be permissible. The SMDC shall verify the stock of assets periodically. The Stock Register should be verified with physical existence once in a year.
- 11) The SMDC shall approve the Annual Report of the school to be prepared by the Member - Secretary and it should be published in the School Magazine to be published annually together with the audited report of the preceding financial year.
- 12) The SMDC shall be accountably and responsible for the development of the school and maintenance of accounts of all expenditure both recurring and non-recurring.
- 13) The SMDC shall initiated steps to faster community participation for development of the school, enhancement of enrolment of the students; reduce dropout and improvement of results.
- 14) The SMDC shall ensure that the popularity of the school does not suffer from any preventable causes.
- 15) The SMDC may constitute a Parent - Teacher Association (PTA) as per guidelines issued by the government or RMSA.

FUNCTION OF SUB-COMMITTEES

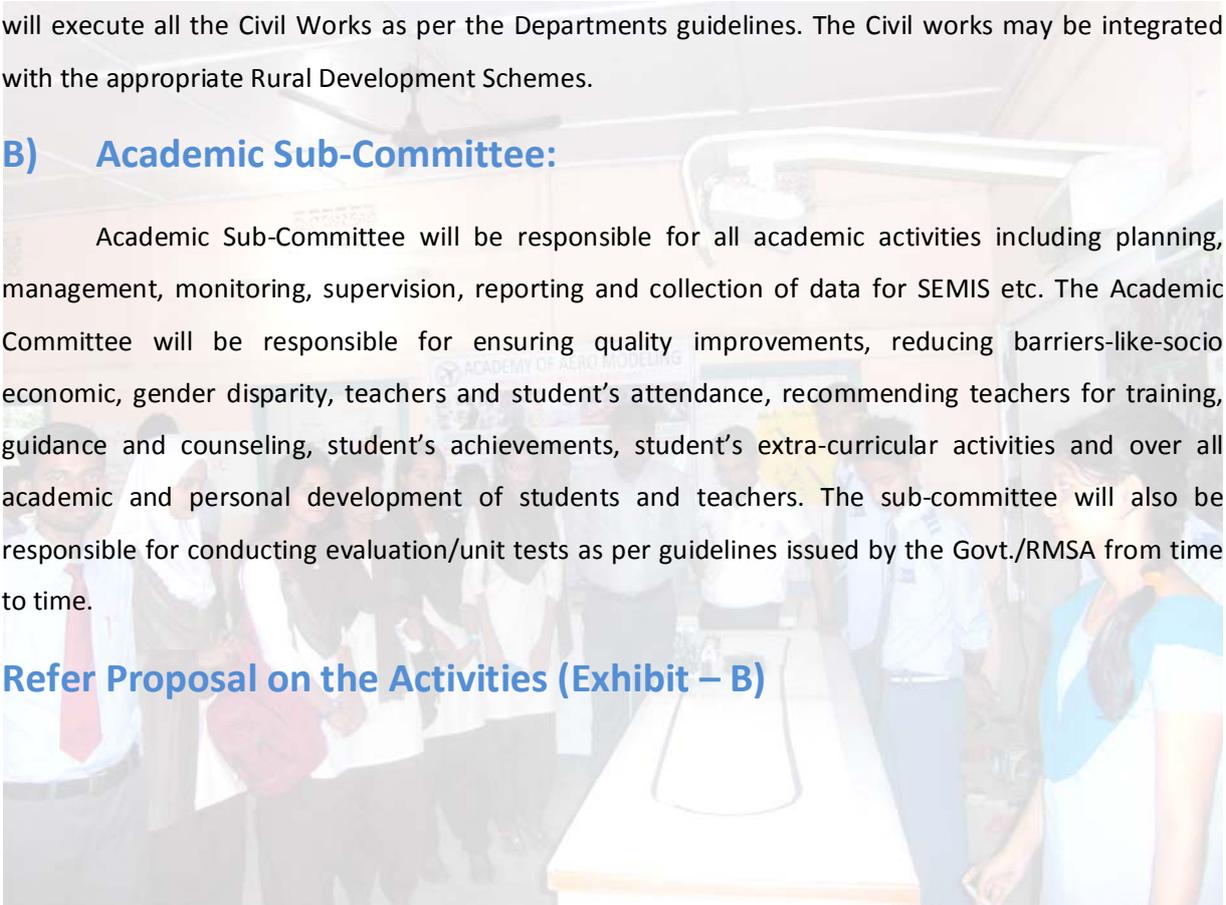
A) Infrastructure Sub-Committee:

The Infrastructure Sub-Committee will be responsible for all the activities including planning, estimation, management, monitoring, supervision, reporting, maintenance of Accounts, monthly squaring up of accounts, presenting accounts before the SMDC etc. relating to construction, renovation, repairing and maintenance and other related civil works. The Infrastructure Sub-Committee will execute all the Civil Works as per the Departments guidelines. The Civil works may be integrated with the appropriate Rural Development Schemes.

B) Academic Sub-Committee:

Academic Sub-Committee will be responsible for all academic activities including planning, management, monitoring, supervision, reporting and collection of data for SEMIS etc. The Academic Committee will be responsible for ensuring quality improvements, reducing barriers-like-socio economic, gender disparity, teachers and student's attendance, recommending teachers for training, guidance and counseling, student's achievements, student's extra-curricular activities and over all academic and personal development of students and teachers. The sub-committee will also be responsible for conducting evaluation/unit tests as per guidelines issued by the Govt./RMSA from time to time.

Refer Proposal on the Activities (Exhibit – B)



Unit 4

Introduction to Banking Practices



Types of Bank Accounts

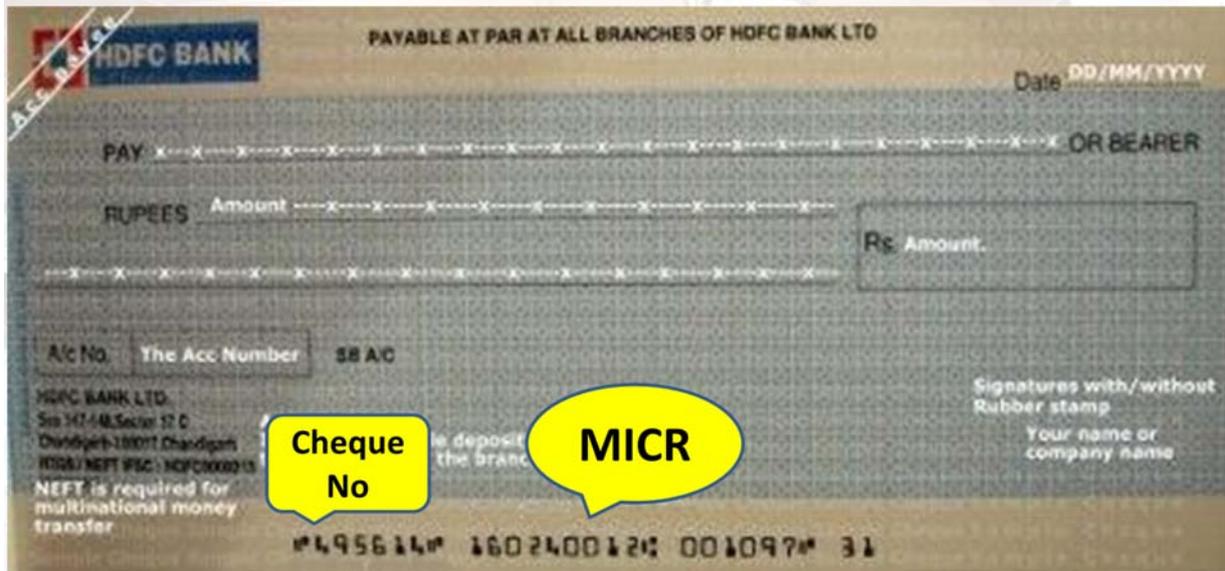
- Current Account
- Savings Account
- Fixed Deposit
- Recurring Deposit

Certain Terminologies in today's Banking, to be familiar with:

CBS - refers to Core Banking Solution, in other words the facility that allows one to avail banking anytime and from anywhere, through a network of branches with services made available from any branch.

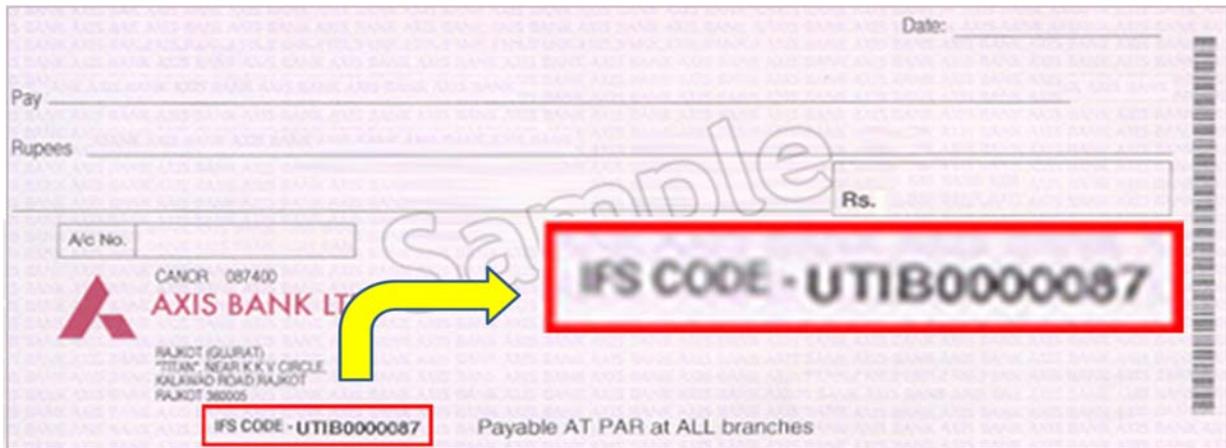
KYC - refers to Know your Customer, a term used for the customer identification process as initiated by respective banks in order to determine the true identity and beneficial ownership of accounts, source of funds, nature of customer's business, reasonableness of operations in the account in relation to the customer's business, etc.

MICR - refers to Magnetic Ink Character Recognition, which is highlighted by a 9 digit code of which the first three digits indicate City, next three indicates the Bank and the last three indicates the Branch. MICR code is used to facilitate the processing/ clearing of the Cheques. A specimen copy of a bank cheque indicating the MICR number and the Cheque Number:



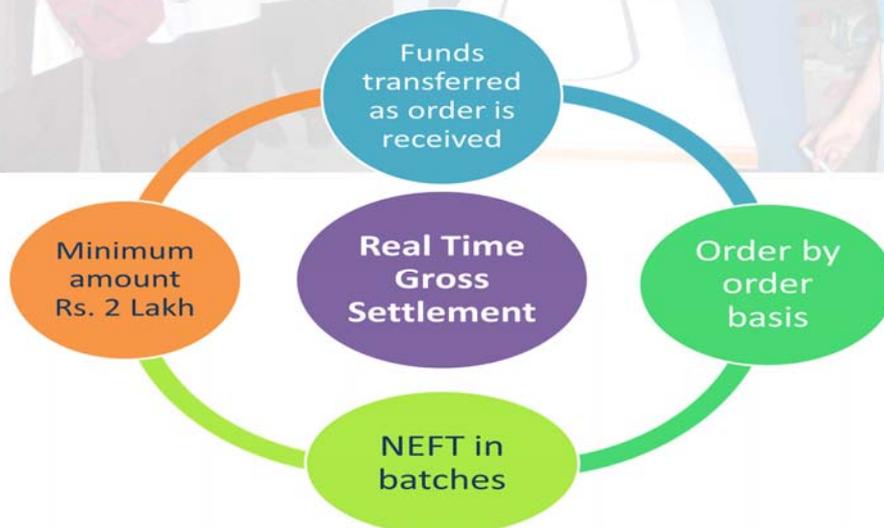
CTS - refers to the Cheque Truncation System, which is an image based clearing system as stipulated by the Reserve Bank of India specifically for online transaction wherein the images of the Cheques along with the MICR are captured and transmitted electronically without the physical transfer of the cheque. The benefits accrued from this system are faster clearing and secured transaction.

IFSC - refers to Indian Financial System Code which is an alpha-numeric 11 digit code used to uniquely identify a bank-branch. The first four alphabetic character refers the Bank name and the last six characters represents the branch. The fifth character is '0'. The illustration below shows the IFSC code:



NEFT - refers to National Electronic Fund Transfer, wherein individuals, firms or corporate maintaining accounts with a bank branch can transfer funds within the following operation hours: Weekdays – 8am to 7pm and on Saturdays – 8am to 1pm. The benefits of NEFT is that there is no need for providing the physical Cheque or Demand Draft and the beneficiary need not visit his/ her bank in person thereby reducing the chances of misuse / loss.

RTGS - refers to Real Time Gross Settlement, and the process is illustrated below:



Timings for RTGS?

from 9.00 hours to 16.30 hours on week days and from 9.00 hours to 13.30 hours on Saturdays.

How to remit using RTGS?

The remitting customer has to furnish the following information:

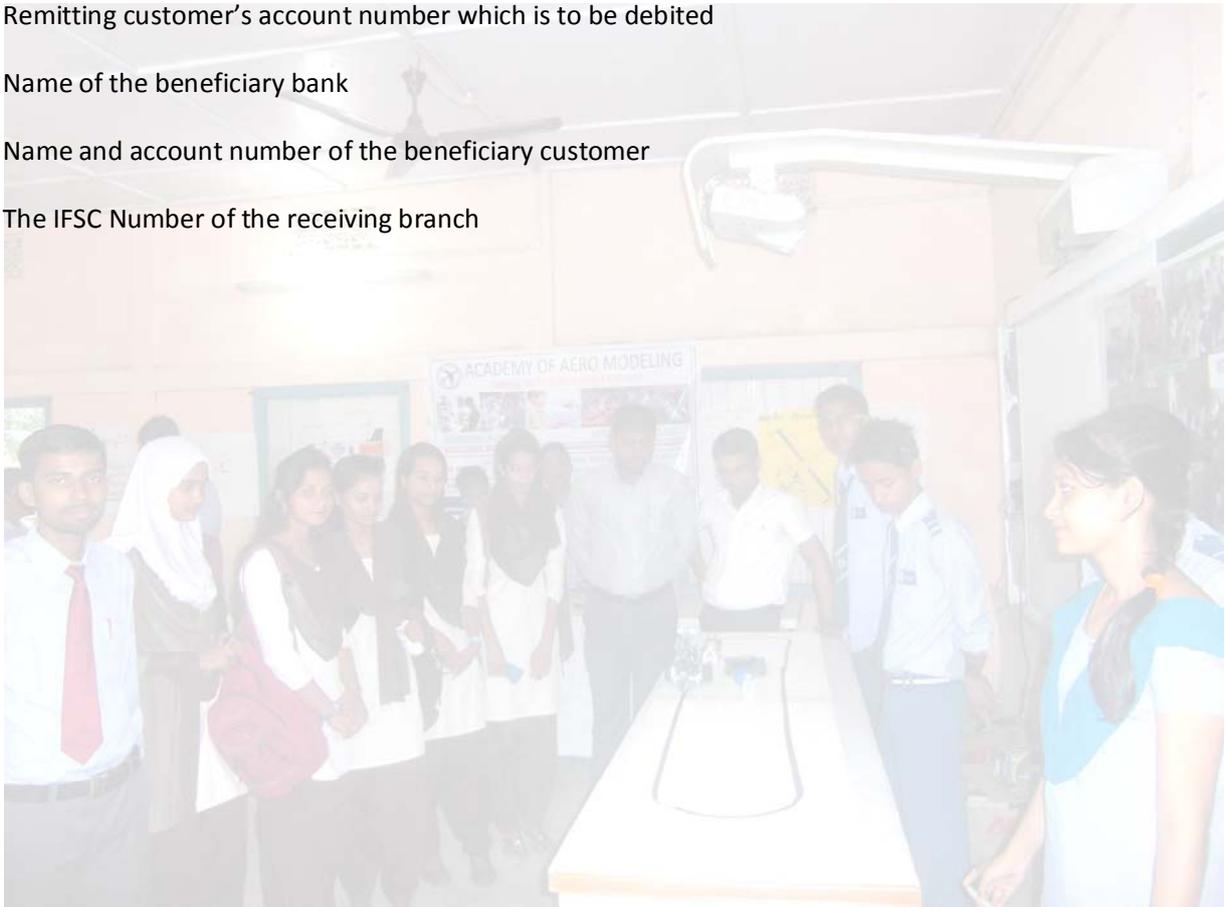
Amount to be remitted

Remitting customer's account number which is to be debited

Name of the beneficiary bank

Name and account number of the beneficiary customer

The IFSC Number of the receiving branch



Unit 5: Materials Management

This unit will touch upon various formats of keeping stocks and maintaining essential supplies for the school. Major portion have been covered under the Unit Resource Management in Module Two on Curriculum Management.

The primary objective of including this section is to make you familiar with the book-keeping aspect of materials management process.

1. Fixed Asset Registrar

Form GFR – 40 [Rule 192. (2) (i)] Register of Fixed Assets							
Name and Description of Fixed Assets:							
Date	Particulars of Asset	Particulars of Suppliers Name and Address	Particulars of Suppliers Bill No. and Date	Cost of the Asset	Location of the Asset	Mode of Selection of Supplier	Remarks
1	2	3	4	5	6	7	8

2. Stock Register

Form GFR 41 [Rule 190. (2) (ii)] Stock Register of Consumables such as Stationery, Chemicals, Spare Parts etc.							
Name of the Article:				Unit of Accounts:			
Date	Particulars	Suppliers Invoice No Date	Receipts	Issue Voucher No	Issue	Balance	Unit Price 'Rs.'
1	2	3	4	5	6	7	8

As a school principal, you must be aware about the financial rules and the role of the principal as a drawing and disbursing officer. The above two formats as per rule 190. (2) (i) and 190. (2) (ii) related to the maintenance of registers for Fixed Assets and that of 'stock' (or consumables).

Care should be taken to keep the same updated regularly, and kept in safe custody for further reference. The same is required for budget preparation as well as for audits.

In terms of maintaining proper accounting procedures and transparency in the process of securing school supplies, you must be aware about the importance of preserving the vouchers, bills and receipts in order to conform to the requirements of audits and accounts.

Activity 5.1

As a school head you might confront with numerous problems related to ensuring supplies on a timely manner such that the school process is not disturbed. Given below are certain situations which you might have encountered;

- Improper blackboards
- Broken windows
- Leaking roofs
- Unrepaired furniture's
- Insufficient text books
- Improper toilet facilities for staff and students
- Shortage of teaching and learning aids
- Shortage of dusters, chalks and other items

You may further add to the list given above. In such a situation, how would you like to go about addressing the problems?

Discussion

As mentioned earlier in this module, under Unit 2 on Budgeting, and in module 2 Unit 3 on managing resources, you are required to exercise your leadership in arriving at a consensus taking into confidence the persons/ groups involved i.e. the teachers, students and staff and thereby prioritize the list of requirements that are urgent.

While preparing the list, you might have come across the consumable and non-consumable nature of such material resource requirements. Consumable items like chalks etc are low cost items with a short span of life. On the other hand non-consumable items are those which have a longer span of life.

You are also aware about the grants that are available, though meager in terms of fulfilling the overall school needs. (Refer "Proposal on Activities")

Checking Stock

Activity 5.2

The following table shows a checklist for stock checking. Complete the form for four different items to make you aware about:

The item that you have checked

The frequency of checks

Any abnormalities observed

Item	Type of Check	Comment	Description	Date
1				
2				
3				
4				

Discussion

You might have included the following on the form:

- Physical check at frequent interval
- Random check to ensure balance of stock is correct
- Check to ascertain date of issuing items
- Name of the person receiving the stock.

It is important to note the location of stock as well as the holder of the stock, such that the stock holder is made aware about his/ her responsibility.

As a school head it is your responsibility to manage all school resources efficiently in the interests of the school and therefore full, proper and timely maintenance of these resources is important. Ensuring the balance positions by carrying out random checks often proves to be beneficial in stock checking.

Unit 6: Auditing of School Account Books

Introduction

In this unit, we will analyze the objectives and types of school accounts auditing and discuss the stages in the process involved.

Learning outcomes

By the end of this unit you should be able to:

- explain the reasons and purposes for auditing accounts
- describe your expectations of the school accounts auditor
- list the types of school auditing, the records and books of accounts used for audit purposes
- respond to audit queries
- read an audit report

Reasons and purposes of auditing school accounts

Auditing school accounts is the final stage in the process of managing school funds. At the end of each financial year or budget period the school head has a statutory responsibility to prepare and present to the school governing bodies an audited financial report.

This should give a true and fair view of the financial position of the school.

Activity 6.1

Look up the following and study them carefully

- (1) Sections in the government regulations outlining the functions of school governing bodies with regard to financial accountability.
- (2) Relevant financial regulations, principles and practices of the Department or Ministry of Education.

Discussions

The main objective of auditing is to enable the auditor to form an opinion on the accuracy of the financial statements prepared by the school for a given period. Auditing also helps the head improve the school's accounting system. The secondary objective of auditing is to detect or prevent errors. Auditing therefore enhances the head's skills in financial management and evaluates his or her performance.

Expectations of the School Accounts Auditor

Your role as a school principal includes certain statutory responsibility to prepare and submit financial statements which give a true and fair view of the financial standing of the school. As you have already learnt, that can only be achieved through auditing the school accounts.

In this section you will learn about:

- the professional and personal qualifications of an auditor
- the process involved in engaging a school accounts auditor
- the relationship between an auditor and the school
- the information required for audit purposes.

Activity 6.2

- (1) What do you understand by the phrase 'a true and fair view' of the financial standing of the school?
- (2) Who would be most qualified to give that opinion about your school finances?

Discussions

Auditing of school accounts must be done with reasonable care and skill. The auditor must be professionally trained and qualified with an independent mental attitude about the school. He or she must have reputable and known personal qualities which would support his/her opinion about the school financial statements.

SMDC are bodies responsible for engaging auditors through the terms of a formal contract which is binding to both parties. The contract with the auditor must state clearly the tasks expected, the terms of payment and date when the report must be completed and submitted to the board.

After signing the contract the school principal must submit to the auditor all accounts, records and books to facilitate his/her work. In addition, you should include all relevant evidence to enable the auditor to draw conclusions on the state of the school accounts. You should also be ready to give oral evidence and to allow any inspection of assets which the auditor may consider necessary. A thorough knowledge of the school's financial environment, for example, regulations, principles and practices, mechanisms of control and the school budget, on the part of the head will greatly enhance the work of

the auditor. Auditors are in a highly privileged position and have statutory rights to demand such information and explanations as they consider necessary for the purpose of auditing.

Types of auditing

There are two types of auditing.

Internal auditing

Internal auditing is usually a management activity and is a service intended to ensure regular and frequent checking on a school's financial transactions and records. An internal auditor is normally an employee of the school, for example a deputy head, whose main role is to supervise the accounts staff to ensure efficiency in the day to day management of the school finances. It also serves to check whether all financial transactions have taken place according to budget, to set procedures, and following management policies. The objectives of internal auditing may differ from school to school, but the general aim is to promote efficiency in the school's financial control and management.

Some schools are small entities where internal auditing may not be necessary, especially where the accounts staff is competent. In any case, the school principal is directly involved in authorizing and approving expenses and signing cheques, and the finance committee of the board may inspect and carry out internal control of the funds.

External auditing

This gives an independent report on the financial performance of the school in accordance with the terms of the contract agreed with the school. The focus of external auditing is on establishing the truth and fairness of the accounts. It gives added credibility to unaudited financial statements and records of the school's financial transactions and confirms their compliance to the statutes.

Records and Books of Accounts for External Auditing

Activity 6.3

(1) Make a list of the records and books of accounts you keep in your school?

(2) Consider any other information that may be relevant in the auditing process of the school accounts and state why that information is relevant.

Discussions

Although many auditing procedures are designed to test accuracy in accounting and to reveal manipulations which would conceal the true financial situation, the main aim in applying such procedures is to prove that the accounts are acceptable and to give a true and fair view of the school's financial standing, not to find faults.

The auditor's report is reached by a process of examining and evaluating all documents or evidence pertaining to the financial transactions of the school. In a school, books of accounts are usually written and kept by the bursar.

A primary record in the school's financial statements is the General Ledger. This consists of figures and records from various journals which give the daily records of the financial transactions in the school.

A Cash Book, where the daily cash income and expenditure is recorded, forms one of the primary sources of evidence that the auditor examines in the process of auditing. It states the date, the cash received or spent, a full description of what is bought and the actual cost of the items bought, details of the payment voucher and number of the cheque. A petty cash voucher may also be used along with the Cash Book. Almost all assets, liabilities, income and expenses clear through the cash account, and the auditors will spend time carefully examining the Cash Book to establish the validity and reliability of other financial statements.

Payment vouchers, purchase invoices, receipts books, books of inventories and cheque books are primary documents which must be submitted to the auditor for verification, inspection and evaluation before a report is written and an opinion is given on the school's accounts.

Bank reconciliation and bank statement which compare the balance in the bank with that shown in the school's records can reveal book keeping errors either by the bank or by the school clerk as well as unauthorized withdrawals. These should be submitted along with other documents for auditing.

Reading an Audit Report

Activity 6.4

Look at your school's recent audit report:

(1) List the main features in its format (schedule).

(2) Analyze its contents briefly.

(3) Point out its weaknesses if any.

Discussions

An audit report should be clear, constructive and concise. The auditor will point out in writing to the authorities:

- any weaknesses/strengths in the accounting system of the school
- deficiencies in the financial control system
- inadequacies in the financial policies and practices
- non-compliance with accounting standards and legislation.

The report also explains any implications of the above points and gives advice or recommendations for improvement. The auditor should give in clear terms his/her professional opinion on the state of the accounts.

One of the main schedules in an audited report is the Balance Sheet. This is a summary statement of all assets and liabilities of the school by the date of the report in reference. However, an audit report should also have the following components:

- a title, that is, Auditors Report
- a statement as to whom addressed, RMSA
- a description of the scope of the audit, showing the books examined and the tasks executed by the auditor according to the contract and audit standards
- the auditor's opinion on the state of the school accounts
- the auditor's address
- the date of the report.

The auditor's opinion can be unqualified, qualified or adverse depending on the state of the books of accounts and any other evidence the auditor may have examined and evaluated. An unqualified opinion is positive and satisfactory and a qualified opinion indicates that the auditor has some reservations about the state of the school's accounts.

Responding to Audit Queries

Activity 6.5

You may have already been involved in the auditing of your school accounts. Consider what queries the auditors may have raised about your books of accounts and about any other submissions you made.

Discussions

You have already learnt that the primary objective of an audit is to enable the auditor to determine the accuracy of the school's financial accounts. You have also learnt that the auditor gives his opinion on whether or not the accounts give a true and fair view of the financial standing of the school.

A secondary objective of the audit is to detect errors in the accounts and advise the board on how to improve the book keeping standards.

Audit queries can be raised where errors have been made in the records. These can be due to a wrong entry or an omission of some vital information. When an error is located by the auditor he raises a query to the head seeking for an explanation. For example, he may raise a query where the Trial Balance does not agree with the statements of accounts.

In response you as the school principal can take any of the following steps:

- 1 Submit further information to the auditor on the queried items.
- 2 Let the auditor inspect the assets and stores.
- 3 Go over the Trial Balance with the auditor checking:
 - the totals
 - lists of debtors and creditors
 - transfer or entry of all the accounts books to the Trial Balance
 - all figures in the Trial Balance.
4. Go over the cash book and over all other financial documents and statements to locate errors, omissions or any evidence of fraudulent payments that may have been made in the transactions.
5. Consider making adjustments by reviewing assets against liabilities.
6. Consider writing off bad debts.

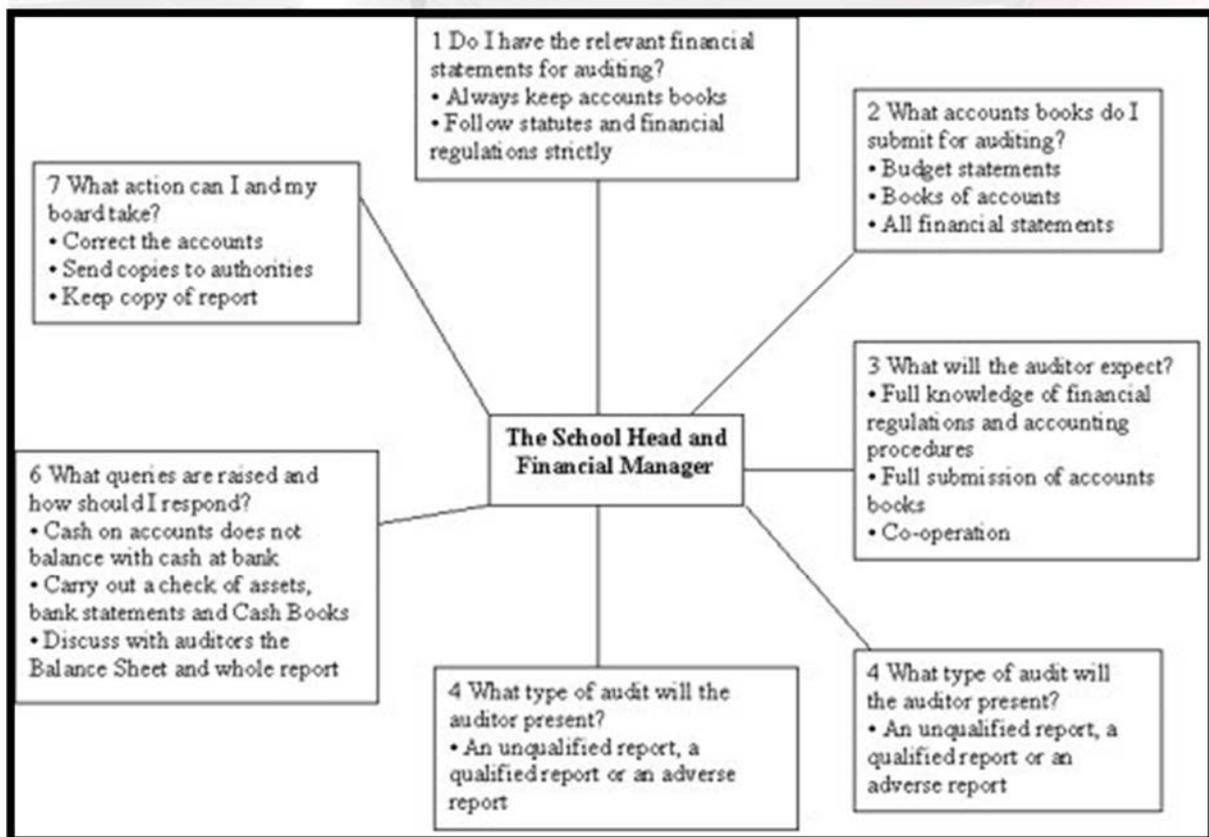
A Trial Balance summarizes the effect of all financial transactions on the school accounts and it helps you and the auditor to get a preliminary view of the accounts before a Balance Sheet is written and an audit report is finalized.

Where you, as the school's financial manager, fail to answer all the queries satisfactorily the auditor will present what is termed as a qualified audit report. This is a report where the auditor has been unable to obtain all the information and explanation he or she considers necessary for the audit.

Summary

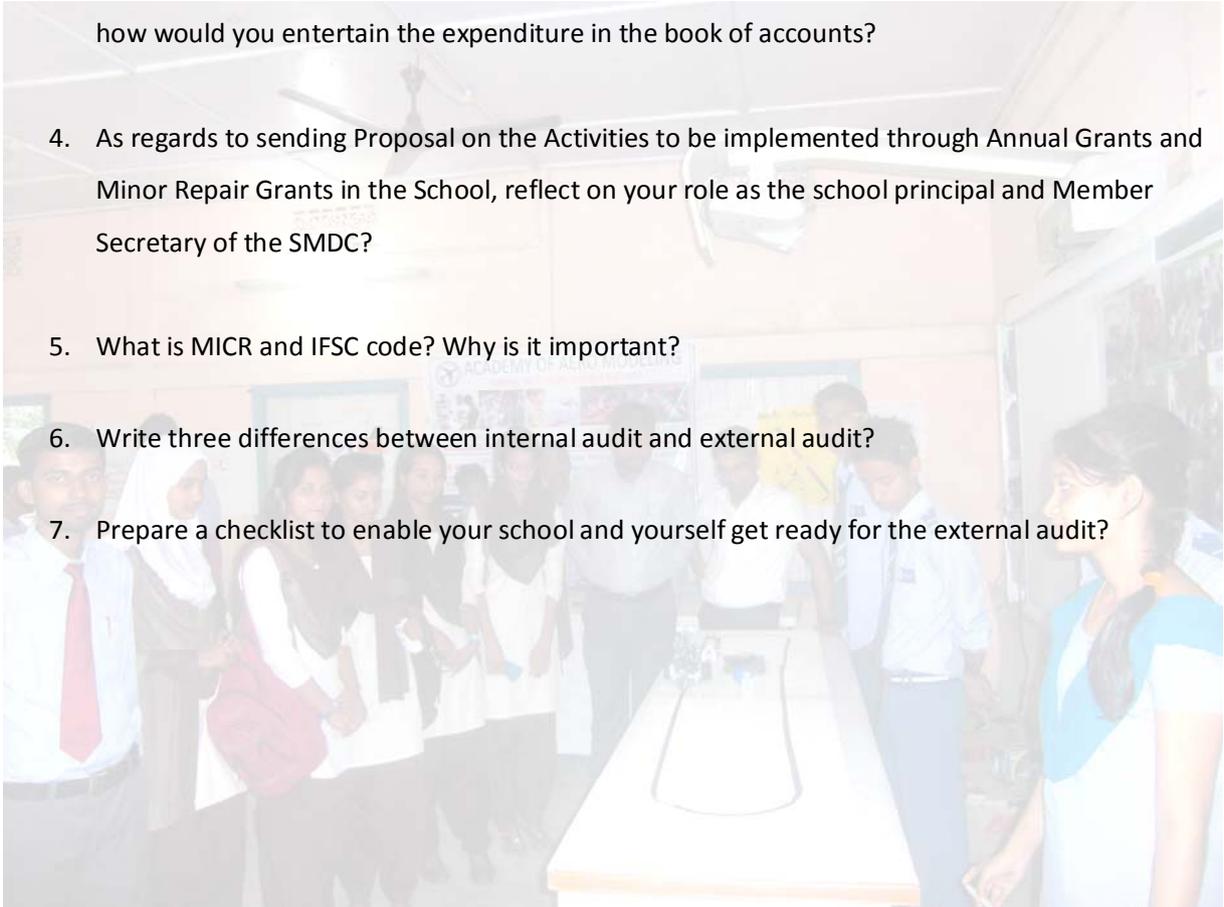
The diagram below gives you a brief summary of the various stages involved in the auditing of school financial statements. These correspond generally with the topics which you have covered in this unit.

The summary diagram is also based on questions which you may pose to yourself to make a checklist of what you have learnt from the unit.



Self Evaluation Exercise:

1. RTGS stand for :
2. NEFT stands for:
3. Reflect on instances when supporting vouchers and/ receipts may not be available. In such case how would you entertain the expenditure in the book of accounts?
4. As regards to sending Proposal on the Activities to be implemented through Annual Grants and Minor Repair Grants in the School, reflect on your role as the school principal and Member Secretary of the SMDC?
5. What is MICR and IFSC code? Why is it important?
6. Write three differences between internal audit and external audit?
7. Prepare a checklist to enable your school and yourself get ready for the external audit?



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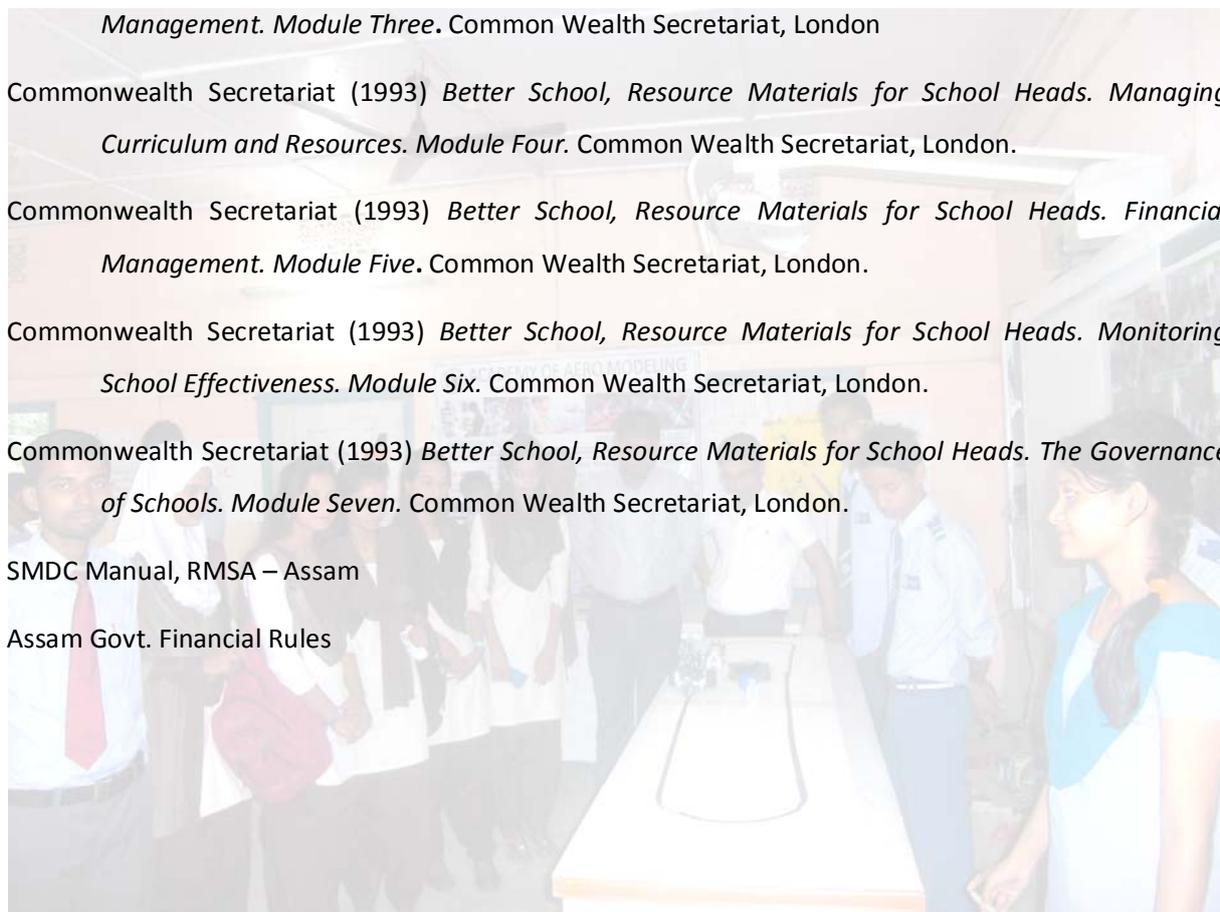


Exhibit A

CHAPTER-20

Duties and responsibilities of Drawing and Disbursing Officers (DDOs)

1. Introduction

Under Article 166 of the Constitution of India, executive powers of a State Government vests with the Governor. The Council of Ministers headed by the Chief Minister advise the Governor on the exercise of these powers. The Governor can thus make rules on the advice of the Council of Ministers for the more convenient transaction of the business of the Government of the State. In terms of these provisions, the State Government has notified many rules. For example, the Delegation of Financial Power Rules, 1999.

The Drawing and Disbursing officers (DDOs) have to apply and comply with all such rules in their day to day functioning. Hence it is essential that the DDOs are well acquainted with and have full knowledge of all such rules and regulations. They should be equally conversant with the powers of the Head of Office and the powers of other officers including themselves. They have to ensure that powers exercised by various authorities are in accordance with the rules and regulations and are within their authorized limits. It may be noted that the Government of Assam has many Departments functioning under the charge of Ministers who are assisted by Principal Secretaries/Financial Commissioners /Secretaries. Further, each Department has a Directorate under it and under Directorates, there are Heads of Offices and Drawing and Disbursing Officers. The officers in-charge of these offices are delegated various powers which have been notified in various rules.

2. Main Functions of Drawing and Disbursing Officers (DDOs)

The role of Heads of Offices and DDOs is very crucial and critical as they are responsible officials not only to comply with various rules and regulations but are also responsible to safe guard the interest of State Government while discharging their day to day functions i.e. running of the Government office, performing house keeping jobs and other functions as allocated by the State Government/ Administrative Department / Heads of Departments from time to time. The Head of the Office/ DDO will be held personally responsible for any loss that may arise or noticed due to neglect of duties by them. The DDO has to exercise a strict control over his subordinates with regard to use of public funds. There are other officers/staff to assist the Head of Office and DDO.

Briefly, functions, duties and responsibilities of a DDO will include, among other things, the following subjects:

- ❖ **Establishment and service matters of the staff;**
- ❖ **Financial management and control:** These will include matters relating to budget formulation, execution, expenditure control, reconciliation of expenditure and receipt, proper accountal of receipts and revenues ,both tax and non-tax revenues, custody and payment of Government money;

- ❖ **Accounts:** These will include maintenance of cash book, receipt books, drawal of public funds in the prescribed bill forms, making payment in accordance with rules and regulations, bank reconciliation, regulation and preparation of salaries bills and other amount for contingent charges and its disbursement and keeping of its accounts and supporting records/documents/receipts, submission of various reports and returns to Head of Office;
- ❖ Purchase of stores, stationery, etc. and its proper accountal, proper maintenance of stock registers etc.;
- ❖ Compliance to audit inspection reports and prompt disposal of audit objections/observations; and
- ❖ Miscellaneous matters.

2.1 Designating an officer as a DDO

The Head of an Office authorizes a gazetted officer to carry out the functions of preparation of various bills and drawal of money from the authorised bank through the treasury and their payment. This officer is called the Drawing and Disbursing Officer (DDO) whose main functions are described above. His functions and responsibilities, among other things, include compliance to accounting and financial rules, regulating receipt of Government money and its deposit in Government account, incurring of expenditure in accordance with prescribed rules and regulations and also keeping the accounts and supporting documents/records etc. in the office. In most of the offices, the DDOs are also made responsible to look after establishment and administration, purchase of office furniture, equipment, stores etc.

An office can be considered efficiently managed, if all prescribed rules and regulations are strictly followed and there are no financial irregularities, fraud, and misappropriation of Government money or misuse of delegated powers and there are no administrative lapses in staff matters and general administration and reports/returns are submitted to higher authorities in time. When all the offices are run likewise, the entire Government set up can be considered as efficient and well managed in so far as the finance and administration subjects are concerned. Thus, the Heads of Offices and the DDOs have a vital role in the efficient functioning of the Government.

3. Duties and responsibilities of the DDOs

As stated above, Head of Office may declare a gazetted Officer as Drawing and Disbursing Officer (DDO). The Head of Office is required to send a copy of such an order and specimen signatures of his DDO to the Treasury, duly attested by him. Similarly, specimen signatures of the DDO are also to be sent to the concerned paying branch of the Bank, duly attested by him and someone whose signature is available in the Bank. Sometimes Head of an Office also functions as a DDO. In such cases, Head of Department should designate him as a DDO. The DDO should take the following precautions before the bills are signed and submitted to the treasury:

- (i) Bill should be signed by the DDO.
- (ii) Correct classification up to 7-tier of the Head of the Account to be given in the boxes on the Bill.
- (iii) The bill should be preferred in the prescribed form.
- (iv) Carbon copy of the bill or voucher is not admissible.
- (v) The bill should contain the office seal of the Department.
- (vi) The bill should contain discharge endorsement and pass order in figures rounded off to

the nearest Rupee.

- (vii) All corrections, alterations and erasures to be attested with full signature of the DDO.
- (viii) Specimen signature on record and the specimen signature in the bill should be the same.
- (ix) The claim is covered under proper sanction by the competent authority.
- (x) Non-drawal certificate should be enclosed.
- (xi) Ink signed copy of the sanction order by the competent authority should be enclosed.

3.1 Establishment matters

3.1.1 Drawal of salaries and regulation of pay and allowances, T.A. Bills, Loans and Advances to the staff and officers working in the office

The DDO should be fully conversant with relevant Fundamental Rules and Subsidiary Rules relating to fixation of pay of Government servants on appointment, promotion etc., stepping up of pay, regulation of increments and correct authorization of various allowances and general conditions of service of Government servants. Total emoluments have to be correctly worked out and drawn in salary bills/acquittance rolls in the prescribed form (F.R. Form No. 17). He is responsible to ensure that there are no irregular or over payments made to any Government servants. T.A. Bills and loans and advances including GPF advances to the staff and officers should be properly prepared and drawn according to rules. There have been many cases where fraudulent salary bills were prepared and amount was misappropriated by the concerned officials. DDOs have to ensure that salary bills are prepared for officials working in his office and there should not be any case of excess drawal or wrong drawal of salary and allowances during any month. Heads of Offices should also check preparation of salary and other bills so as to avoid any fraud or misappropriation or wrong or irregular drawal of salary and allowances or any other bill. Some of these subjects are also covered in detail in Fundamental Rules and Subsidiary Orders training material. Further, wherever required, personal claims/bills should get be countersigned by the competent authority. All bills other than salaries and allowances should be submitted after obtaining ceiling approvals from the Finance Department. The DDOs should also ensure that no bill is submitted if there is no budget allocation in the approved Budget Estimates as communicated by the Head of the Department/ Controlling Officer. The DDO is responsible for the correctness of the amounts drawn.

The DDO should incur expenditure from public funds if the following conditions are fulfilled:-

- a) The expenditure must have been sanctioned by a general or special order of the authority competent to sanction such an expenditure.
- b) Sufficient funds must have been provided for expenditure in the budget of the financial year or by way of re-appropriation of funds or by supplementary estimates sanctioned by the competent authority. Sufficient funds should have been released by the competent authority by issue of a ceiling order.
- c) The expenditure should not exceed the Budget provision.
- d) On no account should funds be reserved or appropriated by transfer to a deposit head or drawn from the Treasury and kept in the cash chest to avoid lapse of appropriation.
- e) There should be no undue rush of expenditure towards the end of the financial year.

3.1.2 Service matters of the staff and officers including maintenance of Service Books and verification of service

Service Books are required to be maintained in the prescribed form (F R Form No. 15) for non-gazetted and

those gazetted officers whose pay slips are not issued by the Accountant General (A & E), Assam. Accountant General (A & E), Assam is responsible to maintain service records of those gazetted Government servants whose pay slips are issued by his office. All instructions and orders regarding proper maintenance of Service Books and annual verification of service of Government servants etc. should be complied with. All necessary entries should be recorded and attested in Service Books so that there is no delay in sanction of pensionary benefits to the retiring Government servants. (Note: There is a separate training material on this subject.)

3.1.3 Follow up action on resignation/termination of service, retrenchment, removal/dismissal from service, retirement and death etc. of Government employees working under his administrative control

Resignation

Resignation must be given in writing by the Government servant, permanent or temporary, stating his intention to resign from the post either immediately or from a future specified date. The letter of resignation should be clear and unconditional.

Under the existing rules, a Government servant with 20 years of service can apply for voluntary retirement and get the pensionary benefits. Hence, only those Government servants with less than 20 years of qualifying service may submit resignation. The resignation letter should be submitted to the Appointing Authority in relation to the post held by the Government servant. Resignation should be accepted by the Competent Authority.

The Competent Authority should insist on prior vigilance clearance. Resignation will become effective only after it is accepted by the Competent Authority and on the date the official is relieved. However, before accepting resignation/relief, it should be ensured that all Government dues i.e. recoveries of advances/loans, rent, and other dues in respect of Government accommodation, office equipment like computer, Laptop, books etc., have been cleared by Government servant.

A government servant resigning from Government service is not entitled to any benefit for past service except encashment of 50 % of Earned Leave at his credit. However, when a Government servant submits a technical resignation, with prior permission, to take up another appointment under the Government, his past service is counted for pension, pay fixation and other benefits, including carry over of leave at credit.

Termination of Services

The services of a temporary employee are terminated in accordance with the rules applicable to temporary Government servants. The order is issued in prescribed Form with notice or for immediate termination on payment of pay and allowances in lieu of notice. No reasons for termination should be given in the Termination Order.

Entitlements on termination of service

- ❖ Cash equivalent of leave salary
- ❖ Terminal Gratuity

Removal/Dismissal from Service

Removal/Dismissal from Service are major penalties under relevant rules of the Assam Services Discipline and Appeal Rules.

In the following cases, the day of retirement/resignation/discharge is treated as a working day:-

- ❖ Retirement on superannuation, retirement on invalidation, compulsory retirement and discharge.
- ❖ In the following cases, the day of retirement is treated as a non-working day:
 - (i) Voluntary retirement (ii) Premature retirement.

3.1.4 Payment of retirement benefits to retiring Government servants

The following retirement benefits are admissible to a retiring Government servant: (i) pension; (ii) gratuity; (iii) commutation of pension; (iv) encashment of earned leave; (v) and amount available in the Savings Fund under State Government Employees' Insurance Scheme, 1983.

In cases of death while in service

Death gratuity, family pension, encashment of earned leave/half pay leave at credit, and Ex gratia payment, if admissible, Group Insurance Scheme payments and GPF accumulations with interest. The day on which death occurs is treated as a working day. For that day, duty pay will be admissible if a Government servant was on duty and leave salary will be admissible if he was on leave.

3.2 Financial Management and Control

3.2.1 Budget preparation, execution and expenditure control

The DDO is responsible for preparation of budget estimates, both under expenditure and receipts, for Plan and Non-plan in the prescribed forms and also in accordance with instructions issued by Finance Department from time to time and in line with provisions of Budget Manual and submit these within the stipulated time i.e. due date fixed by Head of Department, to his Head of Office for onward dispatch to higher authorities. While preparing salary and other bills he is to ensure that amount being claimed is within the budget allocation and within ceilings issued to Head of Office by his Head of Department. He is also responsible for preparing Revised Estimates, along with actual expenditure. He has also to ensure that all rules relating to re-appropriation, expenditure on new service, surrender of savings and economy instructions are complied with. He is also responsible to prepare monthly statement of expenditure by 3rd of the month and send it to Controlling Officer/Head of Department. This will facilitate watching the monthly progress of expenditure with reference to budget allocated to his office. He will also prepare any other reports and returns as required by higher authorities. It is suggested that monthly reconciliation of expenditure and receipt figures should also be done with the Treasury Officer. Since the Treasury's expenditure and receipt figures are communicated to the Accountant General, it is the responsibility of the DDO and also of Head of Office that their figures agree with the figures of the Treasury and differences, if any are reconciled and settled. Report of reconciliation is to be sent to his Controlling Officer. This is a very important responsibility and need to be discharged so as to avoid any excess or savings in budget allocated to their office.

3.3 Accounts:

These will include maintenance of cash book, receipt books, receipts, safe custody of Government money and payment, bank reconciliation, regulation and drawal of salaries and other amount for contingent charges and its disbursement and keeping of its accounts and supporting documents/receipts, submission of various reports and returns to Head of Office:

3.3.1 Maintenance of Cash Book

Every DDO/Head of Office should maintain a Cash Book in the prescribed form. Before a new Cash Book is brought in to use, all pages should be counted and a certificate of count recorded as "Certified that this book contains.folios serially numbered/machine numbered" which should be signed by the DDO. All monetary transactions should be entered in the Cash Book as soon as they occur and attested by the Head of the Office in token of check. It helps in knowing the cash in hand available on a particular date. Cheques received should be entered on the receipt side immediately on receipt.

Receipt, payment and closing entries.

All cheques drawn by the DDO which are encashable in his capacity as Disbursing Officer for arranging payments in cash will be entered in Cash Book.

Cash book should be closed regularly and completely checked. The Head of Office should verify the totaling of the Cash Book or have this done by some responsible officer other than the writer of the cash book and initial it as correct. At the end of each month, Head of the Office should verify the cash balance in the cash book and record a signed and dated certificate to that effect. In case verification is not possible on the last working day of a month, it should be done on the first working day of the next month before making any transactions on that day.

Detailed instructions regarding maintenance of Cash Book are dealt with in another subject on "Cash Book and its maintenance and responsibilities of the DDOs and Heads of Offices."

3.3.2 Payment of revenues, receipts and dues of the Government into Government account

Receipt Books

The DDO should give the payer a receipt duly signed by him after satisfying himself that that amount has been entered in the Cash Book. He should also sign/initial counterfoil of Receipt Book. All receipts must be written in figures and words in the original and signed in full over the 'Cash Received/Received Payment' stamps.

Form and Custody of Receipt Books

Receipt Books in machine numbered Form are to be obtained from the concerned Treasury Officer. The Receipt Books must be kept under lock and key in the personal custody of the DDO who is authorized to sign the receipt on behalf of the State Government.

Before a receipt book is brought in to use, the number of forms contained therein should be counted and the result recorded in the receipt book over the signature of the DDO. Counterfoils of used receipt books will be kept in his personal custody.

Issue of Duplicates and Copies of Receipts

No Government officer or DDO may issue duplicates or copies of receipts granted for money received on the ground that the originals have been lost. If absolutely it is necessary, a certificate may be given that on a specified date a certain sum on a certain account was received from a certain person.

3.3.3 Bank Reconciliation

Purpose of Bank Reconciliation Statement

A bank reconciliation statement is prepared on a particular date to reconcile the differences between the balance shown in the Pass Book or Monthly Statement and that shown in the Cash Book. It should be prepared every month. It helps in checking the accuracy made in the Cash Book and keeps track of cheques issued/received etc. when they have been sent to Bank for collection/credit. Thus, preparation of Bank Reconciliation Statement is a very important control mechanism to detect mistakes and fraud or misappropriation. Apart from misappropriation of cash it helps in detecting temporary misuse of funds by the cashier. This is done by checking the dates of deposit of money in the bank with reference to the dates shown in the cash book.

In order to avoid the risk involved in handling cash and to eliminate the possibility of misappropriation and fraud in receipt and disbursement of money all the payments except petty cash payments are made by cheques. When the money/cheque is deposited in the bank, it is entered in the cash book and the bank credits the account of the DDO in his bank books. Thus, balance in cash book should be equal to credit balance in bank books. Similarly, when money is withdrawn or payment is made by cheques necessary entries are made in cash book and Bank books. The paying branch of the Bank furnishes a pass book or a Bank Monthly Statement showing opening and closing balance and all receipt and payment transactions. This statement should be scrutinized and compared with the entries in the cash book. Normally, there should be no difference, but in practice these two balances may not be the same on a particular date due to many factors. It would not be correct to take the balance shown in the cash book as an authentic figure unless it agrees with the balance shown in the bank pass book/monthly bank statement. Once the difference is identified it must be seen that there is no accounting error or omission on the part of the DDO. If there is any, the same will need to be corrected/recorded. Similarly, if there is any mistake on the part of the bank, the bank should be asked to correct it. To reconcile the balances, a separate statement is prepared showing the impact of the causes of difference in the balances. Such a statement is called the Monthly Bank Reconciliation Statement.

Causes of Difference

Differences could be due to various reasons, including:

- ❖ Cheques issued but not presented for payment: As soon as the cheques are issued for payment entries are recorded on the payment side in the Cash Book and bank balance is reduced. Since the Bank has not yet paid that payment, balance in the bank statement/passbook remains unaffected.
- ❖ Cheques deposited but not yet collected/credited by Bank: As soon as a DDO receives a cheque, it is recorded on the receipt side of the Cash Book and is deposited in the bank which increases bank balance. But the Bank will not increase DDO's balance till the cheque in question has been cleared through clearance system.
- ❖ Cheques received by the bank directly: Sometimes, bank collects amount through direct deposit of cheques by a party for which there is no information with the DDO and thus there is no entry in the Cash Book. This will cause a difference in the two balances.
- ❖ Bank Charges: The Bank renders many services for which it levies charges by debiting the DDO's account for which there is no entry in the Cash Book.
- ❖ Errors: Apart from above reasons, there could be difference due to errors due to recording of the transactions either by the DDO or by the Bank.

How to Adjust Differences

- ❖ Compare the two accounts and mark the points of difference.
- ❖ Take balance either as per Cash Book or as per pass book /Bank Statement as a starting point.
- ❖ Adjust the balance, which as been taken as a starting point, and adjust it according to other side. For example, if balance as per Cash Book has been taken as a starting point than cash book balance is to be adjusted according to the entries passed in the pass book/ bank statement and vice versa.

Format for Bank Reconciliation Statement

Bank Reconciliation Statement as on.....withBank.....

Balance as per Bank Book (Bank Account Number.....): Rs.....

Add

Cheques issued but not yet presented for payment (or cheques cancelled)

<u>S.N.</u>	<u>Date</u>	<u>Cheque No.</u>	<u>Party & Head of A/C</u>	<u>Date of clearance</u>	<u>Amount</u>
1.					
2.					

Amount directly credited by party in DDO's A/C *Amount*

<u>S.N.</u>	<u>Date</u>	<u>Credit in Bank</u>	<u>Name of Party</u>	<u>Head of A/C</u>	<u>Amount</u>
1.					
2.					

Less

Cheque deposited but not yet collected by Bank

<u>S.No.</u>	<u>Cheque No.</u>	<u>Party & Head of A/C</u>	<u>Date of Deposit</u>	<u>Date of Clearance</u>	<u>Amount</u>
1.					
2.					

Bank charges/commission debited by bank

<u>S.No.</u>	<u>Date</u>	<u>A/C Head</u>	<u>Amount</u>
1.			
2.			

Balance as worked out above (A)

Balance as per Bank Statement (B)

Signature of DDO

Note: (A) should be equal to (B)

3.4 Withdrawal from the Government Account, presentation of claims of and payments to Suppliers

Detailed Rules have been given in the Treasury Rules for preparation and submission of various types of bills for payment. Rule 16 of the Treasury Rules and Subsidiary Orders given below this rule will have to be followed by the DDO and Head of Office.

Further, all claims including arrears claims (Rule 84 of the AFR) will be submitted after issue of necessary sanction by the competent authority and availability of required funds will have to be ensured in the budget estimates. Issue of ceilings by the Finance Department will be another prerequisite for submission of claims to the treasury. A check list for verification of different claims submitted by the DDO is given in separate training material. The DDOs should exercise all these checks before submitting claims to the treasury.

4. Conclusion

As may be seen from the above details, responsibilities of the DDOs cover all aspects of functioning of an office. Apart from routine functions, he is also responsible to assist his Head of Office in budget formulation, its execution and budgetary control and expenditure control and also compliance to all rules and regulations. He has to assist his Head of Office in ensuring timely preparation of pension cases of retiring Government employees. He has to ensure that there are no cases of misappropriation, embezzlement and fraud in his office by any official. Further, he has to submit replies to paragraphs of inspection Reports issued by the Audit in time and also to prepare Action Taken Notes on paragraphs included in the Audit Reports or on the recommendations of the Public Accounts Committee (PAC). He has to prepare suitable explanations for savings or excess expenditure over allocated budget for onward submission to Head of Department. He also assists his Head of Office in preparing various reports and returns for onward submission to the higher authorities.

Reading and reference materials:

1. Assam Financial Rules.
2. DDO Manual Issued by Govt. of India.
3. Delegation of Financial Powers Rules, 1999.
4. Treasury Rules and Subsidiary Rules.

Exhibit – B

School Annual and Minor repairing Grant

Release of School Annual and Minor repairing Grant:

RMSA, Assam is providing Rs. 75,000/- to every Govt./Provincialised Secondary Schools since the year 2009-10 as school Annual Minor repairing grant.

(A) The grant should be utilized by the School Management and Development Committee (SMDC) only in the following activity heads -

Activity Head	Activities	Allotted Amounts
School Annual Grants :		
1 (A)	Petty repairs, replacement and maintenance of Laboratory equipments and purchased of Lab Chemicals and concerning equipment related to Lab.	Rs. 25,000/- per school.
1 (B)	Purchased of books, periodicals, newspaper, reference books for teacher and students, magazine etc.	Rs. 10,000/- per school.
1 (C)	Water, Electricity, Telephone Charges, internet charges, other rates and taxes, other expenditure. To meet petty and contingent expenditure like organizing meeting, conveyance, stationeries etc.	Rs. 15,000/- per school.
Minor repairing Grants :		
1 (D)	Grants for minor repairing - Repair of school building, toilets, Tanks, Play ground, school campus, electrical fittings, sanitary & Other fittings, furniture and fixture etc.	Rs. 25,000/- per school.
Total :		Rs. 75,000/- per school.

(B) Strategy for utilization of School Annual Grants and Minor Repair Grant :

(i) Proposal on the Activities to be implemented through Annual Grants and Minor Repair Grant in the school.

(For Govt. / Provincialised Secondary & Higher Secondary schools only
for the year under School Development Plan)

1. Name of the school :-
2. Name of Bank and A/C number of SMDC :-
3. Name of President of SMDC :-
4. Name of Member Secretary of SMDC :-
5. Name of the CD Block :-
6. District :-

We, the entire members of the SMDC of School have placed our proposal of the works to be done and items/materials to be purchased through the various Grants under 2011-12 provided by Rashtriya Madhayamik Siksha Abhijan (RMSA), Assam as follows :-

(a) Repair/Replacement of Laboratory Equipments and Purchase of Lab Consumable articles (Up to a maximum limit of Rs.0.25 lakh per school) : The suggestive works for Science lab of classes IX-X in the school are - Replacement and/or repairing of laboratory equipments, purchase of consumables/chemicals etc., items of laboratories, any other activity relating to Science and Mathematics.

Priority	Nature of work/item	Expected expenditure
Priority-1		
Priority-2		
Priority-3		
	Total	
	Rs.	

(b) Minor Repair (Up to a maximum limit of Rs. 0.25 lakh per school) : The suggestive repairing works are - School building, Toilets, Tanks, Play Ground, Campus, Conservancy Services, Electrical fittings, Sanitary & other fittings, Furniture and fixtures etc.

Priority	Nature of work	Expected expenditure
Priority-1		
Priority-2		
Priority-3		
	Total	
	Rs.	

(c) Purchase of Books, periodicals, newspapers etc. (Up to a maximum limit of Rs. 0.10 lakh per school) : The suggestive repairing items are - Purchase of Text Books and Reference Books for teachers, purchase of Library books, Journals & Magazines, Newspapers etc.

Priority	Items	Expected expenditure
Priority-1		
Priority-2		
Priority-3		
	Total	
	Rs.	

(d) Electricity etc. : (Up to a maximum limit of Rs. 0.15 lakh per school) : The suggestive repairing items are - Water, electricity and telephone charges, internet charges/other rates and taxes, Equipments for Sports, music, dance, painting, culture, teaching aids instruments & appliances, Stationeries etc.

Priority	Items	Expected expenditure
Priority-1		
Priority-2		
Priority-3		
	Total	
	Rs.	

(e) The following contributions of the Govt./PRI/Community/Private sector (either through cash or kinds) are also proposed to be utilized against the activity.

Activity	Details of Contribution
Activity -1	
Activity -2	
Activity -3	

As per resolution and decision of SMDC meeting held on, the above Annual School grants of RMSA for the year along with various contribution will be utilized properly by 20th February/2012. The details of works and expenditures will also be documented accordingly. The utilization certificate of the grants and the contributions will be submitted to the District Programme Co-ordinator (DPC) cum Inspector of Schools (IS) within the stipulated time.

Name & Signature of President of

Name & Signature of

SMDC :

Member Secretary of SMDC

Date :

Date :

(ii) FORMAT FOR SUBMISSION OF UTILISATION CERTIFICATE

For grants

- 1) Name of the School :
- 2) Name of the District :
- 3) Name of the CD Block :

The Utilization Certificate related to expenditure of Grants made by the SMDC for the year 2011-12 are mention below :

Sl. No.	Work completed	Total expenditure
Total Rs.		

(Rupees _____) only.

(The photocopies of voucher against the works are enclosed herewith)

We the undersigned certify that the expenditure shown above against each activity has actually been incurred with best of my knowledge for the benefit of the school.

Signature of 2/3 member of SMDC :	Name of the President of SMDC with Signature	Name of the Member Secretary of SMDC with Signature
Name and Signature of the Accountant/Cashier		

Receipt of U/C

Received the Utilization certificate of school against the grants for the year 2011-12 for the aforementioned activities.

Signature of District Consultant (PM)

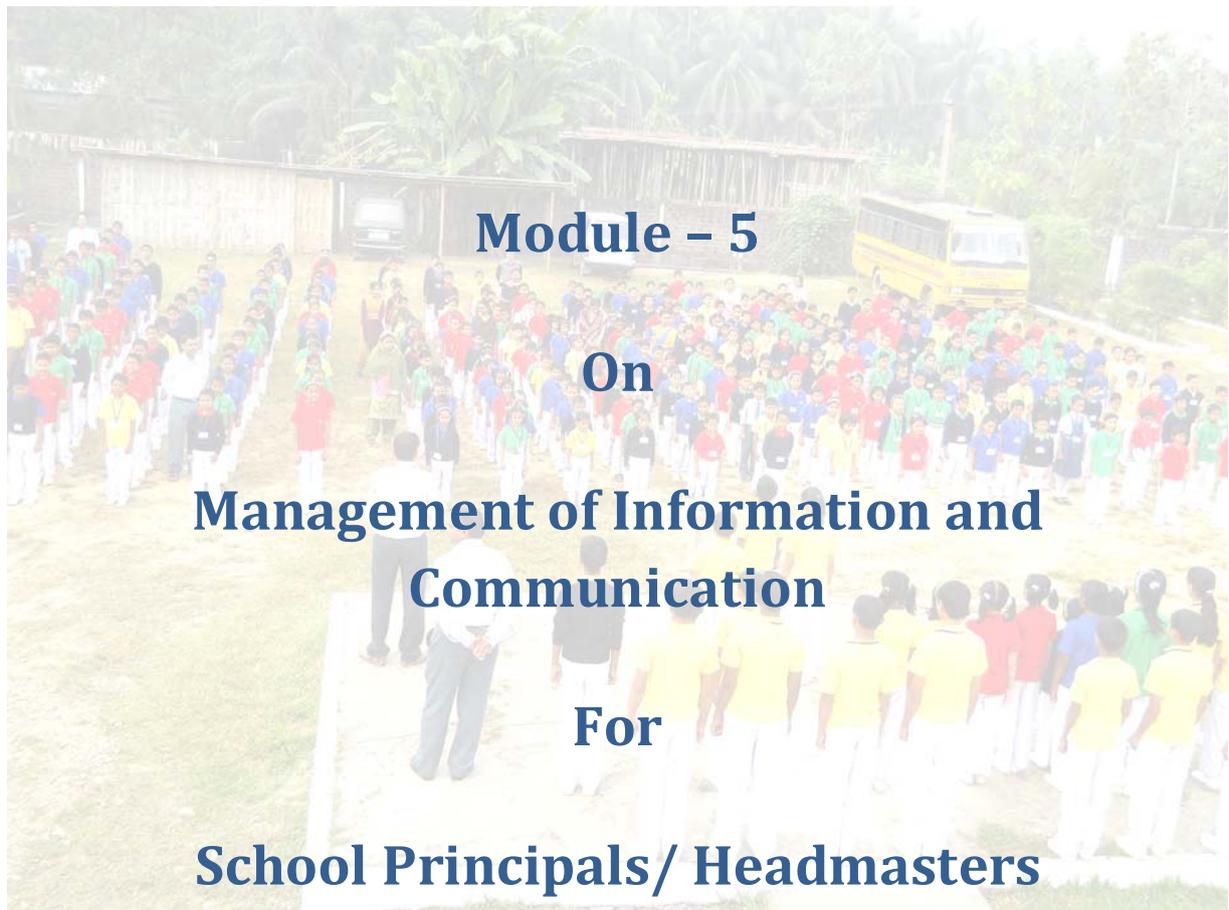
Signature of DPC - Cum - Inspector of Schools

Date :

Date : Seal



e-Learning Program for School Principals



Module - 5

On

**Management of Information and
Communication**

For

School Principals/ Headmasters

Introduction

Management of information is a crucial task in any field, and as a school principal ensuring proper collection, storage and dissemination of information helps in the procession of your decision making activity. Information and indicators are of no use unless they lead us to a better understanding of the situation and enable us make effective decisions. The process of information management, hence involves: procurement of raw data or data collection, presentation and use of data's as indicators, safe custody of data and information in the form of records, processing of data into information and dissemination of information.

As highlighted earlier in Module 3, Unit 6 on maintaining records, it has been discussed about the help that is accrued to the decision making process. In this module we will examine the process of information management, management of records and communication process that you as a school principal often engage in.

Learning Outcome

After going through this unit you will be able to:

1. Understand the importance of information management.
2. Be aware that effective management of school and the school system depends upon the availability of quality data/ information.
3. Learn that information from school records can be used to support evidence based management of schools.
4. Understand records management
5. Understand the process of communication.

In this module, the following areas will be explored as presented in the Units:

Unit 1: Information Management

Unit 2: Management of Records

Unit 3: Communication Related Tasks

Unit 1

Information Management

Information management is the collection and management of information from one or more sources and the distribution of the same to one or more audience. Such audiences may include all those who have a stake in the information or a right to that information. Your role as the school principal in context of information management may be seen as a manager of information, as a user of information and a provider of information.

As the information manager, you are responsible for the organization of and control over the planning, controlling, processing, evaluating and reporting of information activities in order to meet the user's objective and ensure proper functioning of the school. As a user of information, your role is engaged with building a proper understanding of the information in hand in order to facilitate effective decision making in the school. And your role as a provider of information is associated with the delivery of reports and data's pertaining to your school system inclusive of student's performance, teacher performance, and financial status etc. to concerned agencies and offices which seeks for the same from time to time.

Activity 1.1

1. Identify and categorize data's that are collected by you to prepare the school time table?
2. Reflect upon the need for collecting such data?
3. How does the collected data help you in preparing the time table?

Discussion

In order to make the time tabling exercise effective and in order to prepare the time table that matches the requirement of all stakeholders within the school as a system, you may engage yourself to find data/ information on:

- Number of classrooms available
- Number of students enrolled in each class
- Number of teachers available for each subjects

- Available time slots
- Availability of other facilities within the school such as library, laboratory, activity room, playground etc
- Guidelines as specified by the Board towards establishing a standard time table

All such data/information that you have collected, is targeted towards a purpose. And all such data/information must be relevant to the purpose. Here, we see that the words data and information are used interchangeably. This refers to the character of information.

Raw data when processed provides us information, and the same is expressed as

Data + Relevance + Purpose = Information

Hence, a data originating at one place adds up to provide information to another and the same piece of information, when sent to another place, may be treated as a raw data.

Example: at your school level, you collect the data of the number of students in each class, the number of boys and girls in each class and add up for all the classes to find out the total enrollment in your school. The numbers of girls/ boys/ students that you have collected, refers to raw data if the purpose is to find the information on enrollment of your school. And the same raw data for you is indeed informative for the class teacher as the same indicate the total number of students in his/her class. Once you feed the information on enrollment to higher authorities at the district level, and subsequently the same is fed to the state and national level, the information at your end becomes a mere data for such authorities as their purpose now is to find the total enrollment at the district/ state or/ national level.

The next expression of information, in an equation form is

Information + Insight = Understanding

This signifies that, when you work upon the information at your hand and/ or when you engage in rational thinking, discussions, etc directed towards finding an acceptable solution to a problem, you start to develop a better understanding on the problem area and thus enable/ empower your team to arrive at a decision.

The next expression

Understanding + Communication = Intelligence

And this means, once you communicate your understanding about a problem to your team on the basis on information you have in hand, you initiate the process of developing intelligence within your team.

New ideas emerge and new directions appear which in turn provide you with numerous probable solutions to a problem.

And the final expression in terms of the information equation is

Intelligence + Action = Effectiveness

This signifies that your ability as a school head to take timely decision and implement the same, initiate action on time etc that ultimately will lead you and your team, hence your school towards effectiveness.

Activity 1.2

1. Enlist more such examples on your exercise of data procurement, processing and using the same to arrive at a sound decision.
2. Discuss about the same with your team and peer group, and exchange your views in order to promote better understanding.

Discussion

Data and information are often used interchangeably, signifying the origin and the destination, the relevance and purpose. As a part of your responsibility to cater to the requirement of information by various stakeholders': the district authority, the state and eventually at the national level; major steps have been taken to ensure timely flow of data/ information from your school level to the national policy maker's desk through a system of regularly feeding the same to systems that are put in place for the said purpose. Let us see some of the initiatives taken by RMSA, NUEPA (National University for Educational Planning and Administration) as well as learn about the Unified District Information System for Education (UDISE) and School Education Management Information System (SEMIS) with which you as a principal of the school are directly or indirectly associated.

Initiatives taken by RMSA on Management Information System

- School mapping: this exercise has been conducted in convergence with Sarba Siksha Abhijan (SSA), Assam as per Mission, Geo Spatial Applications, Dept. of Science and Technology, Govt. of India. The main purpose of this activity is to provide schools to those villages which do not have a secondary and higher secondary school within a distance of 5kms and 7kms respectively.
- Child Tracking System (CTS): Infrastructures survey and child tracking exercise have been initiated in collaboration with SSA, Assam for setting targets in secondary education sectors as

well as creating demand of new schools and up-gradation of upper primary school to secondary schools (Vertical and Horizontal expansion of secondary education). Retention and tracing of drop outs will be done through this activity.

- Online School Monitoring System: Online School monitoring for tracking teacher's attendance and other school activities on daily basis has been introduced for secondary schools through interactive voice response system (IVRS). The headmaster/ principals, SMDC presidents and members and other teachers are being interacted over mobile phone in different matters like submission of utilization of school annual grants and other interventions in addition to student teachers attendance.

Activity 1.3

In continuance to the above, please try to highlight the benefits that may accrue to you and your school as a result of the Online School Monitoring System.

SEMIS and UDISE

The secondary education management information system SEMIS aims at creating a comprehensive database on secondary and higher secondary education for facilitating planning, monitoring and related secondary education management activities under the RMSA. And this management information system covers all recognized institutions in the state/ union territories imparting secondary and higher secondary education.

You as the school principal, is responsible to periodically cater to the requirement of such data's which are fed to the SEMIS and relates to your school. The nature of data as solicited from schools for updating the record at the district/ state and finally at the National level is provided below. The objective is to make you aware about the types of records that you must be ready with in order to enable yourself to provide such information as and when demanded.

1. School Location Particulars

- i. Village Name/Ward No.
- ii. Block/Municipal Name
- iii. Rural/Urban
- iv. DISE School Code

2. School Particulars

i. Name of the School

ii. Name of the Principal/Head Teacher

iii. Educational Qualification of the Principal

iv. Number of year working as Principal/Head Teacher in the present School

v. Total number of year of experience working as Principal/Head Teacher in the schools (Include experience as Principal/Head Teacher from earlier Schools)

vi. Year of Establishment of the school¹⁴

vii. School Category (Primary/Primary with Upper Primary/Primary with Secondary or Higher Secondary/Upper Primary only/Upper Primary with Secondary or Higher Secondary)

viii. Type of School (School for Boys only/School for Girls only/Coeducational)

ix. Lowest Class in the School

x. Highest Class in the School

xi. School Management (Managed by Educational Department / Tribal Welfare Department / Local body / Private Aided / Private Unaided / Other / Unrecognized)

xii. Residential School

xiii. Is the school building used as part of shift school?

3. Staff Details (Primary and Upper Primary)

i. Total number of Teacher posts sanctioned

ii. Total number of Teacher in Position

iii. No of Teachers (Excluding Principal/Head Teacher)

iv. Para Teacher/Siksha Karmi/Guruji/Community Teacher

v. Non-Teaching Staff

vi. Number of Staff employed for cooking mid-day meal

vii. Number of personnel employed for cleaning Toilets/Lavatories



viii. Number of Teachers Present on the day of Survey

4. Facilities available in School

i. Status of School Building (Private/Rented/Government/Govt. School in rent free building/No Building)

ii. Type of School Building (Pucca/Partially Pucca/Kuccha/Tent/No Building)

iii. Number of Blocks in school

iv. Condition of Classrooms and other rooms available in School (Good condition/Need Minor Repairs/Need Major Repairs/Unfit for use)

v. Availability of Electricity in Schools

vi. Common Toilet available in the School¹⁵

vii. Separate Toilet available for Girls

viii. Separate Toilet facility available for staff

ix. Condition of boundary wall in the schools (Pucca/Pucca but broken/Barbed wire fencing/Hedges/No boundary wall/Other)

x. Source of Drinking water facility in School (Hand pump/Well/Tap water/Others/No Drinking water facility available)

xi. Availability of Playground in School

xii. Number of Computers available in good working condition

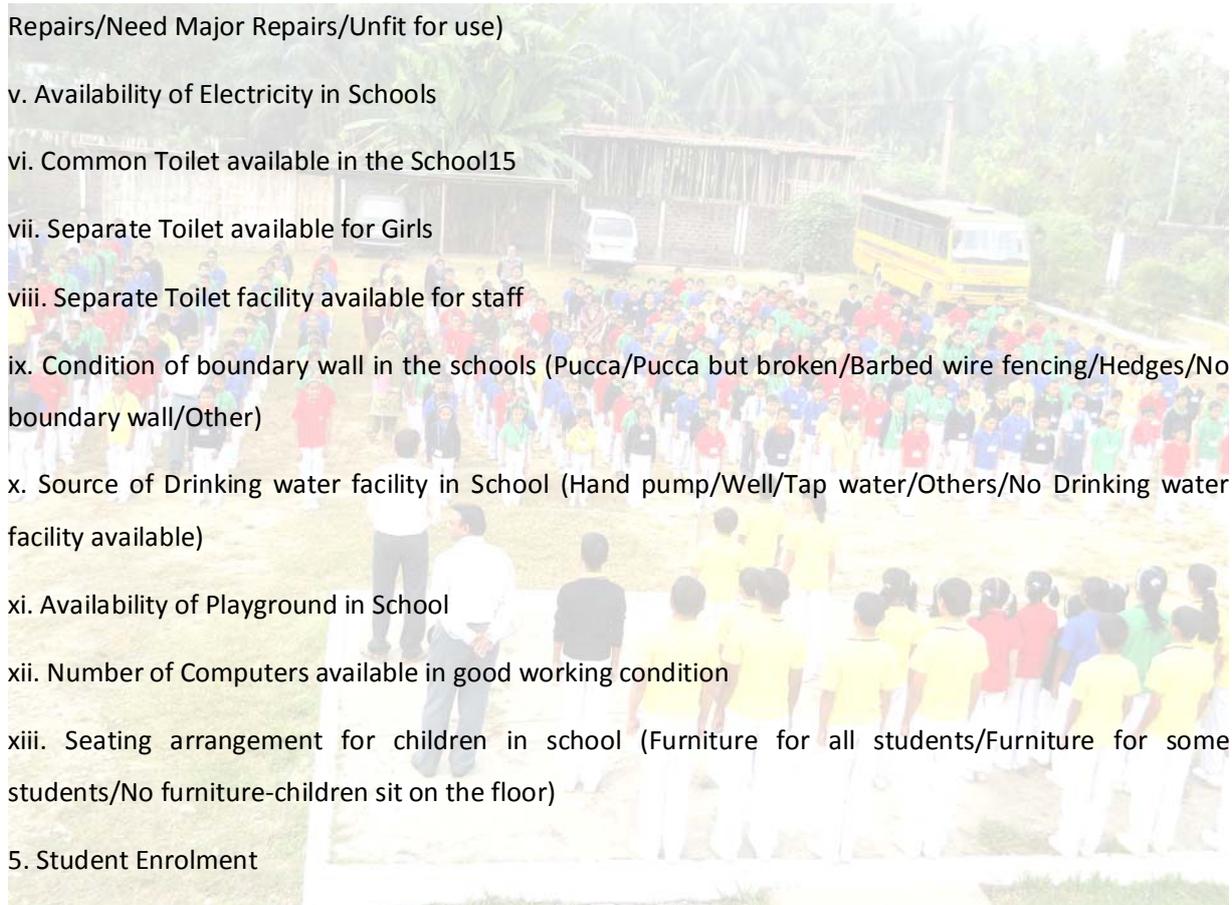
xiii. Seating arrangement for children in school (Furniture for all students/Furniture for some students/No furniture-children sit on the floor)

5. Student Enrolment

i. Students enrolled in the last academic year ie. 2010-11 : Details of students enrolled from Class I to Class X. Break-up of Boys and Girls student. Total enrolment, Repeaters, SC Children enrolled, ST Children Enrolled, OBC Children enrolled, Children with Disabilities, Number of Children who left the School etc.

ii. Enrolment and Attendance details of Children on the Day of survey.

iii Children enrolment in the Present Academic year i.e. 2008-09.



6. Grade-wise Examination details for which Annual Examination is conducted for the last Academic Year

7. Grade-wise Examination details for which Annual Examination is conducted for the Present Academic Year

8. Investigators Feedback Report:

i. Was the School open on the first day of the visit?

ii. Was the School open on the second day of the visit?

iii. Number of visits made to the school to get information

iv. Initial reaction of the Principal/Head Teacher towards the investigation?

v. Was the Principal/Head Teacher able to provide the information pertaining to enrolment and details of pass percentage easily?

vi. Was the Principal able to give the enrolment and other details from a single Register ?

vii. Do the teachers in the school fill-up the attendance register properly?

viii. Does the Principal have the yearend summary details of children for all grades available with him?

ix. Was the School Report Card available in the School?

9. Additional Information's collected:

i. Status of receipt of Free Textbook.

ii. Status of receipt of Grant.

iii. Number of Teachers present on the day of visit (Male/Female wise).

iv. Number of students present on the day of visit (Boys/Girls wise).

v. Number of Instructional hours and Instructional days in 2011.

vi. Number of Instructional hours and Instructional days in 2012 till visit of study team.

Further, you may also visit the following links to see the shape of the final form that your data has taken, at the National level. It is based on such data's that principals and school like yours have provided ultimately shapes up the educational plans and policies. Hence providing accurate data is your responsibility as the principal of the school.

Unit 2

Records Management

As mentioned earlier, the portion of records management is covered in Unit 6 of Module 3. Here in this unit we are examining the school records management process. *A School Records Management System typically involves the following eight activities:*

1. Creation – beginning a new record and starting to record data and information, for example creating a student record card for a new student.
2. Storage – keeping the records in an organized manner so they can be accessed by authorized people but kept secure from unauthorized access, loss or damage.
3. Update – adding new information to a record or modifying existing information in a record.
4. Retrieval – searching for, locating and extracting records from storage.
5. Use – applying information from the records to help make management and policy decisions.
6. Appraisal and retention – determining whether and how long a record should be:
 - a. retained for active use;
 - b. archived; or
 - c. disposed of.
7. Archiving – storing inactive records so they can be later retrieved for use.
8. Disposal – discarding, deleting or destroying a record.

Activity 2.1

1. Does your school keep records of what is happening in school?
2. What kinds of records are kept in your school?
3. Who creates and updates which kind of records in your school? How well are they doing their SRMS tasks? What problems do they face? Do they feel they have adequate support from the school in terms of clear instructions, standards, forms and equipment to handle their SRMS tasks properly?

4. How do record-keeping practices in your school compare with the SRMS functions described in this section?

5. What do you think should be done in order to improve records management practices in your school?

Discussion

What does a School Records Management System (SRMS) record?

School records should give priority to recording data and information about the following aspects of school:

1. Students – personal and family characteristics, previous educational experience, current grade, attendance, academic performance, behaviour, achievements/faults, outcomes (e.g. promotion to next grade, repeating grade, drop out, transfer, or passed).

2. Teachers – personal characteristics, past education, qualification, pre-service and in-service teacher training received, years of service, employment status, subject specialization, class/subject taught, teaching load, special skills, attendance, performance, behaviour, achievements/faults.

3. Finance – school budget and income by source, expenditure by type, financial balance, proposals for school annual grants, utilization certificates.

4. Physical facilities – quantity and conditions of school buildings, classrooms, furniture, equipment and other physical facilities; maintenance, repairs and new constructions; rate of utilization.

5. Teaching/learning materials – quantity and conditions by type of material, new acquisitions, rate of utilization.

6. Learning achievement and outcomes – results of tests, examinations and assessments (regarding academic, behavioral and other student attributes).

7. Extra-curricular and co-curricular activities – type of activities, schedules, staff involved, number of participants, results, impact.

8. School and community interactions – school management board meetings, parent-teacher association activities, school-and-community activities.

Based on good practices in school management and the need to monitor progress toward ensuring RMSA's goals, the following records are essential for SRMS in schools:

1. Student record card
2. Class attendance sheet
3. Textbook record sheet
4. Student performance summary
5. Teacher record
6. Teacher performance evaluation report
7. Inventory of physical facilities
8. Inventory of furniture/equipment
9. Inventory of teaching/learning resource materials
10. Financial summary

Activity 2.2

Gather existing school records from your school. Review and compare them with the eight key aspects of a school's operations and the ten essential school records described above. Then, answer the following questions:

1. Which of the above eight aspects of school operations do you think should be given priority in a SRMS?
2. How closely do the records kept in your school correspond to these eight aspects and the ten essential school records?
3. What other aspects of a school's operations require systematic school records? Why?
4. What other additional record(s) should be kept in your school? Why?
5. How would you go about introducing these additional records?

Discussion

Managing records too needs proper planning in order to ensure appropriate storage of information such that the retrieval process becomes easy. And your role as the school principal would require you to often visit such records, access information from them while deciding upon situations that demands your action as the leader. i.e. to decide and direct. Furthermore, records are also required to be kept ready for external visitors from the Inspector of school's office, directorate and/ or RMSA. And such records as highlighted above may belong to an wide array of classes/ categories.

Unit 3

Communication

Introduction

Communication is an essential part of management and in this unit we will consider the concept of communication and different types of communication. We will also be looking at the importance of effective communications for staff meetings and negotiations.

Learning outcomes

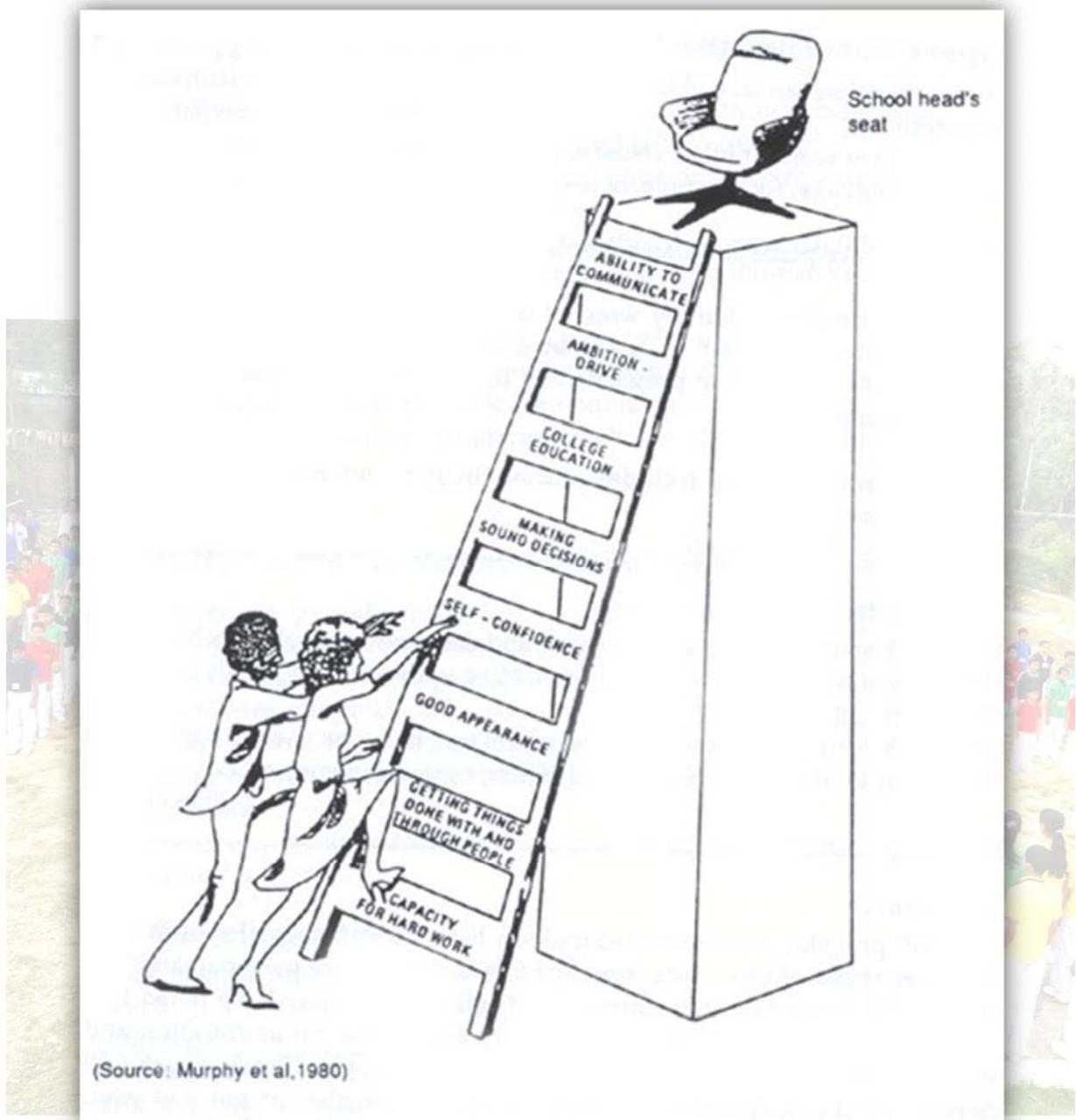
After working through this unit you should be able to:

- define the process of communication
- identify different types and methods of communication
- list the key characteristics of effective communication
- appreciate the importance of listening to teachers, pupils and parents for the purposes of rational decision-making and problem-solving in the school
- apply communication principles and practices to running affairs at the school, particularly with regard to staff meetings and negotiations.

What is Communication?

Communication is the process by which information is exchanged in order to initiate action or solve a problem. In a school, this may involve giving notices about activities, events, decisions and tasks which affect individuals or groups - pupils, teachers, parents, non-teaching staff, visitors to the school and others. It also suggests the sharing of opinions and ideas openly and freely, being mindful of other's views and encouraging individuals to seek for information and advice.

Communication may be defined as the ability to express oneself through writing, through the spoken language and through body expressions in order to pass on a message and ensure it is well understood.



The Process of Communication

This involves:

- source of the message - the sender: writer, speaker, encoder
- format of the message and media for transmitting the message - letter, memo, report, speech, chart, etc.

- time factor - messages may take time to reach their destination
- receiver of the message - seeing, hearing, feeling, imagining, etc. by the recipient: reader, listener, perceiver, decoder
- feedback - acknowledgement from receiver to indicate that there has been total communication.

At each of the steps in the communication process barriers occur, and problems may arise with the interpretation of messages. These arise from differing perceptions of reality, and the influence of attitudes, opinions and emotions. Feedback serves to show up misinterpretations of the communication. Negative reaction can result in the necessary corrective measures being taken.

Types of Communication

Communication can take place through:

- speech
- the written word or other visual displays or electronic devices
- body language, for example, non-verbal forms, tone of voice, etc.

These may take place in different contexts, for example:

Informal communication: by word of mouth or by telephone through, for example, get-together parties, tea break discussions, personal or confidential talk, gestures, personal impressions and the tone of voice used to reinforce communication.

Formal communication: includes official circulars, internal memos, and letters and staff meetings.

Activity 3.1

- (1) Prepare a list of the advantages and disadvantages of speech and writing as a means of communicating with staff and pupils in your school.
- (2) Draw a pie-chart to show the extent to which you use the various types of communication in different contexts in your school.

Discussion

You might have included under a list of advantages of speech such things as speed of communication, the fact that it is more personal, and that it gives the opportunity for immediate feedback. You may have noted that writing has advantages in providing a record of the communication and enabling communication with a large number of people. Clearly, much will depend on the purposes of the communication, whether or not you want feedback and so on.

The Essentials of Effective Communication

Hints/Guidelines for the School Principals

When communicating, that is, when passing on information or giving instructions or orders to the staff, the following guidelines should be taken into consideration:

- know your objective: what do you want to achieve? (Inform, praise, discipline, etc.)
- know the receiver: (for example. the lazy teacher/learner) and the reason for the communication (for example, bad examination results)
- formulate your message: be clear, specific and understandable by using short sentences in simple English
- be brief: do not include unnecessary information
- do not under-communicate: the message must cover questions such as: why, who, what, when and where
- consider how the message is best communicated: this can be just as essential as the content
- in delivering the message be aware also of your attitude, behaviour, non-verbal communication, gestures and facial expressions
- keep in mind that positive feelings and emotions inspire positive attitudes amongst the staff and learners
- be yourself: show through the message that you respect the staff, trust and accept them, are interested in them and are willing to help and listen to them
- be enthusiastic and inspirational in your communication
- listen carefully: an effective communicator must be a good listener
- make use of effective feedback: communication is a two-way-process so always ask questions to determine whether the message has been understood.

Effective Communication and Staff Meetings

Staff meetings provide means of communication between you as the principal and teachers on matters concerning the running of the school. An essential feature of successful meetings is good communication. Your ability to communicate effectively can create an environment of trust. This is very important so that the members of a school community can feel secure and confident enough to communicate freely and openly in staff meetings and other forums.

Let us now examine some of the important practical things to remember about staff meetings.

Staff Meeting Notice

This should show the date, time, venue and purpose/agenda of the meeting, who is to attend the meeting and the your signature as the convener.

The notice should be sent out at least 14 days before the meeting so that teachers can prepare information for items on the agenda. However, impromptu and emergency staff meetings can take place any time. Scheduled staff meetings should not interfere with normal teaching time.

Minutes of the Meeting

This is the brief record of things discussed, noted, adopted, agreed upon during the meeting. Some schools number items in the minutes of staff meetings for example, SM/2/14 means it was the second item discussed in 2014. Again, SM/52/14 means it was the 52nd item discussed in 1991.

Minutes of staff meetings usually include:

- title, date, time and venue of meeting
- attendance/absence with and without apology
- opening of the meeting/adoption of the agenda
- announcements
- confirmation and matters arising from previous meeting(s)
- new business/agenda
- any other business.

Planning a Staff Meeting

It is important that you plan your meetings in order to reach agreements, resolve problems, receive reports on actions undertaken and formulate plans for action. The following activity on planning a staff meeting should help you to appreciate the range of tasks which need to be undertaken in preparation for a meeting.

Case study

ABC School Staff Meeting

Important matters need to be discussed at the next staff meeting at ABC School. Mrs Deka, the school principal, contemplates the list below and begins to prepare a staff meeting notice...

1. Cleaning of grounds and classrooms, especially as staffs have been complaining of cleaning work poorly done.

2. The staff tea fund is not managing and higher contributions may be necessary. At present membership is voluntary, but tea and coffee consumption is high.
3. Results at the end of last year.
4. Parents have complained about non receipt of school uniforms.
5. There have been errors in the register summary prepared each Friday by Mr. Bora.
6. Department of Education promotion regulations, which were received and acted upon late last year, but which have not yet been discussed properly as there was little time.
7. Exam results obtained by three staff members in their personal studies.
8. Covering of pupils' exercise books.
9. Ways to improve communication in English among the staff.

There will be matters carried forward from the last meeting.

The school has 22 teachers. There are two secretaries, one full-time and one part-time (morning only). The SMDC President Mr. Talukdar, is a local businessman and can be available from 15:00, Monday - Thursday. There are three cleaners/ground staffs, one of whom has been at the school for 12 years and acts as Supervisor. The school runs no afternoon classes.

Activity 3.2

Prepare a staff meeting notice for ABC School. You will need to draw up an agenda for the meeting, having put items in a priority order and in categories. Give some indication of the time per item. Decide on attendance requirements. Set a time and date for the meeting. Make a note of any other things that you might need to do in advance of the meeting.

Discussion

You might have found it difficult to prioritize some of these items and ensure that the agenda was a true reflection of the items which warrant attention at this imaginary school. Do you find this in your own situation? It may be that some items do not need to be brought to the attention of a full meeting and can be dealt with on a one-to-one basis. Consultation with certain staff may well be appropriate in advance of the meeting, such preparation can help avoid time-wasting discussion during the meeting, and sensitize you to potential difficulties. This again highlights the importance of maintaining a good communication flow at all times in the school: effective communication can certainly help ensure more successful staff meetings and it is a key feature of negotiations, which we briefly explore in the last section of this unit.

Summary

The unit has looked at the communication process, noting the various types of communication used and the importance of good communications in a school. Attention has been focused on the need for the school head to be an effective communicator to enable more successful staff meetings and negotiation procedures.



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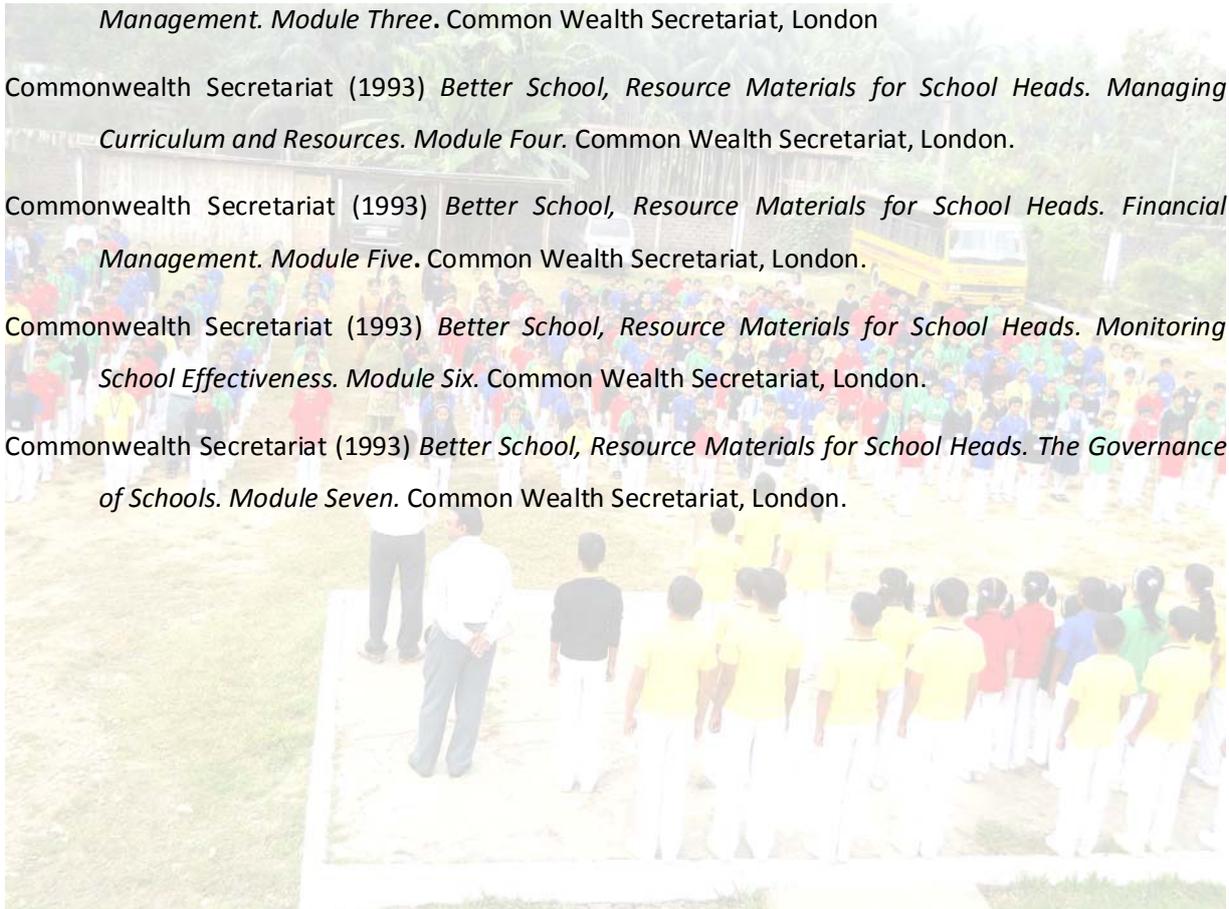
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Appendix: VIII
e-Learning Program