

School Management and Administration

Unit – IV Lesson 4 SCHOOL ADMINISTRATION

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Unit IV - **SCHOOL ADMINISTRATION**

Unit - IV

School administration: Meaning, nature, aims, objectives and principles – Institutional planning – School complex – Democratic administration in education – School plan – Time table – Role of Headmaster/ Headmistress and Teachers in school administration.

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Institutional planning

Introduction

- Institutional planning allows for a comprehensive and long-term perspective of the institution that is based on a clear assessment and understanding of current activities.

Concept of institutional planning

- ❖ Institutional planning serves as a proactive framework for navigating the continuous evolution of the global and academic landscape.
- ❖ By aligning organizational development with external shifts, it transitions management from reactive "crisis management" to intentional, structured growth. Ultimately, sound planning ensures institutional relevance and the sustained improvement of educational quality within a dynamic environment.

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Institutional planning

Definition of Institutional Planning

According to Prof. M. B. Buch, "A programme of development and improvement prepared by an educational institution on the basis of its field needs and the resources available or likely to be available with a view to improving the school programme and school practises constitutes a plan for an institution".

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Institutional planning

Characteristics of Institutional Plans

1. On the academic side institutional planning should aim at

- a) Qualitative improvement.
- b) Providing more amenities
 - the teacher
 - the students and
 - the local community.
- c) Maintaining, if not improving, the educational standard if the number of students increases in the school.
- (d) reducing and even eliminating the incidence of waste and stagnation.

2. On the skill side, it should aim at

- Cultivating a liking for gardening, crafts, and interior and exterior decoration.

3. On the attitude side, it should aim at

- promoting better relationships between the students and the teachers on the one hand and the teachers and the parents on the other.
- Inspiring the teachers to give their best to the students in particular and the school in general.
- developing a taste in the students for dramatics, athletics, and hobbies.
- creating a feeling of belongingness within the institution for both the students and the teachers.

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Characteristics of Institutional Plans

4. On the economic side, it should aim at

- a) reducing the cost of education per student by making optimal use of existing resources.
- b) tapping all the economic resources of the local community.
- c) procuring all possible plan and non-plan, recurring and non-recurring grants from government agencies.
- d) receiving all possible help from the philanthropic associations in the form of scholarships for the students, book aid, and amenities like the water cooler, the public address instruments, etc.

5. If it is a newly started school, the first aim should be to give it a firm footing.

But if it is an old and established one, the main objectives would be to review and, if need be, redefine its philosophy.

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Areas of Institutional Planning

- 1. Administration** - the effectiveness of staff meetings; improving supervision; improving principal-faculty relations; improving staff relations; and democratic organization of the school
- 2. School-Community relations** - Utilizing community resources for better learning
- 3. Academic** - Improving reading habits through a planned use of the library; improving internal examinations; reducing waste and stagnation;
- 4. Co-curricular Activities** - Trying out different ways of organising co-curricular activities
- 5. Discipline** - Finding ways to remove various evils like truancy, theft, etc.

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Requirements for planning

1. A shared vision of the future, at least in terms of the institution's 'mission,' i.e., the direction it is taking.
2. Autonomy - The greater the freedom of action
3. Accurate information on the status quo - This should be qualitative information (evaluation) as well as quantitative data.
4. An analysis of the external needs.
5. Effective decision-making
6. Consultation with stakeholders

7. A long view (but with an acknowledgment of urgent need) and an appreciation
8. An agreed-upon planning year (e.g., the academic year)
9. A rolling review - an updating of both quantitative and qualitative analysis.
10. A planning body (e.g., a Standing Committee of Management, with a secretary).

A full-time Principal or Head of the Institution and if possible, a "financial wizard" and a visionary.

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Process or steps in institutional planning

1. Identifying the assumptions

- To review the history of the institution.
- Stating clearly the mission, vision, values, and philosophy of the institution.
- To conduct SWOT (strengths, weaknesses, opportunities, and threats) analysis with respect to:
 - a) Academic programmes offered.
 - b) Curriculum.
 - c) Administrative and management structure.

2. Projection of plans

To analyse the background of the institution in quantitative terms:

Physical and infrastructural facilities—building, library, books, furniture, playground, greening of the institute for energy savings and increasing carbon credits, etc.

Pre-sage variables of teachers: age, gender, social and economic status, experience, research work, publications in the last 3 years

Pre-sage variables for students include age, gender, social and economic status, past educational performance, attitudes, aptitudes, awareness, etc.

Pre-stage variables of non-teaching staff: age, gender, academic qualifications, social economic status, experience, training acquired, and motivation

Faculty development programmes (amount and nature)

Action research for teachers Some training for non-teaching staff

SWOT analysis should be done for both teaching and non-teaching staff. This helps in identifying both human and material resources.

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Process or steps in institutional planning

3. Modifying or improving

- i) The improvement needs of the institution.
- ii) The development needs of the institution.

4. Dynamic organizational structure

- Identifying the future assumptions of students
- Implications of job opportunities
- Economic development and
- Demographic changes in the population
- Projection of enrollment and availability of faculties as well as non-teaching staff.

5. Development of a specific strategy

- Modifying the teaching-learning process with emerging social, economic, and technical scenarios
- Curriculum revisions, staff development, soliciting feedback from alumni, and research requirements for making the educational system vibrant and dynamic for all-round development

6. Preparation of programmes, projects, and development programmes

- Definition of the projects.
- Determining their specific objectives.
- Identifying and selecting targets and procedures
- Identifying the requirements for teaching aids and other equipment
- Determining the method of evaluation.
- Costing of the plan

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Process or steps in institutional planning

7. Implementation of the plans

- a flow chart to be used to indicate the sequences of activities in the implementation process.
- Coordination between the utilization of human and material resources.
- **Hence, emphasis is placed on:**
 - a) administrative permission and/or approval,
 - b) timing of obtaining resources,
 - c) optimization of resource use,
 - d) prioritizing the targets,
 - e) alternative plans and strategies,
 - f) improvement in implementation and decision-making, and
 - g) use of timetables, charts, and graphs

8. Evaluation

The last stage of management is evaluation, to find out the success and follow-up of the institutional planning.

- Success or failure of intuitive planning will be determined in this eighth and final stage.
- Internal in nature and done by a committee of teachers.
- Evaluation is both formative and summative.
- Formative evaluation is the feedback that helps to take timely action and find remedies for the problem that arises.
- Summative evaluation helps in reviewing the action and preparing the next plan.