

School Management and Administration

Unit – IV Lesson 3 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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School complex

Introduction

- ❖ The Kothari Commission (1964–1966) introduced "school complexes" to improve education by sharing resources.
- ❖ In this model, a well-equipped secondary school serves as a central hub, providing academic and administrative support to five or six nearby primary schools.
- ❖ This allows smaller schools to utilize better laboratories, libraries, playgrounds, and trained teachers.
- ❖ It also facilitates joint co-curricular activities, peer teacher meetings to solve academic issues, and efficient substitute arrangements during temporary teacher absences.

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School complex

The Concept of "school complex"

- ❖ It's a cluster of schools, comprising 1 secondary school, other schools, and Aaganwadis within a radius of 5–10 km.
- ❖ Governance: They would be governed and managed by the School Complex Management Committee (SCMC).
- ❖ SCMC Composition: The committee consists of:
 1. School heads
 2. Selected teachers
 3. Members of the community
 4. Students
 5. Parent.

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School complex

Aims and Objectives of School Complexes

The Kothari Commission recommended the school complex programme to achieve the following:

- ❖ **Resource Sharing & Support:** Maximizes human and material resources by making secondary school facilities—like libraries, laboratories, and projectors—available to nearby schools.
- ❖ **Collaboration & Freedom:** Breaks school isolation through face-to-face cooperative groups that work together to improve educational standards and develop their own programs.
- ❖ **Professional Development:** Facilitates teacher in-service training, upgrades qualifications, and encourages the adoption of improved teaching methods and devices.
- ❖ **Decentralization & Dynamism:** Enables the Education Department to safely delegate authority to local levels, creating a more elastic, dynamic, and community-coordinated school system.

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School complex

Structure of the school complex

In general, the following characteristics define the structure of a school complex:

- ❖ One secondary school
- ❖ All other lower-grade schools
- ❖ Anganwadis
- ❖ Schools in a radius of 5–10 km School Complex Management Committee for governance, monitoring, support, and innovations
- ❖ SCMC will consist of all school heads, selected teachers, representatives of the local community, students, parents, etc.

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Advantages of the School Complex

- The linking of secondary schools and primary schools under this programme can break the isolation.
- Selected school complexes can be used for testing out and evaluating new textbooks, teachers, guides, and teaching aids.
- The ill-equipped primary schools can be provided with certain facilities and equipment to impart instructions successfully.
- The complex may be used as a unit for the introduction of better methods of evaluation and for regulating the promotion of children from class to class or from one level of school to another.
- Better library and laboratory facilities can be provided to the primary schools.
- For the professional growth and development of teachers, in-service training facilities can be provided.

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School complex

Functions of the School Complex

Its different functions in educational administration are listed below:

- ❖ The purpose is decentralization of power to bring in improved and efficient governance of schools at the cluster level.
- ❖ The Directorate of School Education will devolve authority to school complexes, which will be treated as semiautonomous units.
- ❖ DEO and BEO will interact with the school complex.
- ❖ The school complex will be treated as a single unit and will be given autonomy to perform certain tasks.
- ❖ All schools will gain strength and contribute towards making complexes stronger.
- ❖ Autonomy towards providing integrated education, to experiment with pedagogies and curriculum in line with NCF and SCF

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DEMOCRATIC ADMINISTRATION IN EDUCATION

Core Values: Champions equality, freedom, and collaboration to transform society.

Role of Education: Essential for turning democratic principles into a way of life.

Administrative Impact: Institutional success depends on administrators practicing democratic management styles.

Meaning of democracy

- ❖ Etymologically, the term democracy is derived from two Greek words, namely, 'Demos' and 'Kratos'. 'Demos' means "the people," and 'Kratos' means 'power'.
- ❖ Democracy means 'power of the people.'

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The importance of education in democracy

Civic Awareness: Clarifies individual rights and duties.

Social Harmony: Fosters brotherhood and mutual respect.

Democratic Skill: Cultivates qualities vital for a functioning democracy.

Self-Worth: Builds personal dignity and respect for labor.

Perspective: Broadens mental horizons.

Core Values: Instills foundational fairness and equality.

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DEMOCRATIC ADMINISTRATION IN EDUCATION

Principles of Democracy

Four basic principles are mainly enshrined in Indian democracy:

- liberty,
- equality,
- fraternity and
- justice

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DEMOCRATIC ADMINISTRATION IN EDUCATION

Principles of Democracy

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DEMOCRATIC ADMINISTRATION IN EDUCATION

The necessary behaviours for democratic school administrators

- ✓ Creates a comfortable environment for stakeholders to express thoughts.
- ✓ Gives due consideration to stakeholders' ideas.
- ✓ Encourages staff innovation, responsibility, and risk-taking.
- ✓ Rejects blaming or accusing employees, students, and parents.
- ✓ Builds a cooperative, supportive culture with shared responsibilities during difficult times.
- ✓ Fosters school-wide collaboration and solidarity among employees.
- ✓ Shares accountability for success and failure to boost harmony and motivation.

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DEMOCRATIC ADMINISTRATION IN EDUCATION

Democratic practices in education

- ❖ Teachers creatively engage students by offering learning choices and connecting the curriculum to their lives.
- ❖ Schools implement daily self-directed learning, shared decision-making, and individualized project work.
- ❖ Councils and committees involve students, teachers, and administrators directly in decision-making.
- ❖ Cities and districts reform conventional structures to personalize learning and build "education cities."

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SCHOOL PLAN

Introduction

- ❖ The school plan acts as the brain of the educational process.
- ❖ A conducive classroom environment accelerates learning and allows teachers to innovate and enhance instruction.
- ❖ Drafting the school plan is the starting point for building this better educational program.

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SCHOOL PLAN

The School Plan and Its Preparation

- ❖ To Survey the Felt Needs of a School
- ❖ To assess the resources
- ❖ To prepare the plan

The following points should be considered at the stage of preparing the plan:

- a) Duration of the plan
 - b) The detailed budget showing the likely financial resources and expenditures
 - c) Decision about managing the committee and other officials
- ❖ To execute the plan
 - ❖ To evaluate the plan

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SCHOOL PLAN

The elements of school plan

- ❖ The school building,
- ❖ playground,
- ❖ furniture,
- ❖ classroom,
- ❖ library,
- ❖ hostel,
- ❖ apparatus and
- ❖ equipment, etc.

The School Building

Types of School Buildings

- ❖ Pucca Building
- ❖ Wall Material
- ❖ Roof Material
- ❖ Partly Pucca Building
- ❖ Kuchcha Building - bamboo, mud, grass
- ❖ Ownership of the School Building

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SCHOOL PLAN

Different Types of Designs – School Building

Different Types of Designs for Secondary Schools The following types of designs are in vogue for secondary schools in our country:

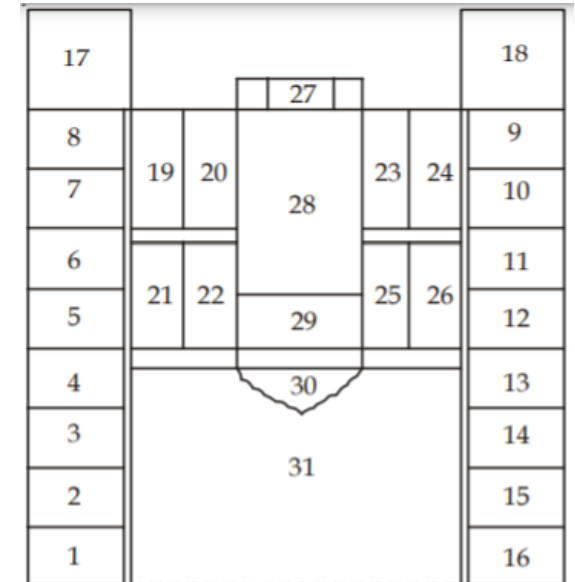
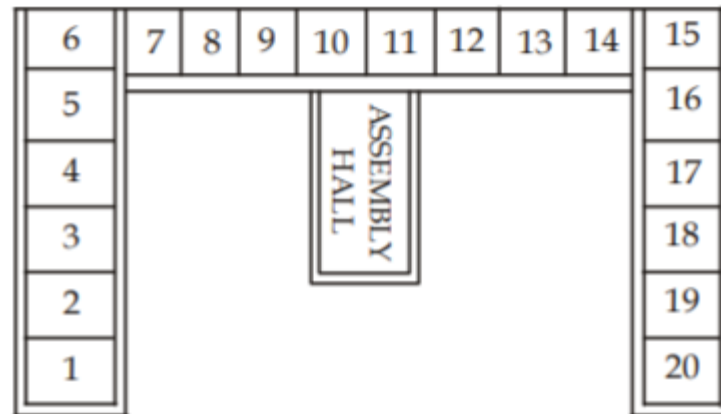
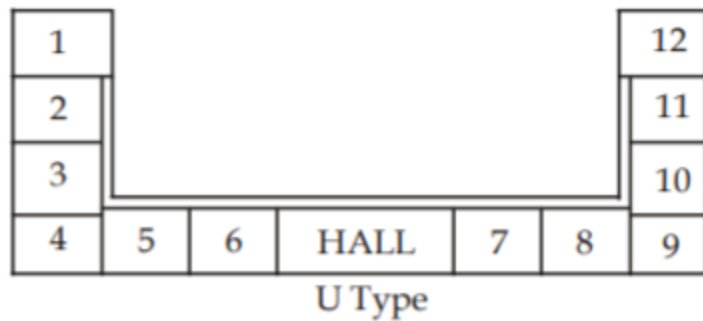
- ❖ The I type—consisting of a row of classrooms
- ❖ The L type is an I type with an extension on one side.
- ❖ The T type—I type with extension on one side both ways
- ❖ The U type—two I's joined on one side
- ❖ The E Type, and
- ❖ The H type

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Different Types of Designs – School Building

- ❖ The U type
- ❖ The E Type and
- ❖ The H Type



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Essential qualities of architecture

- ❖ Simple, elegant, and beautiful design.
- ❖ Low cost
- ❖ Comprehensive Plan
- ❖ Maximum Utility
- ❖ High-standard material

Solutions to a Shortage of Accommodation

1. Reducing the cost

- ❖ Proper space requirements
- ❖ Proper design and specifications
- ❖ Use of local material

2) Raising funds

- ❖ Loans
- ❖ Donations
- ❖ Non-Lapsable Funds

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Laboratory

The study of Physical Sciences and Biological Sciences is not possible without a laboratory.

- ❖ The number of students working at a time in the laboratory.
- ❖ The minimum space necessary for every student for comfortable working.
- ❖ Limitation of number of science teacher in secondary schools.
- ❖ Need for ancillary accommodation for storage.
- ❖ Designing the science-classroom and laboratory in such a way that it could be used for science teaching.
- ❖ Imperative need for economy.

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SCHOOL PLAN

Organization of Laboratory

Types of Physical Science Laboratories in Schools

Laboratories for High Schools

At high school level in our country there are three types of science labs. They are :

- ❖ Lecture-Room-cum-laboratory
- ❖ All purpose laboratory
- ❖ Lecture Theatre-cum-laboratory.

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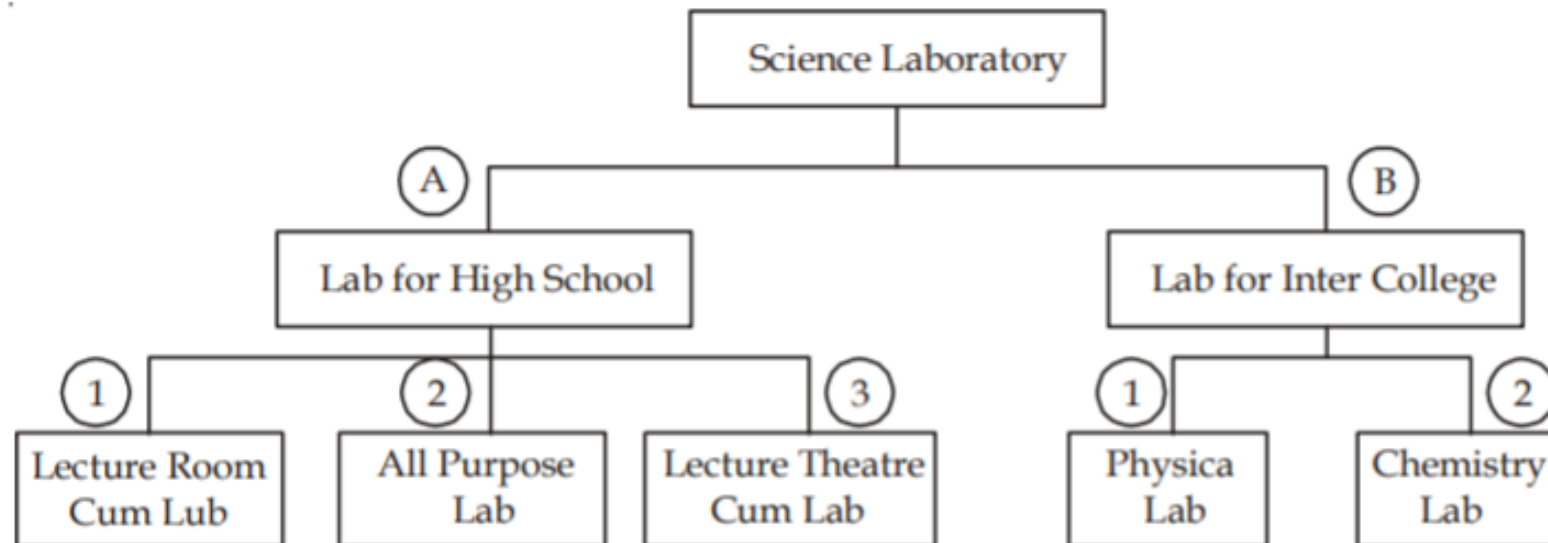


Figure:Types of Laboratory

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SCHOOL PLAN

Chemistry Laboratory

- ❖ One Demonstration table of 8'x 4' size, along with shelves, cupboards and acid proof tops, and also with gas and water fittings.
- ❖ One chalkboard and one sliding; chalkboard.
- ❖ Working tables with cupboard and with water and gas fittings and with acid proof tops.
- ❖ Projected platform in the wall for balances or separate balance room.
- ❖ Shelves for keeping chemical reagents. These may be fitted on the working tables or in the walls.
- ❖ Two big sinks in the corners of laboratory.
- ❖ Drawing rack and fume cupboard near the sink.
- ❖ Black curtain for doors, windows and ventilators.
- ❖ Alimarahs.
- ❖ Arrangement for film show etc.
- ❖ First Aid Box and fire extinguishers.
- ❖ Chemistry kits.

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Biology Laboratory

List of Items:

- ❖ A) Prepared Permanent Slides
- ❖ 1) Animal Tissues
- ❖ 2) Plant Tissues
- ❖ B) Preserved Specimens
- ❖ C) Charts on Black Rexine with proper labelling
- ❖ D) Prepared Permanent Slides

Quantity and Quality of Laboratory Apparatus

The quantity and quality of the apparatus depends upon the following factors:

- ❖ Scheme of work
- ❖ Level of Students
- ❖ Finance
- ❖ Storage space

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SCHOOL PLAN

The Play Ground

- ❖ **Educational Importance:** Playgrounds and game areas are just as crucial for education as school buildings and classrooms.
- ❖ **Natural Learning Agency:** Since play is the natural agency for educating children up to puberty, schools must provide spaces for open-air activities, games, and projects.
- ❖ **Space Requirements:** Schools must offer open spaces, garden plots, and shaded grounds to accommodate various types of school work.

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TIME TABLE

Introduction

- ❖ Time management involves skills, tools, and processes—such as planning, goal-setting, and monitoring—used to efficiently allocate and track time for both tasks and personal activities.
- ❖ It serves as a vital life skill that actively fosters success throughout school and an individual's entire life.
- ❖ A timetable or schedule functions as an organized, tabular list that provides precise details about when a planned series of events will take place.

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TIME TABLE

Concept of Time Table

- ❖ The school timetable is an indispensable document and chart that outlines the day's work, indicating the exact activities of every student and staff member across classrooms, labs, fields, and workshops.
- ❖ **The School Mirror:** It acts as a mirror that reflects the entire school program, illustrating how much time is allocated to different subjects.
- ❖ **The "Spark Plug":** As described by Dr. Jaswant Singh, the timetable serves as the school's spark plug, setting all of its various activities and programs into motion.

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TIME TABLE

Definitions of Tim table

- ❖ According to Pitman, “Well arranged time is the surest mark of a well-arranged mind”.
- ❖ According to H.G.Stead, “Timetable supplies the frame work within which the work of the school proceeds”.

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TIME TABLE

Need and importance of Tim table

- ❖ Timetable in any institution or organization is very important for the following reasons:
- ❖ To ensure smooth and orderly working of the school
- ❖ To prevent waste of time and energy of both the student and teacher.
- ❖ To maintain discipline among the students.
- ❖ To ensure equitable distribution of work load among the teachers.
- ❖ To help in adjusting school work according to the needs of the people.
- ❖ To facilitate supervision work of the teachers and students.
- ❖ To help in the formation of good habits.

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TIME TABLE

Need and importance of Tim table

- ❖ To aid the school discipline.
- ❖ To bring efficacy and efficiency in the school work.
- ❖ To train the students and teachers to make proper use of their time.
- ❖ To plan all the school activities (academic, curricular, co-curricular and extra-curricular) in given fixed time.
- ❖ To make maximum utility of the school building (by running in two shifts and extra classes during holidays).
- ❖ To develop moral values, punctuality and regularity.
- ❖ To ensure due attention to every subject or activities.
- ❖ To work in co-operation and gain varied experience.
- ❖ It helps in conducting all management work or process properly and in time.
- ❖ To know the free periods of teachers for any work by the school.
- ❖ To locate the class and the concerned subject teacher.

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TIME TABLE

Types of School Timetable

- ❖ Teacher's timetable
- ❖ Consolidated timetable
- ❖ Class timetable
- ❖ Vacant period's timetable
- ❖ Games timetable
- ❖ Co-curricular activities timetable
- ❖ Homework timetable
- ❖ Exam unit-test timetable

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TIME TABLE

Principles of Timetable construction

- ❖ Some of the chief factors which determined the construction of a timetable are give below:
- ❖ Principle of considering the type of school
- ❖ Principles of following Department Regulations
- ❖ Principle of Justice
- ❖ Principle of amount of time available
- ❖ Continually Revised
- ❖ Suitable duration of period
- ❖ Free Periods for Teacher
- ❖ Principle of Relative Importance and Difficulty
- ❖ Room for change of Posture and Place
- ❖ Principle of Variety
- ❖ Principle of Maximum Utilization of Resources
- ❖ The Principles of Avoiding Incidence of Fatigue

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TIME TABLE

Steps involved in School Time-Table Preparation

- ❖ **Step 1:** List the number of teaching space available in the school. These rooms include: classrooms, laboratories, workshops, outdoor teaching areas, gymnasium, and library (if classes are held there, school gardens and school halls).
- ❖ **Step 2:** Note all limiting factors.
- ❖ **Step 3:** List the number of teaching subjects and identify each as either core or optional. A core subject is one that all students must study: an optional subject is one that a student can opt not to study.
- ❖ **Step 4:** Ensure that the time allotments prescribed by the authority are adhered to. The most common pattern is 40 minutes teaching periods and eight (8) periods per day and 40 periods in a week.
- ❖ **Step 5:** List our teachers by name and subjects, include the classes to be covered and the expectation of teaching loads.
- ❖ **Step 6:** Collect data on pupils' preferences in optional subjects, and modify in terms of Step 5.
- ❖ **Step 7:** After collecting all the information, prepare the timetable class wise and teachers wise. Try to use short name for the teachers, and short name for the subject.
- ❖ **Step 8:** Verify school routine again before distributing it.

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TIME TABLE

Time table Software's and Time-table Management Systems for Schools

- ❖ Timetable by Gabriel Ittner
- ❖ SAFSMS Time table Software
- ❖ asc timetable software
- ❖ My School Cloud Management Software
- ❖ Lantiv Timetabling Turbo
- ❖ TAMS Software (mostly for colleges and universities)
- ❖ College Timetable & Class Scheduling Software – a class scheduling software for college and university students.
- ❖ NOVA T6
- ❖ CMIS Timetabling Software
- ❖ Prime Timetable: School scheduling software

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TIME TABLE

Time table Software's and Time-table Management Systems for Schools

- ❖ Adherence to departmental regulation.
- ❖ Different types of schools having variety of activities.
- ❖ Lack of sanctioned staff.
- ❖ Amount of time available for various activities.
- ❖ Incidence of fatigue.
- ❖ Equal distribution of work among staff.
- ❖ Allotments of periods to different subjects.
- ❖ Free or vacant period for teachers.
- ❖ Period for correction work.
- ❖ Period for individual contacts with teachers and students.
- ❖ Late coming staff.
- ❖ Part-time or visiting staff.
- ❖ Unforeseen absence of some staff members.
- ❖ Adjustment of timetable according to local variation.

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Role of Headmaster

The main role of headmaster

❖ Leadership Behaviour

Hodgkinson points four maxims for leadership in school administration:

- Know the tasks.
- Know the situations.
- Know his followers, and
- Know himself.
- ❖ Alert to Forces of Environment
- ❖ Selection of Goals

- ❖ Knowledge and Skill of Professional Training
- ❖ Loving his Teacher Students and Parents
- ❖ Sound Physical Health
- ❖ Sound Attitude Towards Life
- ❖ Winning of Faith
- ❖ Supervision of Teaching Work
- ❖ Right Delegation of Authority

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Role of Headmaster

Headmaster Duties

- ❖ The headmaster is supposed to discharge numerous duties which may be grouped under two heads
- ❖ General duties, and
- ❖ Specific duties.

General Duties of Headmaster

In generally, the following duties are assigned for to the headmaster

- ❖ Duties before the Commencement of the Academic Year
- ❖ Duties on the Opening Day
- ❖ Duties Throughout the Year
- ❖ Duties While Closing a School Year

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Role of Headmaster

Headmaster Duties

Specific Duties of Headmaster in a School

As the leader of the school, the headmaster has to supervise various types of activities:

- ❖ Supervision of Instruction.
- ❖ Curriculum, Development and Improvement.
- ❖ Evaluation Programme.
- ❖ Co-curricular programme and activities
- ❖ Supervision of Hostel, Ganees and library
- ❖ Registration work and accounts, and.
- ❖ General set-up.

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Role of Teacher

Introduction

- ❖ **Professional Focus:** The role of the teacher is examined strictly through their professional functions within the complex activity of teaching, rather than their personal social roles.
- ❖ **Controlled Learning Environment:** Teaching provides a structured environment—composed of content, the school setting, and instructional methods—designed to promote specific student learning.
- ❖ **Teacher as Organizer:** The teacher is responsible for organizing and providing these specific learning experiences within the educational setting.
- ❖ **System Interaction:** The dynamic interaction between human components (teachers and students) and non-human components creates a highly complex, interdependent teaching-learning process.

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Role of Teacher

Concept of Teacher

- ❖ A school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance.
- ❖ The teacher is the yardstick that measures the achievements and aspiration of the nation.
- ❖ The role of the teacher is best explained by the following prominent thinkers of education.

According to Manu, **“A teacher is the image of Brahma”**.

According to Indian prayer, **“The teacher is Brahma, the creator be is God Vishnu, he is god Maheshwar. He is the entire Universe, salutations to him.”**

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Role of Teacher

Centre Head Teacher

This involves following general responsibilities:

- ❖ Governance of the School or Centre and the establishment and development of its strategic direction;
- ❖ Guidance and development of teaching and research;
- ❖ Guidance and development of staff and the management of staff-related issues;
- ❖ Management of finances and infrastructure through effective planning, revenue generation, budgeting and expenditure control;
- ❖ •Internationalisation of the School or Centre.

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Role of Teacher

Head Teacher

Head teacher has to play seven major roles in an elementary school;

- ❖ Role in Planning;
- ❖ Role in School Organization;
- ❖ Teaching Role;
- ❖ Role in Supervision;
- ❖ Role in Guidance;
- ❖ Role in Maintaining Relations;
- ❖ Role in General Administration