

Course-Diploma In School Management

Study center
S.M.S & E.T B.Ed College,Talegaon Dabhade

EDU 199- EDUCATIONAL MANAGEMENT:NEW ATTITUDE

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INSTRUCTIONS:

- ☐ These notes are only guideline of each course.
- ☐ Students are expected to refer reference books from library for better understanding,
explanation etc.
- ☐ **DO NOT DEPEND UPON THESE NOTES ONLY** as it contains only the main points
and not the explanation.

EDUCATIONAL MANAGEMENT:NEW ATTITUDE

Unit-I INTRODUCTION TO MANAGEMENT

1.1 Introduction

Meaning and Functions of Management:

Management is the efficient utilization and handling of all available resources for achieving an objective. It is the prerequisite for the successful working, running and development of any organization.

DEFINITION :

Harold Keentz - “Management is the art of getting the work done by formally organized groups.”

Management of Education is the process of planning, organising, directing, controlling the activities of an institution by utilising human and material resources so as to effectively accomplish the functions of teaching, extensions and research.

WHAT IS MANAGEMENT ?

- 1.Field of Study - Management principles, techniques, functions, etc - Profession
- 2.Team or Class of people - Individual who performs managerial activities or may be a group of persons
- 3.Process - Managerial activities - planning, organising, staffing, directing, controlling.

• **F.W. Taylor** - “Art of knowing what you want to do and then seeing that it is done the best and cheapest way”.

• **Henry Fayol** – “To Manage is to forecast, to plan, to organise, to command, to co-ordinate and to control”.

• **Peter F.Drucker** –”Management is work and as such it has its own skills, its own tools and its own techniques”. •

“Management is the art of getting things done through and with people”.

CHARACTERISTICS OF MANAGEMENT

- 1) Is a Process /a function.
- 2) Is a Social Process.
- 3) Involves Group Effort.
- 4) Aims at achieving predetermined objectives.
- 5) Required at all levels of management
- 6) Is a Profession

Is comprised of following functions:

- Planning
- Organising
- Directing
- Controlling

- Co-ordination
 - Is an art and science

1.2.2 Reasons of expansion of management

1.2.3 Difference between management & administration

Management and administration may seem the same, but there are differences between the two. Administration has to do with the setting up of objectives and crucial policies of every organization. What is understood by management, however, is the act or function of putting into practice the policies and plans decided upon by the administration.

Administration is a determinative function, while management is an executive function. It also follows that administration makes the important decisions of an enterprise in its entirety, whereas management makes the decisions within the confines of the framework, which is set up by the administration.

Administration is the top level, whereas management is a middle level activity. If one were to decide the status, or position of administration, one would find that it consists of owners who invest the capital, and receive profits from an organization. Management consists of a group of managerial persons, who leverage their specialist skills to fulfill the objectives of an organization.

1.2.5 Characteristics of Management

1. Management is goal oriented process:

Management always aims at achieving the organisational objectives.

The functions and activities of manager lead to the achievement of organisational objectives; for example, if the objective of a company is to sell 1000 computers then manager will plan the course of action, motivate all the employees and organise all the resources keeping in mind the main target of selling 1000 computers

2. Management is Pervasive:

Management is a universal phenomenon. The use of management is not restricted to business firms only it is applicable in profit-making, non-profit-making, business or non-business organisations; even a hospital, school, club and house has to be managed properly. Concept of management is used in the whole world whether it is USA, UK or India.

3. Management is Multidimensional:

Management does not mean one single activity but it includes three main activities:

- i. Management of work
- ii. Management of people

iii. Management of operations

(a) Management of work:

All organisations are set up to perform some task or goal. Management activities aim at achieving goals or tasks to be accomplished. The task or work depends upon the nature of Business for example, work to be accomplished in a school is providing education, in hospital is to treat patient, in industry to manufacture some product. Management makes sure that work is accomplished effectively and efficiently.

(b) Management of people:

People refer to Human resources and Human resources are the most important assets of an organisation. An organisation can win over competitor with efficient employees only because two organisations can have same physical, technological and financial resources but not human resources. Management has to get task accomplished through people only.

Managing people has two dimensions:

- (i) Taking care of employee's individual needs
- (ii) Taking care of group of people

(c) Management of operations:

Operations refer to activities of production cycle such as buying inputs, converting them into semi-finished goods, finished goods.

Management of operations concentrates on mixing management of work with management of people, i.e., deciding what work has to be done, how it has to be done and who will do it.

4. Management is a continuous process:

Management is a continuous or never ending function. All the functions of management are performed continuously, for example planning, organising, staffing, directing and controlling are performed by all the managers all the time. Sometimes, they are doing planning, then staffing or organising etc. Managers perform ongoing series of functions continuously in the organisation.

5. Management is a group activity:

Management always refers to a group of people involved in managerial activities. The management functions cannot be performed in isolation. Each individual performs his/her role at his/her status and department, and then only management function can be executed

Even the result of management affects every individual and every department of the organisation so it always refers to a group effort and not the individual effort of one person.

6. Management is a dynamic function:

Management has to make changes in goal, objectives and other activities according to changes taking place in the environment. The external environment such as

social, economical, technical and political environment has great influence over the management.

For example, if the inventory of finished products is increasing day by day it clearly indicates mismanagement of marketing and sales.

8. Composite process:

Management consists of series of functions which must be performed in a proper sequence. These functions are not independent of each other.

They are inter-dependent on each other. As the main functions of management are planning, organising, staffing, directing and controlling; organising cannot be done without doing planning, similarly, directing function cannot be executed without staffing and planning and it is difficult to control the activities of employees without knowing the plan. All the functions inter-dependent on each other that is why management is considered as a composite process of all these functions.

9. Balancing effectiveness and efficiency:

Effectiveness means achieving targets and objectives on time. Efficiency refers to optimum or best utilisation of resources. Managements always try to balance both and get the work done successfully. Only effectiveness and only efficiency is not enough for an organisation: a balance must be created in both.

Unit-II Educational Management

2.2.1 What is Educational Management?

The origin of the development of educational management as a field of study began in the United States in the early part of the twentieth century. Development in the United Kingdom came as late as the 1960's. Educational management, as the name implies, operates in educational organisations or institutions.

There is no single accepted definition of educational management as its development observed in several disciplines or fields like business, industry, political science, economics, administration and law. So while defining the meaning of the term educational management can be said that, "Educational management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and expected goals or objectives.

Definitions of Educational Management:

School management, as a body of educational doctrine, comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derived largely from the practice of successful teachers. The writers in this field have interpreted these principles and precepts in various ways, usually by reference to larger and more fundamental principles of psychology, sociology and ethics. —Paul Monore

Management is a method of operation and good management should result in an orderly integration of education and society. —Shelly Umana

- **Types of Educational Management:**

1. Human Resources:

Human Resources of an educational institution comprise the entire staff, both the teaching and non-teaching – teachers, clerks, researchers and other elements such as students, parents, members of the community, members of the managing or governing body and departmental officials. Management of human resources is of vital importance at present and calls for selection, recruitment, appointment, hire, retention, development and motivation of the personnel to achieve the educational objectives.

2. Physical and Material Resources:

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

3. Ideational Resources:

The resources which are mostly based on ideas and ideals, heritage, image are the curriculum, methods of teaching, innovations and experiments. Like the individual, every organization has its own personality with integrity, its own culture and its own values which are unique and influential for the smooth functioning and effective management of the institutions for creating motivation and self-pride among individuals.

Hence educational management in broader perspective says about:

- (i) Setting directions, aims of objectives of educational organisations or institutions.
- (ii) Planning for progress of the programme.
- (iii) Organising available resources—People, time, material.
- (iv) Controlling the implementing process.
- (v) Setting and improving organisational standards.

2.2.3 System approach in School Management

School

A) Input-student, teacher, management, physical, financial, educational resources, surrounding, environment

B) Process- 1) curriculum i) source
2) Teaching i) factor

C) Outcome-Intended competencies (knowledge, skills, attitudes, etc)

2.2.4 Scope of School management

- Student-admission process, guidance, progress in study, participation in educational programme, unit tests etc.
- Teacher-selection & appointment, orientation, supervision, evaluation
- Management-role of principal, personality & leadership, importance of office & correspondence, records & documents
- Resources-proper use of available resources, library
- Surrounding-increase participation of parents, organization, persons in different activity to enrich educational process

UNIT-III Role & responsibilities of head master (head of institution)

3.1 INTRODUCTION

“The Headmaster or the Principal of a school is the hub of educational process”. - **Jaswanth Singh**.

“Just as every group needs a leader, so also a school must have a leader who would stimulate and direct its work”, - **Mohi-ud-din**.

“Schools are good or bad in a healthy or unhealthy mental, moral and physical conditions flourishing or perishing as the Headmaster is capable, energetic and of high ideals or the reverse”. - **P.C.Wren**.

“Headmaster is a keystone of the arch of school administration”- **S.N.Mukerjee**.

“The reputation of the school and the position that it holds in society depends in a large measure on the influence that Headmaster exercises over his colleagues, his pupils and the general public”.- **Secondary Educational Commission**.

Headmaster holds the key position in the school. He is the hub of the School activity. He draws the whole plan of the school, execute the plan, distribute work and co-ordinates the activities. He ensures smooth functioning and harmonious development of the whole school programme.

The success of the school system depends upon his efficiency, alertness, sagacity, imagination, originality and experience. His personality casts a strong formidable impact on the school programme. **Dr. Jaswanth Singh**

Importance of the Headmaster

- The Headmaster plays an important role in an educational institution.
- He is compared with the captain of a ship.
- He is also described as the solar orbit around whom all the teacher planets revolve. In fact, he is head of the school both academically and administratively.
- The Headmaster is the head of the masters or teachers in a particular school.

- He holds the key positions and plans coordinate and organises various programs.
- He ensures proper maintenance of discipline in the school. He promotes the harmonious development of the institution.
- He carries the traditions as well as project the image of the school according to his own ideas and ideals. It is, therefore, said that a school is great as its Headmaster.

3.2.1 Duties, Functions and Responsibilities

The Headmaster has large number of academic, organisational and administrative duties and responsibilities. But, for convenience sake, this can be classified in the following:

- (a). Planning,
- (b). Teaching,
- (c). Organising and Administering,
- (d). Supervising and Guiding,
- (e). Maintaining Discipline and Relations.

• Planning

Planning is the first step in any academic and administrative assignment. The Headmaster has to plan all kinds of his activities in time for implementing various programmes with success. He is required to plan his duties and functions throughout the year, but mainly at the following:

stages :

- (i) Before opening of the school,
- ii) On the opening day and during the first week of the session,
- (iii) During the session, and
- (iv) At the end of the session. With a view of planning effectively,.

(i). Planning before the opening of the school

(1) The Headmaster should announce the opening of the session after the summer vacation, the date of application for admission, the date for any admission tests for the purpose and so on. All these may be notified on the notice board of the school and/ or advertised in the news paper.

(2) He should make plans for admissions either on the basis of class promotions or holding necessary tests or adopting certain procedures and criteria. This has to be planned according to the prescribed intake capacity, available accommodation and teachers strength.

(3) He should ensure physical verification for all kinds of stock of the school like equipment, furniture, library books and journals, etc.,

(4) Necessary registers and files should be opened or made up to date according to the programmes and projects being or to be undertaken during the session.

(5) A calendar of activities should be prepared for the whole session in advance. It includes, inter alia, rates for admission tests and other examinations, for admission, for applying, for fee concessions and so on, school calendar student diaries should be given in these publications.

(6) Steps should be taken for appointment of new staff members due to additional section classes, death and transfer of teacher.

(7) . If the school is government managed aided , necessary proposals should be submitted to Government earlier, e.g., for creation of posts, -releasing grants sanctions and so on.

(ii) . On the opening day of school and during the first week of the session:

Planning should be made as regards of the following:

(1) Teacher-wise, student-wise, and room-wise time tables should be prepared.

(2) Individual teachers should develop their scheme of lessons/activities.

(3) Earlier to this, distribution of work, particularly teaching assignments should be done among the staff.

(4) Distribution of various co-curricular activities/projects should be made among the teachers.

(5) Making arrangements for necessary physical facilities like furniture equipment, etc., should be done.

(6) Student assemblies may be convened to orient the new students and giving necessary instructions.

(7) Announcements should be made for purchase of text-books, note books, etc.,

(iii) . During the session:

The following tasks should be planned by the Headmaster through out the year:

(1) Organisation of the instructional work.

(2) Organisation of various projects/co-curricular activities.

(3) Organisation of the evaluation/examination.

(4) Organising extramural talks/extension by experts.

(5) Organising class-supervision and verification of records, students works, etc.,

(6) Organising guidance services, school broadcast programmes and so on.

(7). Making correspondence, furnishing proposals to Government for improving infrastructure and academic programmes.

(iv). At the end of session: The Headmaster has to make planning for the following works:

(1) Holding annual sports, prize distribution ceremonies, etc.,

(2) Preparing abstracts of attendance , enrolment, fee collection, expenditure statement, etc.,

(3) Recording supervision remarks, making class promotion, etc.

(4) Preparing annual reports.

(5) Taking preliminary steps for next session.

In this context it may be noted that the Headmaster should plan mainly for two kinds of work;

- (i) . maintenance, and
- (ii) . development.

3.2.2 Teaching

- The Headmaster is the head of teachers. He should be the teacher first and then everything else. He should take some classes, give guidance to teachers and see that teaching work and standard in the school is not impaired in any way.
- He should command due respect and play a leadership role only by making himself good in teaching and better in knowledge and understanding the teacher's and student's problems.
- He, of course, cannot be an expert in all subjects or fields, but he should have skills, interests, and positive attitude towards academic activities.
- It is, however, found-that many Headmasters keep themselves so much engaged in administrative and nonacademic work that they do not spare time for academic and teaching activities.
- They, thus become the administrative head, not the academic head which is more essential than anything else.
- They should realize the standards of students and teaching work of teachers, their problems and difficulties, so that they can render necessary guidance for improving the conditions.
- They should act as the light house of knowledge and inspiration.
- There cannot be any hard and fast principles or criteria regarding the number of periods, higher or lower classes, subjects of teaching and so on to be taken up by the Headmaster.
- It depends on the volume of his administrative and supervisory responsibility,
- his expertise in the subjects, nature of schools and so on. On the whole, the Headmaster has to take up some teaching work according to his interest and convenience.

Organising and Administering

- The Headmaster, besides planning is required to organise and administer various programmes and projects in the schools.
- At the outset he must procure adequate furniture, equipment and instrument for the school. He has to set the old equipment and furniture repaired, set up libraries, workshops, and other physical facilities in an effective and improved manner.

- The Headmaster has to develop curricular preparation classify pupils distribute teaching jobs among teachers, allotting other duties among staff through discussion and deliberation.
- He should organize sports, school broad casts, festivals, scouting, red cross, parent-teacher associations, faculty, meetings, staff meetings and so on.
- Office work is also an important competent of the Head Master's responsibilities.
- He has to make budgeting correspondence accounting, verification, checking the up-to-date entries in the registers and documents of the school.
- Unless it is alert in the matter there may be forgery, corruption, misappropriation, and other difficulties in the school administration.
- Office is the life center of the school and the Headmaster has to maintain it properly.

3.2.3. Supervision and Guiding

- In traditional sense supervising and guiding are taken as components of administration and organisation. But, in the modern days super vision has acquired new significance and needs skills and insight.
- Administration, for e.g., means providing physical facilities and ensuring successful functioning of the institution, whereas supervision is concerned with improving the total teaching-learning situation.
- Modern supervision is not 'fault-finding', but encouraging and guiding the teachers and students, even the parents for improving quality of the educational process.
- A Headmaster should supervise the work of teachers in order to help encourage and guide, not to criticize and find faults.
- He can do this through participation and in a spirit of cooperation. His supervision should be regular and continuous. The following work in the school:

(i). Supervision of the teaching work:

- The Headmaster should supervise the teaching work done by the teachers regularly and in actual situations.
- Sometimes he may be required to demonstrate through teaching any difficulty point or concept.
- He should discuss any defects found in teaching of a teacher afterwards in his own [master is required to supervise the office room not in the class room in the presence of students.
- His attitude should be friendly and co-operative. He should instruct by way of guidance.
- The Headmaster should also supervise the work of students.
- He may prepare a schedule according to which the monitors will submit the note books of students to the Headmasters.

- He should give his brief remarks regarding the nature and extent of correction and suggestions for improving the situations.
- The standard and neatness of the students writing should be evaluated by the Headmaster who can give his views for guidance.

(it). Supervision of the practical and outdoor work:

- Students are required to do map-work, conduct surveys, undertake projects, carry on practical and craft work in and outside the school.
- They play games and sports, hold meetings and go on picnics and field trips.
- The Headmaster should supervise these activities every now and then and extent necessary co-operation as well as guidance.

(iii) . Supervision of welfare services:

- Provision of adequate physical facilities and welfare for better teaching-learning activities. For e.g., the physical facilities like water and light, seating accommodation and furniture, hostel provision, for board and lodging services like medical inspection.
- Some other facilities like cycle stand, common room, canteen, etc., are necessary.
- All these facilities are and services have to be supervised regularly by the Headmaster.

(iv) . Supervision of the office work:

- An office as mentioned earlier is as important as the heart of the body.
- It has to keep communication both vertical and horizontal. It has to deal with admission, attendance, maintaining registers and accounts.
- The Headmaster should supervise all these office work and checkup the files and registers from time to time for ensuring proper maintenance and regular drawl as well as disbursement.
- Otherwise, in difference and callousness on the part of Headmaster will create problems for many, seriously affecting

the discipline and morale of the personnel.

Maintaining Disipline and Inter Human Relations

- Discipline is of vital importance for proper functioning of the school.
- It mostly depends upon the competency of the Headmaster. It is not a particular functioning or duty of the Headmaster.
- It is an overall outcome of all his activities, dealings and rapport with others.
- The Headmaster has, therefore, to maintain his proper relations with others-staff, students, parents and community.

(i). Staff:

- He must be just and sympathetic towards staff members. He is not an autocrat, but a democratic leader.

- He should respect to others' personality and maintain human relationship as congenial as possible.
- He must recognise the individual difference and capitalise the uniqueness in everybody.
- He should participate in the actual situation himself and share the burden of the work as well as responsibility.
- He must give instruction and at the same time seek advice and suggestions from teachers both individually as well as jointly. For this purpose, both personal interviews/ discussion as well as staff meetings are to be held as frequently as possible.

(ii) Students:

- The Headmaster is not only the leader of the staff, but also a well-wisher of pupils.
- Through democratic administration he should promote willing participation and sharing of pupils in the management and organization of both curricular and co-curricular programs.
- The Headmaster should take keen interest in students welfare activities and provide all facilities for all round development of their personality.
- He should maintain friendly relations with students in order to encourage and inspire them.

3.2.6 Headmaster & Society

A)Parents:

- The Headmasters should maintain both direct and indirect contacts with guardians.
- It has been found that teachers close relationship with parents and student achievement as well as behaviour are positively correlated.
- Parent-teacher association may be formed for the purpose and the Headmasters should involve guardians in the annual functions occasional celebrations in the schools.
- The Headmaster should be cooperative, sympathetic and courteous towards them.

B)Community:

- Since the school is regarded as the centre of community development, Headmaster should maintain relation with the community.
- There are experts in art, literature, craft etc., In different sectors of the community and they can be invited to schools to give talks and demonstrate their work to students and teachers.
- The Headmaster should keep contacts with various voluntary agencies and philanthropic organizations to enlist their help and co-operation for promotion of school improvement.

UNIT-IV Leadership & Changes

Leadership Concept and Style:

4.1 INTRODUCTION

The term leadership is derived from the word leader, which means to lead. The responsibility of smooth functioning of any organization rests on the shoulders of the leader.

CONCEPT

Most of the 300 definitions of the term “leadership” include the keywords “influence, “goal” and “group” So leadership boils down to exerting some influence on a group to work and achieve its goals.

QUALITIES

- 1) Executive
- 2) Planner
- 3) Policy Maker
- 4) Expert
- 5) Representative of the Group
- 6) Master
- 7) Judge
- 8) Model
- 9) Symbol of the Group

4.2.3 Leadership styles

a. Autocratic, b. Democratic, c. Laissez-faire

A) AUTOCRACY/AUTHORITARIAN

Power is centralized and the leader is the sole decision-maker and an authoritarian who does not care about his subordinates' views or feelings. Eg. Adolf Hitler, Idi Amin.

MERITS OF AUTOCRACY/AUTHORITARIAN

- 1) The leader continuously keeps a watchful eye on progress of the work so productivity increases.
- 2) He has a very clear vision and philosophy as to his goals.
- 3) Quick decision-making as he is the sole decision-maker.
- 4) Workers are generally obedient and follow directions.

DEMERITS OF AUTOCRACY/AUTHORITARIAN

- 1) Feelings of sub-ordinates are not considered.
- 2) They harbor dissent and are de-motivated.
- 3) The leader can be partial and biased.
- 4) His personal ambitions come above group welfare.
- 5) Absence or fall of the leader can result in chaos.

B) DEMOCRACY (PARTICIPATIVE)

A decentralized and positive system of power, here, the leader allows his subordinates a say in all matters. They can air their views. So we-feeling and team spirit is developed. Eg. Mahatma Gandhi, Nelson Mandela

MERITS OF DEMOCRACY (PARTICIPATIVE)

- 1) Sub-ordinates can participate in discussions and air their views and opinions.
- 2) Work environment is co-operative, healthy and friendly.
- 3) Goals and objectives are for the benefit of all.
- 4) Differences are sorted amicably.
- 5) Welfare of the majority is considered.

DEMERITS OF DEMOCRACY (PARTICIPATIVE)

- 1) Slow decision-making as many opinions are involved.
- 2) Tasks take longer to complete as all work at their own pace.
- 3) Differences of opinions may cause issues and delays.
- 4) Middlemen and corruption can set into this system.
- 5) All members cannot be kept happy and that may cause turmoil. Eg. Partition of India.
- 6) One will always harbor jealousy towards a good leader. Eg. Assassinations

C) LAISSEZ-FAIRE (DELEGATE)

In this style, the leader is like an Umpire who only watches while all decisions are made by the subordinates.

MERITS OF LAISSEZ-FAIRE (DELEGATE)

- 1) No work for the leader.
- 2) Sub-ordinates work without interference from the leader.
- 3) Decisions can be taken on the spot while working as no approval is required.

DEMERITS OF LAISSEZ-FAIRE (DELEGATE)

- 1) Procrastination of work.
- 2) All might not work at proper pace as no one is monitoring.
- 3) Less likelihood of goals being achieved on time.
- 4) Groupism may result in discord and lack of unity.

CONCLUSION

Thus leadership refers to a group effort and a good leader will give proper direction to his workers and then give them free rein to work while keeping a watchful eye.

UNIT-V- PROFESSIONAL DEVELOPMENT OF TEACHERS

5.2.1 Profession –meaning, nature, characteristics

A profession is a type of job that requires advanced education or training

1. an occupation requiring special training in the liberal arts or sciences, esp one of the three learned professions, law, theology, or medicine
2. the body of people in such an occupation
3. the act of professing; avowal; declaration
4. a. Also called: profession of faith
a declaration of faith in a religion, esp as made on entering the Church of that religion or an order belonging to it
- b. the faith or the religion that is the subject of such a declaration

5.2.2 Professional development of teachers: Nature & Scope

Factors included in teacher professional development

- 1)Content
- 2)Teaching skills
- 3)Emotional maturity
- 4) Social Bonding

Types of professional development

- **courses/workshops** (e.g. on subject matter or methods and/or other education-related topics);
- **education conferences or seminars** (at which teachers, researchers present their research results discuss education problems);
- **qualification programme** (e.g. a degree programme);
- **observation visits to other schools;**
- **participation in a network of teachers** formed specifically for the professional development of teachers;
- **individual or collaborative research** on a topic of professional interest
- **mentoring and/or peer observation and coaching**, as part of a formal school arrangement

5.2.3. Participant in development of teacher

ROLE OF NCERT

- To monitor the administration of NIE / Regional colleges of Education.

- To undertake aid, promote and co-ordinate research in all branches of education for improving school – education
- To organize pre-service and in-service education programmes for teachers.
- To prepare and publish study material for students and related teacher's handbooks. /
- To search talented students for the award of scholarship in science, Technology and social sciences.
- To undertake functions assigned by the Ministry of education (Now HRD) for improving school –education.
- To promote, organize and foster research in all fields of education.
- To disseminate knowledge of improved educational techniques and practices; and
- To conduct special studies, surveys and investigations.
- It is quite interesting to know how following constituent institutes works.

5.2.4 Reasons for unsatisfactory teacher development

5.2.5 New way for teacher development

UNIT-6 Teacher appraisal

6.1 Introduction

Teachers become public figures when something goes wrong with education systems or when they are needed to implement reforms. They acquire public status also when they negotiate salaries and working conditions or take a stand in relation to some issue. Most of the times, teachers work in their classrooms and schools ignorant of the discussions about their functions and performance. Many policies on teachers are being framed to assess their conceptual knowledge as well as their practicality in producing expected results.

6.2 Meaning of Performance Appraisal (P.A) :

- P.A. is personnel evaluation method seeking the measurement of employee work effectiveness using objective criteria. P.A. systems hope to achieve higher productivity outcomes by delineating how employees meet job specifications. A major challenge for performance appraisal systems is to define performance standards while maintaining objectivity.
- P.A. is one of the important components in the rational and systematic process of human resource management.
- Appraisal may be defined as a structured formal interaction between a subordinate and supervisor that usually takes the form of a periodic interview. (Annual or Semi Annual)

Uses :

- 1) To identify the better performing employees who should get the majority of available merit pay increases, bonuses and promotions.
- 2) To manage performance.
- 3) To know how P.A. contributes to performance.
- 4) To review past behaviour and provide opportunity to reflect on past performance.

From employee view point : 1) Tell me what you want me to do?

- 2) Tell me how well I have done it?
- 3) Help me improve my performance
- 4) Reward me for doing well.

Organizational view point : 1) To establish and uphold the principles of accountability.

Meaning of Teacher's Performance Appraisal : Teacher's Performance Appraisal or Evaluation means a systematic evaluation of the teacher with respect to his/her performance on job and also, her potent development. Infact, performance appraisal is formal, structured system of measuring, assessing and evaluating a teacher's job, her behaviour and judging how he / she is presently performing the job. It also includes forecasting how he / she can perform the job more effectively in future.

Criteria for Teacher's Performance Appraisal :

- 1) The evaluation of teacher should be linked to the mission of the school.
- 2) The evaluation of teacher should be linked to the standards set up by teacher for herself.
- 3) The evaluation of teacher should be viewed as a continuing process. There should be alternative formative techniques used as forms of evaluation and when one gets completed, implement a new one.
- 4) The new evaluation system of teacher also emphasizes upon summative evaluation, i.e. judgements of teachers made through collaboration of students' outcomes, opinions of peers, administrators, parents.

6.2.2 Three approaches in teacher appraisal

1. Performer oriented- it includes qualities, characteristics, ability, values, knowledge of teacher
2. Behaviour Oriented- It is related to professional behavior of teacher. It includes teaching methods, styles, interaction with students, project, schemes etc.
3. Result oriented- it is related to outcomes, effects, successes of teachers teaching.

6.2.3 Objectives of Teacher appraisal

- 1) Get a feedback on the teacher's performance with a view to improve it.
- 2) Select the right teacher for the right place for the right job.

- 3) Award a teacher for its merit.

4) Develop a healthy attitude amongst teachers towards the evaluation programme.

5) Behavioral outcomes are used to express the evaluation of teachers.

6.2.5 Participants in teacher evaluation

1. Principal

2. Supervisors

3. Parents

4. Students

Advantages of Teacher evaluation

1. Helps in developing teachers effectiveness

2. Clarifies the exact responsibilities

3. Develop their careers by helping them identifying their strengths and weakness

4. It makes the merit and promotion meaningful.

UNIT-7 CURRICULUM MANAGEMENT

7.1 Introduction

The concept of curriculum is as dynamic as the changes that occur in society. In its narrow sense, curriculum is viewed merely as a listing of subject to be taught in school. In a broader sense, it refers to the total learning experiences of individuals not only in schools but in society as well.

7.2 Curriculum: meaning & scope

Curriculum from Different Points of View There are many definitions of curriculum. Because of this, the concept of curriculum is sometimes characterized as fragmentary, elusive and confusing. The definitions are influenced by modes of thoughts, pedagogies, political as well as cultural experiences

1. Traditional Points of View of Curriculum In the early years of 20th century, the traditional concepts held of the “curriculum is that it is a body of subjects or subject matter prepared by the teachers for the students to learn”. It was synonymous to the “course of study” and “syllabus” Robert M. Hutchins views curriculum as “permanent studies” where the rule of grammar, reading, rhetoric and logic and mathematics for basic education are emphasized.

2. Progressive Points of View of Curriculum On the other hand, to a progressivist, a listing of school, subjects, syllabi, course of study, and list of courses or specific discipline do not make a curriculum. These can only be called curriculum if the written materials are actualized by the learner. Broadly speaking, curriculum is defined as the total learning experiences of the individual.

This definition is anchored on John Dewey's definition of experience and education.

He believed that reflective thinking is a means that unifies curricular elements. Thought is not derived from action but tested by application.

Caswell and Campbell viewed curriculum as "all experiences children have under the guidance of teachers". This definition is shared by Smith, Stanley and Shores when they defined "curriculum as a sequence of potential experiences set up in the schools for the purpose of disciplining children and youth in group ways of thinking and acting" Marsh and Willis on the other hand view curriculum as all the "experiences in the classroom which are planned and enacted by the teacher, and also learned by the students

7.2.2 ELEMENTS/COMPONENTS OF THE CURRICULUM

For most curriculum, the major components or elements are:

1. aims, goals and objectives
2. subject matter/content
3. learning experiences
4. evaluation approaches

When translated into questions, each component can be addressed by the following:

1. What is to be done?
2. What subject matter is to be included?
3. What instructional strategies, resources and activities will be employed?
4. What method and instruments will be used to assess the results of the curriculum?

All schools shall aim to:

1. inculcate patriotism and nationalism
2. foster love of humanity
3. promote respect for human rights
4. appreciate the role of national heroes in the historical development of the country
5. teach the rights and duties of citizenship
6. strengthen ethical and spiritual values
7. develop moral character and personal discipline
8. encourage critical and creative thinking
9. broaden scientific and technological knowledge and promote vocational efficiency

BASIC PRINCIPLES OF CURRICULUM

The following are the basic principles of Curriculum Development

- The curriculum should be Productivity Oriented.
- The curriculum should be Activity Based.

- The curriculum should be New Knowledge Oriented The curriculum should be Child-Centered
- The curriculum should be Human Development Oriented
- Principle of Conservation
- Principle of Forward Looking
- Principles of Creativity
- Principle of Flexibility
- Principle of Maturity
- Principle of Utility
- Principle of Totality
- Principle of Significance
- Principle of LPG (Liberalization, Privatization and Globalization)
- Principle of Values

Need and Importance of Curriculum Development

The need and importance of curriculum development are stated as:

- Achievement of educational Aims
- Criteria of appropriate Teachers
- Selection of appropriate Methods
- Reflects trends in Education
- Providing Appropriate Knowledge
- Providing Appropriate Activities and Experiences
- Providing Wholesome Influences Curriculum is a means to achieve the aims of education which are dynamic and go on changing with the changing social requirements

CURRICULUM DEVELOPMENT

“Curriculum embodies all the experiences, which are utilized by the school to attain the aims of education” (Munroe). The curriculum development is to show how curriculum evolves or is planned, implemented, and evaluated, as well as what various people, processes, and procedures are involved in constructing the curriculum. Such development is usually examined in a logical step-by-step fashion based on behavioural and managerial approaches to curriculum and rooted in scientific principles of education

UNIT-8 TOTAL QUALITY MANAGEMENT

8.1 INTRODUCTION

Quality in Daily Life Quality has been an age-old concern. The discerning customer in shops and market places has applied “quality techniques,” prodding

and turning fruits and vegetables testing for firmness, freshness and fitness for the purpose of consumption. If the products were not adequate, the purchase would not take place.

8.2.1 What is quality?

- It is a simple question, but with a not-so-simple answer. Infact, quality has proved to be a difficult concept to pin down. What is even more surprising is that despite the volume of writing on quality management, there has been only limited attention paid to defining exactly what is meant by the term “quality.” This is important, not least because the lack of a clear definition makes it difficult to evaluate the effects of quality management on business outcomes. In part, at least, the neglect of defining quality stems from the difficulty in doing so.
- The Oxford American Dictionary defines quality as “a degree or level of excellence.”
- The definition of quality by the American National Standards Institute (ANSI) and the American Society for Quality Control (ASQC) is “the totality of features and characteristics of a product or service that bears on its ability to satisfy given needs.”
- Quality can be defined in many ways, depending on who is defining it and to what product or service it is related.
- According to Garvin: “Quality is an unusually slippery concept, easy to visualize and yet exasperatingly difficult to define.”
- The word “quality” normally conveys notions of nebulous factors that are not readily measured or tied down.
- Quality conveys a positive connotation to whatever it is applied.
- A Broader View of “What is quality” Ask people this question and we get a diverse range of answers. A good answer given in a seminar on quality was “Quality” is a perception.
- Quality could be all things to all people.

8.2.2 Total Quality Management (TQM)

- Total Quality Management (TQM) is an enhancement to the traditional way of doing business. It is a proven technique guaranteeing survival in world-class competition. The culture and actions of an organization can be transformed by changing only the actions of management.
- Total Quality Management (TQM) is a comprehensive and structured approach to organizational management that seeks to improve the quality of products and services through ongoing refinements in response to continuous feedback. Analyzing the three words, we have: • Total-- Makeup

of the whole • Quality-- Degree of excellence a product or service provides • Management-- Act, art, or manner of handling, controlling, directing etc.

- Therefore, TQM is an art of managing the whole to achieve excellence.
- TQM is also defined as both a philosophy and a set of benchmarks that represent the foundation of a continuously improving organization. It is an application of quantitative methods and human resources to improve all the processes within an organization and exceed customer needs at present and in the future.
- TQM integrates fundamental management techniques, existing improvement efforts and technical tools under a disciplined approach.

8.2.3 Principles of Total Quality Management (Please give examples related to school in explanation.)

It is based on the following principles:

1. Primary responsibility for product quality rests with top management-- Management should create an organizational structure, product design process, production process and incentive that encourages and rewards good quality
2. Quality should be customer focused and evaluated using customer-based standards-- A product is not easy to use and a service is not courteous and prompt unless customers say they are.
3. The production process and work methods should be designed consciously to achieve quality conformance-- Using the right tools and equipment, mistake-proofing processes, training workers in the best methods and providing good work environment help to prevent defects rather than catching them
4. Every employee is responsible for achieving good product quality-- This translates into self-inspection by workers themselves rather than by separate quality control personnel. It requires workers to cooperate in identifying and solving quality problems.
5. Quality cannot be inspected in a product, so make it right the first time-- Making it right or doing it right the first time should be the goal of every worker.
6. Quality should be monitored to identify problems quickly and correct quality problems immediately-- Statistical methods can play a useful role in monitoring quality and identifying problems quickly. But self-inspection and assessment of work by employees and customer assessments of quality are important components of the quality monitoring mechanism.
7. The organization should strive for continuous improvement-- Excellent product quality is the result of workers striving to improve product quality

and productivity on an ongoing basis using experience and experimentation. However, continuous improvement does not happen on its own.

8. Companies should work with their suppliers and extend TQM programs to them to ensure quality inputs-- For many manufacturing companies, purchased components and materials account for over 50% of their production costs.

Obstacles in TQM

1. Lack of Management Commitment In order to make an organizational effort successful, there should be substantial management commitment of management time and organizational resources.
2. Inability to Change Organizational Culture -Changing an organization's culture is difficult and requires as much as five years. Individuals resist change as they become accustomed to doing a particular process and it becomes the preferred way
3. Improper Planning- All constituents of an organization should be involved in the development of an implementation plan and any modifications that occur as the plan evolves.
4. Lack of Continuous Training and Education- Training and education is an ongoing process for everyone in an organization. Needs should be determined and a plan should be developed to achieve those needs.
6. Ineffective Measurement Techniques and Lack of Access to Data and Results - The key characteristics of an organization should be measured in order to make effective decisions.
7. Paying Inadequate Attention to Internal and External Customers- Organizations need to understand the changing needs and expectations of their customers. Effective feedback mechanisms that provide data for decision making are necessary for this understanding.
8. Inadequate Use of Empowerment and Teamwork -Whenever possible, teams need to have the proper training and, atleast in the beginning, a facilitator and the team's recommendations should be followed.
9. Failure to Improve Continually- It is tempting to sit back and rest on your laurels. However, a lack of continuous improvement of the process, product and/or service will even leave the leader of the pack in the dust.

POSSIBILITY OF HINDRENCE IN IMPLIMENTATION OF TQM IN EDUCATION

- There may be some hindrances in the implementation of TQM in education because opinion, thinking, belief and attitude differ among individuals.
- Critical issues in implementing TQM in higher education include leadership, customer identification, cultural and organizational transformation.

- Unlike business organizations, chancellors and heads of higher educational institution do not enjoy ultimate authority in hiring and firing of personnel and allocating resources.
- Lack of necessary authority makes it difficult to deploy their values and goals through layers of higher education institutions.
- Deep rooted traditions dating back to centuries, a rigid departmental model, inter departmental competition for resources, lack of market focus are the cultural and organizational reasons that makes it difficult to tune in with TQM transformation.
- Ambiguity in customer identification also creates hurdles in TQM implementation. Among the main groups within the higher education institutions-there is not much agreement on which the customers are.
- While most administrators tend to perceive students as customers of faculty in classrooms, many faculty staff resent this metaphor as being too commercial. Without a well-defined customer and a leadership that would promote TQM practices necessary for schools' continuous improvement.

8.2.4 IMPORTANCE OF TQM IN THE EDUCATION SYSTEM OF INDIA

- India being a democratic country ensures everybody of equal chance in getting education. There are a number of educational institutes but they provide theoretical education. No emphasis is given on practical education. The syllabus which is taught in schools is coming from several decades; no changes are done according to the needs of the learners, changing times, and according to the needs of the society. No education is provided in schools which may create professionalism, scientific temper and practical hands.
- Present system is producing learners with certificates, employability, learners with grades but no creativity, learners with degrees but no knowledge. So the learners have to face the problems when they have to utilize the knowledge.
- Industries also have to spend precious time, money and energy in undoing, modifying and redoing what is learned in educational institutions. So there is a need of Total Quality Management to be implemented in the schools which may solve these types of problems at all levels.
- Quality should be the essence of the education system so that other fields will empower, advance and get every type of assistance from the education system. As it is evident, school education is the foundation or building block for the university education and the system of whole country.
- If we do not pay attention to quality education at school level, our university level education and mission of literacy will be failure. Without total quality

management, we cannot transform our simple or traditional society into knowledge society. Without improvement and efficiency in education system it will be difficult for India to move ahead in shoulder to shoulder with other countries.

- **Total Quality Management in Education**

What are the essential elements of TQM in education?

In a QM school or college, improvement teams and individuals are constantly working on improving service to customers. The concept of a service being "good enough" is considered inadequate.

1. Awareness and Commitment for Everyone.

The talents of a student will not be developed to their fullest potential unless EVERY member of a teaching-learning partnership promotes the highest possible quality at each step in the development process. An excellent way to begin is with a total staff meeting. The meeting can provide:

2. A Clear Mission. Managing continuous movement toward progressively higher quality standards depends on defining those standards\

3. A Systems Planning Approach. - Traditional education has become excessively compartmentalized

4. Teaming Replacing Hierarchy.- Cross-department teams can and do promote stronger improvement if they are:

- a. Given a clear mission and strong authority
- b. Supported rather than hampered by supervisors.

5. Enabling AND Empowerment Replacing Fear.

Traditional do-it-to-them evaluation systems by themselves generate fear and lack of initiative. Staff members focus on doing whatever is enough to keep the boss happy.

6. Focus on Mastery Learning.

7. Management by Measurement.

In the section above, you were introduced to an adapted Shewhart Cycle, a basic part of a TQM process. This management by data rather than by opinion allows objective pursuit of the two basic purposes of TQM in education:

- a. Improved learning.

b. Improved cost effectiveness.

8. Development of Student TQM Skills.

In addition to using TQM to improve learning in general, every school district should specifically equip its students to understand and use TQM. This is a basic part of schools contributing to readiness for work in the global economy.

9. A Humanistic and a Brain Compatible Focus.

10. A Transformation Plan. Two other basic actions are recommended here:

a. Form a TQM steering committee that--

- (1) Develops a plan for supporting the staff in TQM implementation and
- (2) Builds a positive connection between that committee and the traditional supervisors. in

b. Use advice from consultants and/or from schools that have succeeded at TQM transformation.

The latter action is particularly important

Course

Diploma In School Management

Study center

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EDU-113

Management of Human Relations in School Management

Important Declaration:

- These notes are for guideline purpose only of each course.
- Students are suggested to refer reference books for better understanding and explanation.

DO NOT DEPEND UPON THESE NOTES ONLY as it contains main points and not in detail explanation

EDU-113- Educational Management

Unit -1 : School - A system

1.4.1 Meaning of School:-

“The school is a dynamic combination of interactive human and physical factors that work together to achieve certain educational objectives”.

1.4.2– System Approach:- Like all industries, the school system has all the features of the concept of the system. However, the school is a system of non-profit and is a system of non-profit. It also serves to produce services without producing a tangible form. Measuring the services made by the school system is difficult and complicated. When considering this as a system of school, these basic aspects can not be ignored.

1.4.3- Business/Institute : A system type

1.4.4- Mission Statement:-

Every organization to be successful needs to be guided by a clear strategy. Vision, mission, and values form the ground for building the strategic foundation of the organization. They direct and guide the purpose, principles and values that govern the activities of the organization and communicate this purpose of the organization internally and externally.

Successful organizations ensure that their goals and objectives are always in synergy with their vision, mission and values and consider this as the basis for all strategic planning and decision making.

By developing clear and meaningful mission and vision statements, organizations can powerfully communicate their intentions and inspire people within and outside the organization to ensure that they understand the objectives of the organization, and align their expectations and goals toward a common sense of purpose.

- Importance of Mission

mission statements play an important role in strategy development by –

- Providing means to create and weigh various strategic plans and alternatives.
- Laying down the fundamentals of an organization's identity and defining its purpose for existence.
- Providing an understanding of its business directions.

- A mission statement therefore .
- Communicates the organization's reason for being.
- Reveals a company's philosophy, as well as its purpose.
- Specifies how it aims to serve its key stakeholders.
- Defines the current and future business in terms of product, markets, customer, etc.

1.4.5- School: A System:- Like all industries, the school system has all the features of the concept of the system. However, the school is a system of non-profit and is a system of non-profit. It also serves to produce services without producing a tangible form. Measuring the services made by the school system is difficult and complicated. When considering this as a system of school, these basic aspects can not be ignored.

- Schools can be analyzed in the next four subsystems of this system.:-1) School Curriculum system. 2) School Social system.3)School Learning Facilities System.4) The school's administrative system.

1.4.6- Mission Statement of School

1.4.7- How to decide Mission Statement of School

1.4.8 Steps of Deciding Mission Statement

1.9.4- School Effectiveness and Performance

1.4.10- Research on school effectiveness: findings

Unit-2 Realistic overall/ Total planning

2.4.1- The nature of planning according to the school's goals and objectives.

2.4.2- Elements to be considered when planning:-

- A) Equipment at school
- B) Physical feature
- C) Manpower
- D) Time period

2.4.3- Types of Planning

What is Planning?

Planning is the most basic of all managerial functions which involves establishing goals, setting out objectives and defining the methods by which these goals and objectives are to be attained. It is, therefore, a rational approach to achieving pre-selected objectives.

Planning involves selecting missions and objectives and the actions to achieve them. An important aspect of planning is decision making - that is, choosing the right alternatives for the future course of action.

Organizations have to typically plan for long-range and short-range future direction. By forecasting and predicting the market and socio-political-economic trends, managers can plan to determine where they desire the company to be in future.

Planning involves determining various types and volumes of physical and other resources to be acquired from outside, allocating these resources in an efficient manner among competing claims and to make arrangement for systematic conversion of these resources into useful outputs.

Since plans are made to attain goals or objectives, every plan should lead to the achievement of the organization's purpose and objectives. An organized enterprise exists to accomplish group objectives through willing and purposeful co-operation.

Planning bridges the gap between where the organization stands currently and wishes to be in future. In the absence of planning, events are left to chance.

- Types of Planning : A) Over Time B) By Level
 A) Over Time :- Two Types of over time Planning :- I) Long Term II) Short Term.

2.4.4 Other special components for educational planning:-

- A) Planning of Remedial Teaching.
- B) School & Out-of-School Competition & Examinations
- C) Home work

2.4.5 Educational and Co-Curricular programs are organized

2.4.6 Time Tables:-

- TIME TABLE DEFINITIONS OF TIME TABLE _ H.G. Stead:

it is the time able that supplies the framework within which the work of the school proceeds. It is the instrument through which the purpose of the school is to function.

Dr Jaswant Singh: it is the spark plug of school which sets into motion its various activities and programmes

Mohiyuddin: A timetable is said to be the second school clock. It shows the hours during which the school work is done, what work is to be done during each period of the school day and in each class, the room in which the work is to be done and the teacher to be incharge of that work.

- Time table is thus a chart which indicates: _
- Working hours of a school
- Time of beginning and ending of each day along with time of recess
- Time of beginning and ending of each class period, activities period etc
- Subjects and activities offered
- Names of the subjects taught at specific time
- Name of teacher incharge of each class and activities
- Venue of each class
- Days on which the school works
- Length of a period
- Time, length and number of intermissions
- Time for morning assembly, attendance and co-curricular activities.

- **IMPORTANCE OF TIME TABLE**

- Ensures smooth and efficient functioning of the school
- Eliminates wastage of time and energy
- Brings system into school life
- It informs the students, teachers as well pupils well in advance about each activity
- Helps teacher to make advance preparation for the teaching-learning process and classroom's physical organization
- Ensures that due importance and attention is given to each academic subject along with activities.
- Prevents duplication of efforts
- Enables allotment of teaching periods in accordance with the rules, difficulty level of a subject, importance of subject and the amount of content to be included in each
- Ensures equal distribution of teaching and other works to all the teachers keeping in mind the teacher's qualification, knowledge and specialization thus preventing teacher to be overloaded or under loaded.
- Helps to adjust the school activities in accordance with the psychological needs of the students keeping in mind their age, stamina, interest, level of development, maturity, plateau periods in learning, attention span etc.
- Helps to maintain discipline in school

2.4.7- Confirmation of the final plan for the aggregated, multidisciplinary annual planning

Unit 3- Division of School Work Management

3.4.1-Educational Work Division Requirements

3.4.2- Types of Work Division

Head Master – i) By Person ii) by Committee

3.4.3- Work Division in different office bearers according to the rules.

A) Functions of Head Masters

A) Functions of vice Principal

B) Functions of Supervisor

C) School Officials Weekly Meeting

3.4.4- Decentralization of informal work in teachers :-

3.4.5- Work Division in Statutory Committees:- The number of statutory committees is fixed and limited. These committees are as follows: A) School Committee B) Academic Committee C) Co-Ordination Committee

3.4.6- Work Distribution in informal committees :- A) Textual Committees B) School Discipline Committee. C) Time Table Committee D) Physical Facilities Committee. E) Co-Curricular Activities Committee. F) Sports Committee. G) Fraternity Committee. H) The prize distribution committee. I) Library Committee. J) Other Essential Committees.

3.4.7- Monitoring of Committees / Persons :Supervision and Empowerment.

3.4.8- Advanced Approach of Head Master.

3.4.9- The rules for keeping the committees in place.

Unit 4- Teaching

4.4.1- Organizing various teaching methods:-

4.4.2- Teaching Observation & Feedback

4.4.3- Classroom Management :- The following topics are included in the Classroom management:- 1) Forming a school in two sessions.

2) Teacher Distribution 3) Reference books, educational material and other useful materials, etc., the accomplishment, maintenance and alternate provision.4) Classrooms allocated to classrooms. 5)Student seating arrangement.

4.4.4 Disciplinary problem and Remedies(See the link below)
(<https://teach4theheart.com/10-ways-to-prevent-discipline-problems/>Mar 21, 2016 ...)

4.4.5 Appropriate Adoption of Absent Teachers

4.4.6 Teaching - Attempts for quality growth.

4.4.7-Concept of teacher liability:- 1)The tradition of loyal teachers.2) Status of teacher after Freedom.3)Teachers Liability.4) Importance of teachers' work. 5) Teacher Personality 6) Head masters Liability.7) Care for good relations between Headmaster and co-workers.

4.4.8- Society's involvement in teaching.

4.4.9-Efforts to improve the school's effectiveness and efficiency

A) Long term plan: i)From the perspective of school subjects :-e.g.-Extra hours of teaching, Study plan, Students Adoption Plan. ii) Supplementary Plan:- e.g.-Small savings, Daily Writing, Weekly specials, Question bank, Hobby circle(Maths, Science etc.)

B) Short term Plan:- i)From the perspective of school subjects :-e.g.- Idol Answer sheet, Personal guidance, Compulsory writing and recitation

ii) Supplementary Plan:- e.g.- Leadership Camp, Language games, Exhibition .

4.4.10- Organizational, educational changes and innovation management.

4.4.11- Use of educational technology for academic work(T.V., Radio)

Unit 5-Co-Curricular Programme.

5.4.1. Faculty Development Programme:- Faculty Development programs strengthen the professional development of the faculty members and administrators who deal directly with students.

5.4.2. The exact picture of personality development. Definition:-

Personality development is the development of the organized pattern of behaviors and attitudes that makes a person distinctive. Personality development occurs by the ongoing interaction of temperament, character, and environment.

Read more:(<http://www.healthofchildren.com/P/Personality-Development.html#ixzz5IrPUOiUc>)

5.4.3 Structure of personal development :- A personal development plan helps you to structure your thinking. ... A personal development plan is a process that consists of defining what is important to you, what you want to achieve, what strengths you already have that help to achieve your goals, and what you need to improve and develop with time.

5.4.4 The criteria for selection of the Co-Curricular program

A) Mission Statement of School

B) Core Elements

C) National Education System.

D) Nominal incidents filed

5.4.5. Compulsory program in the syllabus (Without educational

subject):- Educational activities coming up in educational subjects-e.g-Service oriented, Respiratory, Creative, Dramatic.

5.4.6 Planning and Proceedings.

Unit-6-Educational Evaluation

6.4.1- Evaluation tools

A)Continuous internal evaluation.

B) Continuous internal evaluation execution.-i) Unit Test. ii)Question Paper. iii) Evaluation of Answer sheets. iv) Result-Feedback. V)How test formats should be. Vi) Expected Writing Work.

6.4.3-Planning and execution of First and Second Session Examinations.

6.4.4-Work Distribution.

6.4.5- Planning and execution of External Examinations:-e.g.- Elementary Exam, Examination of Sanskrit, English, Mathematics, conducted by Tilak Maharashtra University.

6.4.6- Co-Curriculum Program evaluation.

6.4.7- Consider the evaluation conclusions.

A) Feedback

B) Difficulties and fixes.

C)Freedom and autonomy

6.4.8- School Evaluation : From self-managed & external factors.

Unit 7- Some examples

In this context, examples are given in the context of what qualities and skills should be made by the Headmasters:-

1)Decision Making 2) Planning 3) Interview 4) Control. 5)Time Management. 6) Conflict Resolution. 7) Financial limit.

Unit 8-Special School Management

8.4.1 Disability Definition:-

“a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions”

8.4.2 Status of disabled education. (See the link below)
(unesdoc.unesco.org/images/0018/001866/186611e.pdf)

8.4.3 Objectives of disabled education.

8.4.4 Mentally Retarded children's Education:-

A) Need of School. B) Independent courses. C) The need for sub-sections by the school pair. D) Role of Teacher. E) Physical Facilities. F) Teacher training and In-service training. G) Orientation of Parents. H) Orientation of Society. I) Co-Operation of Management Bored J) Government Grant and facilities.

Diploma In School Management(YCMOU)

Study center

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EDU-114

Official Management

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3. Office Management

Unit 1: Management of physical resources in office

The records are the evidences which reflect aims and objectives of the institute. Records also show its origin and growth and philosophy of the institution. As a social institution, school is answerable to parents, managing committee, education department, community and to pupils. Every school is required to keep an accurate and complete account of each and every pupil on its rolls and submit periodically report based on these records.

Records are again essential for furnishing the Department of Education with an overall picture of the school, which is based on facts and figures. These data are utilized for planning future programs in budgetary form.

A school has to maintain computer records of each student. These records will reveal progress that each student has made and also show the weakness and strengths of the educational programme. Where computer facility is not available these records can be prepared manually with the assistance of teacher and administrative staff.

1.4.1 Records of students :

1) Pupil records comprise a whole range of records containing information on pupils. This covers, for example, applications, admissions, academic and social welfare, etc. There are also some general records that include letters from parents, copies of letters to the parents concerning the pupils, and so on. Within the range of pupil records, it should be possible to provide a variety of information on individual pupils (both current and former) as well as on the entire pupil body. The information contained within the records can serve a number of purposes

Purpose:

- to provide all the information on a pupil needed by the school
- once the information has been submitted, the school head can decide on whether or not to give an applicant a place
- after a pupil has been admitted, the information on her/him may be used to create other records.
 1. General register
 2. School leaving certificate

3. SSC documents
4. Other competitive exam certificate
5. Fee concession
6. Scholarship
7. Internal exam result
8. Records of prizes and awards
9. Medical check up
- 10.Students mark sheet.
- 11.Students muster
- 12.Answer sheet of term exam .

2) Records of Teachers & non-teaching staff:

1. Seniority list
2. Confidential report
3. Private Tutorials
4. Service book
5. Log book
6. Discharge certificate
7. Pension Certificate
8. Transfer
9. Order of appointment
- 10.School committee meeting minutes
- 11.100 point model roster
- 12.Personal file
- 13.Movement register
- 14.PPF record
- 15.Muster roll

The records can broadly be classified under the following six headings:

(i) General Records

1. General register
2. Log book
3. Visitors' book
4. Staff record
5. Public relations record

(ii) Records of Teachers

1. Service book
2. Attendance register
3. Leave register
4. Register of private tuitions of teacher
5. Confidential record
6. Teacher's diary

(iii) Records of Pupils

1. Attendance register
2. School leaving certificate
3. Cumulative record card
4. Admission record
5. Performance record.

(iv) Equipment Records

1. Dead stock register
2. Laboratory register
3. Library register
4. Stationery issue book
5. Stock and issue of sports material
6. Inventories of infrastructural facilities

(v) Statistical Data:

Statistical information related to pupil enrolment, sex-wise distribution of pupils, pupil-staff ratio, cost per student, failure records etc.

(vi) Financial Records

- (1) Daily cash book
- (2) Ledger
- (3) Contingency register
- (4) Register of fee collection
- (5) Register of donations received.

1. The School Calendar

The school calendar is a mirror where the probable dates of various events and activities to be done during the coming session are reflected. It is usually prepared at the beginning of each academic session. It should contain the following Stems of information.

(i) Information about the general, local and gazette holidays.

(ii) Dates for the submission of monthly, quarterly, holidays and annual reports and returns.

(iii) Dates of monthly, quarterly and annual examinations.

(iv) Dates of the meetings of the school and faculty committees, Teachers' Associations, different societies, school excursions and educational tours, school tournaments etc.

(v) Dates of important school functions like the annual prize day, the parents day, (he U.N.O. day, Independence Day, Republic Day, Birthday of eminent persons etc.

Thus the school calendar provides important information about various activities to be carried out throughout the academic session.

2. Log Book:

The Log Book is specifically designed for the purpose of containing remarks of the school inspector or other important officers of the education department, who pay an official visit to the school. But it should not be confined to the remarks of the inspecting officers only. It should contain a complete record of the important events that occur during the session. It should also contain the history of the school of a particular year.

Information like the introduction of new text books or apparatus, visits of the inspecting officers, changes in the school routine, absence or illness of any of the official staff etc., should be written in the Log Book. The headmaster is the only authority to make entries in this book.

3. Admission Register:

It is a record of all the pupils who are admitted to a school. According to departmental rules, the admission register is to be preserved permanently in the school. Therefore, it is essential that it should be got specially bound and kept in safe custody. It is to be free from mistakes because this register is at times required by superior authorities in a court of law as an evidence for the date of birth of the pupils. The admission register should contain the following items.

- (i) The serial number and name of the pupil.
- (ii) His father's name, caste, occupation and address.
- (iii) His date of birth.
- (iv) Date of admission to the school,
- (v) The class to which he is admitted.
- (vi) Date of withdrawal or migration from the school.

4. Pupil's Attendance Register:

This is another important register which is maintained in each class and section, showing the names of the pupils on the roll of the class or section, during a month. The attendance is marked in the beginning of (he school hour. Entries should be made in ink. Blanks should not be left. Students who remain absent from the school without leave for fifteen consecutive attendance is struck off from the rolls. Holidays are marked in red ink. Monthly fees and fines are collected from the pupils in this register.

5. Teacher's Attendance Register:

To record the daily attendance of the teachers, schools maintain the teacher's attendance register. This shows the time of arrival and departure of the teachers on each day. The teachers are to sign regularly in the forenoon and afternoon everyday. Time of arrival of the late comers should be indicated. Leave taken by (he teachers during the month holidays etc., are to be written on it. It should be kept outside the room of the headmaster. When the first period starts, it should go to the headmaster for verification.

6. Cash Book:

Cash Book is a record of all money transactions occurring from day-to-day in the school. Money received by the school from different sources like fees, fines, donations, stipends, scholarships, grant-in-aid are entered on the credit side. On the debit side the payments like the salaries of the teachers, stipends, scholarships, contingent expenditure incurred, deposits made in the Treasury, bank and post office are shown. Balance is shown in red ink. It should be regularly written and the day's business should be closed with the signature of -the headmaster. It should be an up-to-date record.

7. Cumulative Record Cards:

It is a document in which the relevant information about a particular students at one educational institution is recorded cumulatively. This gives a complete and growing picture of the individual student, which helps him during his long stay at the school and at the time of leaving it, in the solution of his manifold problems of educational, vocational; personal and social. It follows the pupil from class to class and from school.

It provides an opportunity to have a comprehensive picture of the all-round development of the personality of the child. It is a very important record which should be maintain in every school. Therefore, The Secondary Education Commission opines "these should be a common feature all over the country."

8. Stock Register of Equipment's:

This register keeps information of all the movable property of the school. While purchasing equipment or furniture, it must be duly entered in this property register. The head of the institution should check this register physically at least once in a year. Verification report should be recorded in the stock register. It can show which articles are missing and which need immediate repairs. The register should contain the following information :

- (i) Name of the article.
- (ii) Quantity of the articles.
- (iii) Date of purchase.
- (iv) Name of the firm which supplied the articles.
- (v) The authority ordering purchase,
- (vi) Signature of the authority.

9. Reports to the Parents:

To get cooperation from the parents reports containing various information about the child should be sent to the parents periodically. It should contain information like the academic progress of the child, his health condition, participation in curricular and co-curricular activities and other important information.

As a result, the parents can know the physical, intellectual, social, moral and emotional growth of their children. Parents are also requested to guide their children according to the information given in [he report.

10. Service Book:

The service book contains the service history of the employees. Information like the employee's date of appointment, his date of birth, educational qualifications, identification marks, permanent home address, transfer, leave accounts, date of increments, reversion if any of reinstatement etc., are carefully written in this book. The original service book is kept in the custody of the headmaster in the secondary school.

The authorities should duly verify the service book and make necessary entries. The first page of the service book contains the following information :

- 1. Name
- 2. Residence.
- 3. Date of birth by Christian era as nearly as can be ascertained.
- 4. Educational qualification.
- 5. Exact height by measurement.
- 6. Personal mark for identification.

7. Father's name and residence.
8. Left hand thumb and finger impression.
9. Signature of the teacher.
10. Date of entry into service.
11. Signature of the Headmaster.

From the next page the name of the post, temporary or permanent, monthly pay, date of increment, details of leave account etc., are written neatly. The entries of the first page should be renewed or re-attested at least every five years except in the case of finger prints.

Unit 2 : School correspondence

Definition of correspondence : Any written or digital communication exchanged by two or more parties. Correspondences may come in the form of letters, emails, text messages, voicemails, notes, or postcards

2.4.1 Internal Aspects –Communication

- a)Teacher
- b)Nonteaching staff
- c)Students

Means of communication in school : 1)School bell 2)Notice book 3)written or oral information given by peon.

2.4.2 Internal communication and management

2.4.3 communication means :

Internal communication means

Students notice book
Nonteaching staff notice book
Teacher notice book
Intercom
Mice
Walky-talky
Black board
Notice board
Poster

Communication means to external aspects:

Telegraph

Mail

Phone call

2.4.4 External aspects

1. SCERT
2. Directorate of education
3. Educational officer
4. Sub educational officer
5. BDO
6. Employment officer
7. Social welfare officer
8. Adult education officer
9. Income tax officer
10. Professional tax officer
11. LIC officer
12. parent
13. seller
14. social institute.

2.4.5 Maharashtra State Secondary and Higher Secondary Education Board **The Maharashtra State Board of Secondary and Higher Secondary**

Education (Marathi: महाराष्ट्र राज्य माध्यमिक आणि उच्च माध्यमिक शिक्षण मंडळ) is a statutory and autonomous body established under the "Maharashtra Secondary Boards Act" 1965 (amended in 1977). Most important task of the board, among few others, is to conduct the SSC and HSC examinations.^[1] [It is the most popular](#) education board in terms of enrollment in high school in India only after the CBSE. It has been ranked 4th in the 'Futuristic Education Boards in India' among more than 35 educational boards in the country.

Functions:

The board is responsible for formation, and implementation of the rules and regulations in accordance to the guidelines set by the state as well as central boards. It is also in charge, autonomously, of, and implementation of the syllabus/curriculum of all the grades, textbooks, exam schedule, and type. The board is also responsible for creation of textbooks, scoring of the centralized tests, and conducting examinations fairly and providing unbiased justice in the event of dispute.^[4]

The Board conducts examination twice a year and the number of students appearing for the main examination is around 1,400,000 for Higher Secondary

Certificate (HSC) and 1,700,000 for Secondary School Certificate (SSC) every year.

The exams are usually held in the months of March, and October every year; and results are given out usually in June, and January respectively. March marks the end of educational year, and June marks beginning of the new educational year in the state of Maharashtra.

There are nine divisional boards located at Amravati, Aurangabad, Kolhapur, Konkan, Latur, Mumbai, Nagpur, Nashik, and Pune

2.4.6 Directorate of education:

1. Structure
2. Director of education
3. Deputy director of education
4. Educational officer & Sub educational officer
5. BDO

2.4.7 Social welfare officer

2.4.8 Employment officer

2.4.9 Income tax officer

2.4.10 Income tax officer

2.4.11 social/cooperative institute

2.4.12 Seller

2.4.13 Parent :

Communication Throughout the Year

Newsletters – Newsletters have always been a great form of communication and nothing has changed there. What may have changed is the avenue through which you share your newsletter. Remind parents of upcoming events, share parenting tips, and include pictures of children at school. Rarely do I print newsletters anymore. Now, they are emailed and posted to the website. What a great way to save time, money, and the environment!

Class or School Website – In the 21st century, the first place we head for information is our electronic devices. Having basic information available online is a great way to communicate with parents while also marketing yourself and your school to prospective parents. If you share pictures of students, make sure you have parent permission and refrain from using last names if you have captions. In addition to our school website which has basic information for the community, our main communication tool is Member Hub. This is the one, secure place

teachers and parents can find everything for our school. From the calendar to newsletters to class photo albums, you name it it's here. I can also send short announcements (via email or text message) to parents reminding them to turn in picture orders or bring in show 'n tell.

Notes or Calls Home – Have you ever received the dreaded note home from school? Sometimes you have no other choice to share an issue with parents. When you must do so, make sure you sandwich the not so good news with something positive both before and after. And even better yet, is to get into the habit of sending positive notes home. If you are in the practice of communicating with parents through “just because” positive notes, then if you have to share the negative news the parents might be more receptive to hearing it. When you only communicate bad news, parents tend to tune out!

Social Media – While you may occasionally find a family without a computer or email address, this is definitely the exception rather than the norm. In this information age, you have to meet parents where they are. Take advantage of the technology and communicate with parents via Twitter, Facebook and blogs.

End of Year Parent Communication

Conferences – While fall phone conferences help build rapport between parent and teacher and we might communicate electronically on a frequent basis, face-to-face conferences are still a must. This is a great time to share your observations along with student samples and suggestions for home activities to support the child's growth and development.

Thank You Notes – Why should you be thanking parents? You might think it should be the other way around. Thank parents for the opportunity to learn and grow with their children. Even for those challenging students (and sometimes especially for those challenging students), a note of thanks goes a long way. I'll leave you with a few final words of advice: be positive (you get more of what you focus on), think before you speak (take a deep breath before speaking or writing when upset) and be careful with email (great for a quick response or update, but also easy to be misinterpreted). While doing all of these may seem daunting at first, pick and choose what works for you and you'll be on the way to completing the puzzle of effective parent communication. It will ultimately make your job easier and parents will appreciate it too!

Unit 3: working system in school office

3.4.1 Structure & Internal arrangement of office: Principals & school office should be separate. In principal's office chair, table, cupboard, and other appropriate furniture is present. In cupboard there should be timetable, rule books,

confidential reports, important certificate, important certificate, A cupboard should have a cashbox.

Office furniture

Office furniture is an important part of office management; it is mostly used for indoor activity. Employees working in the office should be provided with comfortable and convenient furniture so that they can work efficiently. The major and most popular office furniture are chair, table, cabinets, cupboards, sofas, racks etc. office furniture are common in all offices. Office furniture should have good design which can help the office to look attractive and pleasant. In a well-furnished office, employees feel comfortable and are motivated for work

Importance of office furniture

1. It increases the efficiency of work
2. It makes the office more attractive and pleasant.
3. It helps to maintain the prestige of office
4. It provides better working environment for the employees
5. It helps in reducing the fatigue.
6. It helps in protection of documents from fire, dust, insects etc.
7. It helps in proper storage of files

3.4.2 Registers & records

- Regarding students
- Regarding staff
- Regarding school

All register and documents should keep properly in office.

3.4.3: Staff room:

3.4.4: School records & register inspection

3.4.5: Methods of Office Work:

a) Inward register: Inwards registers recorded the date of receipt, from whom, the date and subject of the letter and how the letter was disposed of (i.e dealt with).

b) Outward register: Outwards registers recorded the date of dispatch, to whom sent, subject detail and postage costs.

3.4.6: Filing

Meaning of filing

It is the process of classifying, arranging and storing record so that they can be located when required. It is also the process of collecting and arranging records or their copies in such a way so that whenever it is needed it could be found very easily. All office receives letters and dispatches that are kept for the future use. They are to be stored in a safe place. For that filing is required. It is an important part of management that helps to decide about any thing in a legal and systematic way. It is the process of arranging and protecting records so that they may be found and delivered easily when needed for future.

Purposes:

1. It helps to keep all records together so the history of office can be understood.
2. It helps to provide safety place for storage of necessary documents in order to use and locate then when required.
3. To make records readily and easily available.
4. It can be used as evidence in case of dispute
5. It helps in some legal formalities.
6. It is shown as profit or legal evidence.
7. It can be presented as a legal document in court.
8. It helps to make future plans. Past records are the base of future records

Importance of filing

1. It helps in increasing efficiency of office because filing helps in providing records in required time to make quick decisions
2. Filing helps in protection of important documents from fire, dust, insects, theft and mishandling.
3. Previous records are base of past records and they are used as a immediate reference.
4. It helps in documentation of proof and legal evidence in the time of disputes
5. It helps in formulation of future planning
6. It helps in providing legal proofs to fulfill legal formalities
7. It helps in handling customers and correspondence carefully to maintain the goodwill of the office
8. It helps in taking feedback.

Filing is the actual placing of documents in folders in a pre-determined plan.
Torn papers should be mended before they are filed. Raise the folders slightly in

the file drawer when placing papers in them so the papers will go entirely to the bottom of the folder.

Check the caption of the document and folder as a precaution against misfiling. All documents should be placed with the tops to the left as you face the folder. Never overcrowd folders. Break them down by date, name or subject using additional folders.

1)Cardboard filing/simple filing

It is one of the popular traditional methods of filing. In this, a thick cardboard file and folding sheet are placed one upon another. The two ends are tied with each other with the help of rubber. The papers are kept in chronological order. It is used for few transactions. The files can be kept in cabinet for protection

Advantages of cardboard filing

- It is simple and easy
- It is economical
- It helps in fast recording of documents
- It requires less space

Disadvantages of cardboard filing

- It is useful only for few records
- It needs cabinet for protection
- It is time consuming
- There is chance of loss of documents

2) Box filing

In this filing method, boxes are made up of wood or cardboard. The spring clips are fixed inside the box to hold papers. Whenever letters and documents are required for reference all subsequent letters are taken out. The documents are kept chronologically one upon another.

Advantages of box filing

- It is simple and easy
- It protects the documents from fire, dust, insects, water and so on.
- It is cheap
- It is convenient

Disadvantages of box filing

- The spring becomes very loose because o constant use

Sometimes papers cant be held properly
It is difficult to locate documents timely.

3) Index file:

Files are arrange A-Z alphabetically.

3.4.7 Types of forms:

School required various forms in whole year. So H.M. have to make a list of form .

- Admission form
- EBC form
- HSC form
- Teacher approval form
- Salary sheet
- Audit
- School inspection form
- Scholarship form
- PPF form
- Tax inspection form

Unit 4: Work before inspection

4.4.1 School Annual inspection :

This is done usually between Januarys to March. The time frames within which the annual inspections have to be completed are scheduled by the headquarters9 .

However the school inspectors can choose which school to visit and when to visit within the time frame set by the headquarters as per their convenience. It is usually a panel inspection. The panel will be selected by the school inspectors. It consists of 4-7 principals of the same zone. There is a detailed format (amounts to a booklet) for annual inspection which is usually kept in the schools itself. The copy of this booklet is passed onto DDE/ADE only on demand in certain circumstances. Every teacher is assessed during annual inspection and the feedback is given orally as well as is recorded in the school. School inspectors are also required to review at least 5%10 of the answer scripts of the students.

Why Inspect School?

Inspection, as a mode of monitoring education, offers the following major benefits: It gives inspectors an opportunity to observe classrooms and, thereby, a better basis for discussing the development of the school with head teachers; It gives school inspectors an opportunity to learn about the schools, the head

teachers, the teachers, the curriculum, and the students and indicates which way forward; It can be a potential learning experience for those involved; It should provide useful information for parents in their choice of schools; It leads to a better understanding of schools; It enhances staff cooperation and public recognition that the school is basically on the right track; and If conducted properly it can boost staff morale;

School level planning Schools on the other hand, should endeavor to prepare the following documents in readiness for inspection:

- Pre-inspection analysis of the school curriculum, staffing, costs, and results;
- School statistics on enrolment;
- Individual teachers' timetables;
- School internal audit and review report;
- School mission, motto, aims, and development;
- Past examination performance;
- List and addresses of school committee and Board Of Governors members;
- Records of school indiscipline.

Inspection of following things done :1)Educational guidance ,2)economic guidance, 3)school record inspection.

Precaution and completion of following records before inspection:

General register
Gov. approval
No. of classrooms and area
Total no. of students (class wise)
School building structure
Play ground area
Furniture
Reading room
Registers and records
Salary slip
Muster
Service book
Catalog
School committee & knowledge committee
Laboratory
School project
Teaching aid records

Report card

4.4.2: staff schedule inspection:

4.4.3 Salary slip audit

4.4.4 Audit

4.4.5 EBC fee concession document inspection

4.4.6 PPF nominee letter

4.4.7 Professional tax audit

4.4.8 Income tax audit

4.4.9: Dead stock register checking:

Dead Stock register is useful for detailed entry for purchase to Removal of items for your institute.

Like one can make entry of furnisher, sports, science equipment's and many more items useful in institute.

Unit 5 : Study regarding school management rules

5.4.1 S. S. Code:

Some Important Provisions in the S.S. Code Rules 7. (1) to (6) Withdrawal of Recognition.

Rules 16. Supply of School Rules to Parents and Guardians.

Rules 17. Admission of the students on the strength of School Leaving Certificate or declaration in absence of School Leaving Certificate.

Rules 18. If previous H.M. refuses to give L.C.

Rules 20 (1) to (3) At the time of admission full Terms Fees to be Recovered.

Rule 21. 2. In boys school where girls are admitted, one female teacher is must.

Rules 22 (1) to (3) Admissions of the Students other States/Union Territories/Countries.

Rules 23. A pupil can be placed in standard higher than ... with prior permission.

Rules 26. Changes in Entries in General Registration while the pupil is studying in the School.

Rules 24. (1) to (5) Admission to pupil from Unrecognized School.

Rule 27. Suspension about Leaving Certificates.

Rule 28. To whom L.C. is to be given.

Rule 29. Non Payment of fees can be reason for refusal of L.C..

Rule 30. If H.M. is not satisfied he can demand affidavit for issuing duplicate L.C..

Rule 32 (1) to (2) Validity of L.C.: H.M. or authorized person's signature.

Rule 34. Rustication by Director of Education. (a) Unauthorized admission i.e. false documents and malpractice in examination.

Rule 45. (1) Religious instruction as additional optional subjects can be given in Non Grant School (3) Religious prayer-consent of parents in prescribed form.

Rules 46. Home Work.

Rule 47. Health of School Children: Hygiene, suitable class room furniture & postures of children, proper intervals of Rest, crossing road, playing vehicles, stopping of unhygienic drink and eatable near the school premises.

Rule 48. Medical Examination (1) Medical Exam by Doctors: Three times v to x./ Two times viii to x. (2) Defective students should be examined every year. (4) At the time of admission student should either medically examined or previous medical report with L.C. (9) Along with L.C. medical report should be

5.4.2 Maharashtra Private Schools Employees Regulation Act, 1981: An Act to regulate recruitment and condition of service of employees in certain private schools where as it is expedient to regulate the recruitment and conditions of service of employees in certain private schools in the State, with a view to providing such employees security and stability of service to enable them to discharge their duties towards the pupils and their guardians in particular, and the institution and the society in general, effectively and efficiently ;
And where as it is further expedient in the public interest to lay down the duties and functions of such employees with a view to ensuring that they become accountable to the Management and contribute their mite for improving the standard of education ;

5.4.3 THE MAHARASHTRA EMPLOYEES OF PRIVATE SCHOOLS (CONDITIONS OF SERVICE) REGULATION ACT, 1977 [3 of 1978]1 [20th March, 1978] (Amended up to 14 of 2007) An Act to regulate recruitment and conditions of service of employees in certain private schools. WHEREAS it is expedient to regulate the recruitment and conditions of service of employees in certain private schools in the State, with a view to providing such employees security and stability of service to enable them to discharge their duties towards the pupils and their guardians in particular, and the institution and the society in general, effectively and efficiently; AND WHEREAS it is further expedient in the public interest to lay down the duties and functions of such employees with a view to ensuring that they become accountable to the Management and contribute their mite for improving the standard of education; AND WHEREAS it is also necessary to make certain supplemental, incidental and consequential provisions; it is hereby enacted in the Twenty-eighth year of the Republic of India as follows:1. Short title, extent and commencement:-(1) This Act may be called the Maharashtra Employees of Private Schools (Conditions of Services) Regulation Act, 1977.(2) It extends to the whole of the State of Maharashtra.(3) It shall come into force on such date as the State Government may, by notification in the Official Gazette,

appoint.2. Definitions:- In this Act, unless the context otherwise requires,-(1) “appoint date” means the date on which this Act comes into force,(2) “coaching class” means any institution, other than a recognized school conducted by any person or body of persons, by whatever name called and established and administered with the object of preparing its students for any certificate or diploma or degree or any college or school course;(3) “college” means a college conducted by, or affiliated to, a University established by law in the State;(4) “Department” means the Education Department of the Government of Maharashtra

Diploma In SchoolManagement(YCMOU)

Study center

S.M.S & E.T B.Ed College, Talegaon Dabhade

Subject Expert

Prof. Renu Jha

M.Sc(Math), M.A.(English) M.Ed, NET, SET, DSM, CTET

EDU-115

School Financial Management

Important Declaration:

- These notes are for guideline purpose only of each course.
- Students are suggested to refer reference books for better understanding and explanation.

DO NOT DEPEND UPON THESE NOTES ONLY as it contains main points and not in detail explanation.

Chapter 1: FINANCIAL TRANSACTIONS – CREDIT MATTERS

1.3. Introduction:

Financial management means the management and control of money and money related operations

Financial management refers to the efficient and effective management of money (funds) in such a manner as to accomplish the objectives of the organization. It is the specialized function directly associated with the top management.

Financial Management is that managerial activity which is concerned with the planning and controlling of the firm's financial resources. It encompasses the procurement of the funds in the most economic and prudent manner and employment of these funds in the most optimum way to maximize the return to the owner.

Financial Management is concerned with the acquisition, financing and management of assets with some overall goal in mind. It is the process of planning decisions in order to maximize the owner's wealth.

Financial Management: Important Concepts

The management of financial resources is called financial management. It guides how to find and use the best investment and financing opportunities in the continuously changing and complex environments. Financial Management is actually a basic skill that consists of certain concepts and techniques that are useful not only for business life, but also in our personal life. It is a righteous statement that "money makes the world go round". Finance is actually the life blood of an organization, and mismanagement in finance may easily lead to bankruptcy.

Financial management is a part or domain of business management. Finance or money is the center point of financial management.

Scope Elements of Financial Management:

Financial Management has vast scope: It has three measures

1. Financial Decisions
2. Investment Decisions
3. Dividend Decisions

Financial Decisions (What will be the source of funds?)

Financial Decisions relate to the raising of funds from various resources. It depends on the type of source (debt or equity), the period of financing, cost of financing and the returns thereby.

To acquire gain finance/capital – required for proper working of organization.

Investment Decisions (Where the funds will be invested?)

Investment Decisions includes investment in fixed assets (known as capital budgeting). Investment in current assets (working capital) is also a part of investment decision.

To make optimum use of this capital.

Dividend Decisions (What will happen to those earnings?)

The Finance Manager has to take a decision with regards to the net profit distribution. Net profits are generally divided into two parts:

The dividend for Shareholders: Dividend and the rate of the dividend need to be decided.

Retained Earnings: Amount of retained profits has to be finalized which will depend upon expansion and diversification plans of the enterprise.

To keep effective control of capital transactions

Financial Management: Head Master Responsibilities:

A school principal is the highest administrator in an elementary school, middle school or high school. He is in charge of the overall operation of the school. Principals initially worked as school managers, but with time their duties have multiplied. Nowadays, among their major roles are leading school reform and defining educational objectives and goals.

Developing School Budgets:

It is the Principal's responsibility to prepare the school budget, a record of projected revenue and expenditure. Every school has a unique way of making and administering its budget. The budget is vital, because it helps to ensure that the school achieves its goals, establishes a control system and motivates employees to work harder. The budget should also define time periods within objectives should be met. **Fundraising:**

Fundraising is a method that communities use to support the growth of their schools, and the Principal is often responsible for his school's fundraising activities. It is also his duty to ensure that the school uses the funds for the right purpose. Before conducting a fundraising effort, a Principal has to discuss the purpose with the staff and students' parents. When a school decides to conduct a fundraising, the Principal should consider the guidelines of public education, if applicable, and comply with them. Principals should inform the students and the parents of the need and purpose of all fundraising activities. Plans for utilizing the funds raised should be explained to parents and students. Records will be kept of the funds raised and disbursed and parents informed accordingly. Fundraising activities should be conducted only by school personnel under the direction of the principal and should require only a reasonable amount of distraction from instructional time.

Keeping Accounts:

It is a Principal's responsibility to account for the school's revenue and how it is spent. Most schools manage their finances using accounting systems that are able to generate and compare required reports such as cash flow statement quickly and correctly. Account keeping involves storing data so that it can easily generate reports and allow for future reference.

Teacher's Salaries:

A Principal should ensure that teachers' salaries are in line with the levels set by the dept. of education and that staff complies with the employment terms of the dept. Principals should be well conversant with the terms and conditions, and a file should be kept of each teacher, in which any salary changes and job performance details are recorded.

Shaping a vision of academic success for all students, one based on high standards.

Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.

Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision.

Improving instruction to enable teachers to teach at their best and students to learn to their utmost.

Managing people, data and processes to foster school improvement. Principals are also responsible for facilitating their school's interactions with parents and others in the school community. This responsibility includes working with parents when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns. Principals also interact with parents who serve on school advisory boards, parent/teacher organizations, and booster clubs.

Qualities of a Successful Headmaster:

1. Outstanding Leader

A principal is in charge of all faculty, staff and students in the school, so if you want to be effective in this role, you must have strong leadership skills. You'll be the first to get credit every time the school does something good, but you'll also have to take the heat for failures. Be prepared to put everyone else's needs ahead of your own and constantly work to create positive changes at your school. As the leader of the institution, its success or failure is in your hands, so you must be willing to take charge.

2. People Person

You can't run a school from behind a desk. As the principal, you need to constantly make your presence known. The more effort you put into getting to know the students and teachers, the greater the impact you'll be able to make. Spend time out in the halls between periods, sit in on classroom lessons, attend school events and anything else you can do to be actively involved. The simple act of smiling at people, saying hello in the halls and treating everyone with respect can set a tone of positivity for the entire institution.

3. Fair and Reasonable

It's human nature to have favorites, but as the principal you absolutely cannot give anyone preferential treatment. You'll quickly discredit yourself as a fair leader if students notice everyone isn't being treated equally. For example, if two students who have never previously been in trouble get into a fight, you can't give one detention and suspend the other, just because one is on the honor roll. The same rule applies to your treatment of teachers. For example, you can't grant a teacher you like permission to take their class on a fieldtrip and deny a similar request by another teacher you don't care for.

4. Problem Solver

As the school principal, students, parents, teachers, faculty and staff will all view you as the ultimate

problem solver. While you can't be expected to resolve every issue, you will frequently need to get

involved and help people find a solution to their problems. You'll need to remain calm, consider all options and offer a completely unbiased opinion to settle the matter. It's also up to you to empower teachers to offer solutions to problems in the school, rather than relying solely on you to initiate change. This creates a culture of people who want to contribute and make a difference, rather than waiting for change to find them.

Provides Support

Good teachers need to feel supported. They need to believe that when they have an issue in their classroom, they will get the help that they need. According to a survey of the Detroit Federation of Teachers, a third of the over 300 teachers who resigned in 1997-1998 did so due to lack of administrative support. This situation has not changed that much in the past decade. This is not to say that principals should blindly back teachers without using their own judgment. Obviously, teachers are human beings who make mistakes too. Nonetheless, the overall feeling from the principal should be one of belief and support.

Highly Visible

A good principal must be seen. He or she must be out in the hallways, interacting with students, participating in pep rallies, and attending sports matches. Their presence must be such that students know who they are and also feel comfortable approaching and interacting with them.

Effective Listener

Much of what principal will have to do with their time is listening to others: assistant principals, teachers, students, parents, and staff. Therefore, they need to learn and practice active listening skills every single day. They need to be present in each conversation despite the other hundred or so things that are calling for their attention. They also need to actually hear what is being said to them before coming up with their own response.

Problem Solver

Problem-solving is the core of the principal's job. In many cases, new principals come into a school particularly because of the issues it is facing. It might be that the school's test scores are really low, that it has a high number of discipline issues, or that it is facing financial issues due to poor leadership by the previous administrator. New or established, any principal will be asked to help with quite of a number of difficult and challenging situations each day. Therefore, they need to hone their problem-solving skills by learning to prioritize and provide concrete steps to solve the issues at hand.

Empowers Others

A good principal, just like a good CEO or another executive, should want to give their employees a sense of empowerment. While teachers are typically in charge of their own classrooms, many feel powerless to affect the ethos of the school. Principals need to be open and responsive to teacher suggestions for school improvement.

Has a Clear Vision

A principal is the leader of the school. Ultimately, they have the responsibility for everything that goes on in the school. Their attitude and vision need to be loud and clear. They might find it useful to create their own vision statement which they post for all to see and must consistently enforce their own educational philosophy into the school setting.

Fair and Consistent

Just like an effective teacher, principals must be fair and consistent. They need to have the same rules and procedures for all staff and students. They cannot show favoritism. They cannot allow their personal feelings or loyalties to cloud their judgment.

Discreet

Administrators must be discreet. They deal with sensitive issues each day including:

Health issues of students and staff

Difficult home situations for students

Hiring and firing decisions

Teacher evaluations

Disciplinary issues with staff

Dedicated

A good administrator must be dedicated to the school and the belief that all decisions must be made in terms of the best interests of the students. A principal need to embody school spirit. Just like being highly

visible, it needs to be obvious to students that the principal loves the school and has their best interests at heart. Principals should normally be the first to arrive and the last to leave the school. This type of

dedication can be difficult to maintain but pays enormous dividends with staff, students, and society at large.

Being a school principal is balanced between being rewarding and being challenging. It is a difficult job, and like any job, there are people that are just not cut out to handle it. There are certain characteristics of a highly effective principal that some people do not possess. Besides the obvious professional requirements needed to become a principal, there are several traits that good principals possess allowing them to do their job successfully.

Each of these characteristics manifests themselves in the daily duties of a principal. A highly effective principal will possess each of the following seven qualities.

A Principal Must Exhibit Leadership

This is a characteristic that every principal must possess. The principal is the instructional leader of their building. A good leader has to take responsibility for the successes and the failures of their school. A good leader puts the needs of others in front of their own. A good leader is always looking to improve their school and then figures out how to make those improvements no matter how difficult it might be. Leadership defines how successful any school is. A school without a leader will likely fail, and a principal who is not a leader will find themselves without a job quickly.

A Principal Must Be Adept at Building Relationships with People

You have to be able to connect with each person that you deal with on a daily basis. You have to find common ground and earn their trust. There are so many groups of people that principals deal with daily including their superintendent, teachers, support staff, parents, students, & community members.

Every group requires a different approach and individuals within a group are unique in their own right. You never know what is going to walk into your office next. People come in with a variety of emotions including happiness, sadness, and anger. You have to be able to deal with each of those situations effectively by connecting to the person and showing them that you care about their unique situation. They have to believe that you will do whatever you can make their situation better.

A Principal Must Balance Tough Love with Earned Praise

This is especially true with your students and your teachers. You can't be a pushover, meaning that you let people get away with mediocrity. You have to set expectations high and hold those you are in charge of to those same standards. This means that there will be times when you have to reprimand people and likely hurt their feelings. It is a part of the job that isn't pleasant, but it is necessary if you want to run an effective school. At the same time, you must offer praise when it is appropriate. Don't forget to tell those teachers who are doing an extraordinary job that you appreciate them. Don't forget to recognize those students who excel in the areas of academics, leadership, and/or citizenship.

An outstanding principal can motivate using a combination of both of those approaches.

A Principal Must Be Fair and Consistent

Nothing can take away your credibility faster than being inconsistent in how you handle similar situations. While no two cases are exactly the same, you have to think about how you have handled other similar situations and continue on that same track. Students, in particular, know how you handle student discipline, and they make comparisons from one case to the next. If you are not fair and consistent, they will call you out on it. However, it is understandable that history will influence a principal's decision. For example, if you have a student who has been in multiple fights and compare them to a student who has only had one fight, then you are justified in giving the student with multiple fights a longer suspension.

Think all your decisions through, document your reasoning, and be prepared when someone questions or disagrees with it.

A Principal Must Be Organized and Prepared

Each day presents a unique set of challenges and being organized and prepared is essential to meeting those challenges. You deal with so many variables as a principal that lack of those will lead to ineffectiveness. No day is predictable. This makes being organized and prepared an essential quality. Each day you still have to come in with a plan or a to-do list with the understanding that you will probably only get about one-third of those things done. You have to be prepared for just about anything. When you are dealing with that many people, there are so many unplanned things that can occur. Having policies and procedures in place to deal with situations is part of the necessary planning and preparation to be effective. Organization and preparation will help reduce stress when you are dealing with difficult or unique situations.

A Principal Must Be an Excellent Listener

You never know when an angry student, an unsatisfied parent, or an upset teacher is going to walk into your office. You have to be prepared to deal with those situations, and that starts with being an exceptional listener. You can disarm most difficult situations simply by showing them that you care enough to listen to what they want to say. When someone wants to meet with you because they feel wronged in some way, you need to hear them out. It doesn't mean that you let them bash another person continuously.

You can be firm on not letting them belittle a teacher or student, but allow them to vent without being disrespectful to another person. Be willing to go the next step in helping them resolve their issue. Sometimes that might be mediating between two students who have had a disagreement. Sometimes it might be having a discussion with a teacher to get their side of a story and then relaying that to the parent. In any case, it all begins with listening.

A Principal Must Be a Visionary

Education is ever-evolving. There is always something bigger and better available. If you are not attempting to improve your school, you simply are not doing your job. This will always be an on-going process. Even if you have been at a school for fifteen years, there are still things you can do to improve the overall quality of your school. Each individual component is a working part of the larger framework of the school. Each of those components needs to be oiled every once in a while. You may have to replace a part that is not working. Occasionally we are even able to upgrade an existing part that was doing its job, but something better was developed. You never want to be stale. Even your best teachers can get better. It is your job to see that no one gets comfortable and that everyone is working to improve continuously.

1.4. Subject Explanation

1.4.1. Grant on Salary:

The Teaching and Non-Teaching Staff of grantable private secondary schools of Maharashtra State – are getting full salary and allowances – from June 1973.

1.4.2. Other Expenditure Grant:

This is required for expenditure on:

Printed Stationary, Office Stationary, Advertisement for Staff Appointment, Electricity Bills, Telephone, Audit Fee, Furniture, Various Subject Clubs, etc.

1.4.3. Grant on Building:

The Government gives grant to school institutions for building construction, purchasing of building, extension of infrastructure or renovation – when funds are available. Normally for secondary schools $\frac{1}{3}^{\text{rd}}$ of the total expenses is allotted as grant on building.

1.4.4. Grant for Building and Playground Rent:

If the school has taken the building on rent of classroom, laboratory, library, etc. educational purposes – then on the basis of executive engineer the school can get grant from the Government. The school does not have to pay the rent for the building but has to pay the tax for the same. Similar process goes with the school playground – taken on rent. If the playground is owned by the school then 1% amount – which is a meager amount, of the total cost of the playground (as calculated by the executive engineer), has to be paid – on which they will get grant.

1.4.5. Fees Received from Students:

Students getting Fee Concession

Students giving Fee

1.4.6. Scholarships:

Scholarships from Government

Scholarships from Social Welfare Department

Precautions to be taken for Scholarship Bills

1.4.7. Development Fund:

The Amount collected for the development of School – is the Development fund. This amount is mostly used for different maintenance, purchasing materials and other minor development that the school may need.

1.4.8. Temporary Loan:

Sometimes, school does not have enough money (remaining) for eventual expenses. But such expenses are necessary. In such situation, school has no other option than taking temporary loan from collaborative institution. School takes the approval and order of school samiti/ institution for gaining this temporary loan.

Even a teaching or non-teaching staff could have taken loan for some unavoidable reason, may also return this loan amount to the school.

1.4.9. Other Finance related Heads:

There are many other minor heads which can get finance for the school. They can be enlisted as follows:

- 1) Interest on Bank F.D.
- 2) Fees taken for Parking of Vehicles.
- 3) Fees taken for providing various documents.
- 4) Donations in various forms.
- 5) Fund for Awards.

Chapter 2: Financial Utilization

2.3. Introduction:

School gets different types of fees, grants and scholarships as well as development fund throughout the year. These amounts are to be allocated to various heads. Hence, these heads should be known. Whatever expenses are done this year; the grant is received on the same next year. So for the proper and smooth transactions, the financial utilization should be done discreetly.

2.4. Subject Explanation

2.4.1. Salary of Teaching and Non-Teaching:

From June 1973, the teaching and non-teaching staffs of secondary schools are paid their salaries through bank. For this it is necessary that a joint account has to be opened in the name of the Headmaster and Education Officer in district central co-operative bank. This joint account will operate only with the signature of the HM. The teaching and non-teaching staff has to open their accounts in the same bank. Only then they can get their salary.

Salary Bill – Salary Slip:

It is a piece of paper given to an employee to show how much they have earned and any deductions (= amounts taken off for income tax, etc.) in a particular period.

Here are some basic indicators about some of the information the salary slip will contain.

- Number of days/ hours of your work
- Basic Salary
- Housing and Residence Allowance
- Transport/ Commute Allowance
- Medical Allowance
- Outstation Allowance
- Payment for overtime work
- Extra pay for any reason
- Dearness allowance
- Tax deductions
- Social Security/ Provident Fund deductions
- Workplace/ group accident cover deductions
- Medical and healthcare insurance deductions
- Advance payment/ adjustments on loans

Essential Deductions: PF, PT, IT, etc. deducted from salary.

Deductions to be made as per Rules and Requirements: Insurance premium, R.D., Co-op Society deductions, etc. – deductions to be made as informed by the staff.

2.4.2. Building and Playground Rent:

If the school has taken the building on rent – then on the basis of the recommendation of the executive engineer the school can give the rent to the owner of the building. Similar process goes with the school playground – taken on rent. These rents are eligible for grant. The amount of rent has to be paid to the owner up to year-end i.e. 31st March. Also a proper receipt has to be taken in turn.

2.4.3. Grantable Expenditure on Heads other than Salary:

This includes: Printing, Stationary, Postage, Conveyance Charges, Travelling Allowance, Advertisement for Staff Appointment, Electric Charges, Telephone, Audit Fee, Furniture, Gardening, Audio-Visual teaching aids, Scout and Guide, etc.

2.4.4. Semester Fee Expenditure Heads:

Term Fee

Term fees includes-

- >Tuition Fee, Admission Fee, Laboratory Fee
- >Library Fee, Games/Sports Fee, and extracurricular activities
- >Special Fee charged for Electronics, Computer, Agriculture, Music or any other subject
- >Fees paid for the use of any appliance by the student at school
- >Fee charged for Practical work under the programme of work experience

Term fee can be charged twice a year. The remaining amount of term fees should be kept aside – which can be utilized in next year.

The expenditure from the term fees can be done as follows:

1. Students medical checkup
2. School functions
3. Interschool sports competitions
4. School competitions e.g. elocution competition
5. Vocational guidance
6. Examination expenditures and printing of stationary
7. School periodical/ magazine
8. Audio-visual education
9. Apparatus for physical education
10. N.C.C., N.S.S.

2.4.5. Development Fund Expenditure Heads:

The amount deposited in the development fund can be expended on the following heads:

1. To construct new school building or to renovate the existing one.
2. To purchase science apparatus or audio-visual aids.
3. To purchase furniture.
4. To purchase physical education apparatus.
5. For purchasing books or other things required.

2.4.6. Amount to be deposited by the School:

Amount to be deposited by School:

Class Fee

Scholarship

Development Fee

Provident Fee

1. Refundable
2. Non-Refundable

Service Tax, Insurance Premium, Contribution in Credit Society, Loan installment, Postal Savings

2.4.7. Grantable Expenditure Heads for Technical Schools:

(A) General Usable Things:

Carpentry School

Fitting Shops

Molding Shops

Blacksmith Shops

Electrical School

Drawing Appliances

Welding Shops

(B) Particular Usable Things:

Carpentry School: Sagwan Wood, Varnish

Fitting Shops: Chalk Powder, Grease

Molding Shops: Molding Sand, iron-non-iron scrap

Blacksmith Shops: Coal, Coke

Electrical School: Flexible Wire, Clips, Backlight Switches

Machinery School: Goggles, tool bits

Instrumental School: Gas Lighters, HCl, Gas Cylinders

Miscellaneous: First Aid, Thread, Buckets, Sand Papers, Soap, Cotton, etc.

Chapter 3: Records of Financial Transaction

3.3. Introduction:

While carrying out the financial management of the school the Headmaster has to plan and control the financial transactions of the school.

Financial records provide information on the flow of a school's financial resources, both into and out of the school

Financial records reflect a school's revenue. They record the finances paid to the school by pupils as well as any other funds which the school may have received or generated. They also detail a school's expenditure/financial outputs.

3.4. Subject Explanation

3.4.1. Cash Book and Ledgers:

The book in which a record of deposit and expenditure in a systematic way. It is divided into two sections. On the left side the amount deposited is noted while on the right side the expenditure is recorded.

Cash Book with Cash and Bank Column:

The Cash Book:

It shows the receipts and payments of the school.

This register records every financial transactions of any sort that takes place in the school. These financial transactions include amounts received in the form of grant-in-aid, donations from Philanthropists, fees, subscriptions, scholarship money from government or Private parties etc.

These receipts are entered on the credit side and corresponding expenditures are entered on the debit side. The cash book should be balanced at the end of each month and should be posted daily.

Fees and other amounts collected from students should not be kept with teachers or with the principal but should be deposited in the bank. School finances can be meticulously maintained and properly checked if cash book is kept carefully and bank accounts are maintained regularly.

Two/Double Column Cash Book:

Cash A/c and Bank A/c are two busiest accounts in ledger and they are removed from the ledger to reduce its volume and size. Cash A/c is removed from the ledger and instead of it the Single Column Cash Book is kept to record cash transactions. In the same way no Bank A/c is opened in ledger for recording bank transactions, rather an additional amount column is provided on each side of 'Single Column Cash Book' for recording bank transactions. One more column for amount is provided on the debit side and one on credit side of Single Column Cash Book. These two amount columns on debit side and credit side will serve as Bank A/c and so it will not be necessary to open a Bank A/c in the ledger. The Cash Book having two Amount Columns on both sides is called '**Double Column Cash Book**'.

Advantages:

The following advantages are derived from Double Column Cash Book:

1. All entries made in "Bank" Column of Double Column Cash Book form a part of double entry system and hence a separate Bank A/C need not be opened in ledger. It saves time, labour and cost.
2. Both cash transactions and bank transactions are recorded in the same book. So both cash balance and bank balance are easily available from the same book.

Thus it is said that the Double Column Cash Book has two accounts in it, the Cash A/C and the Bank A/C.

Contra Entry:

In the dual entry accounting system, a Contra Entry is an entry which is recorded to **reverse or offset** an entry on the other side of an account. If a debit entry is recorded in an account, it will be recorded on the credit side and vice-versa.

Debit and credit aspects of a single transaction are entered in the same account but in different columns. Each entry, in this case, is viewed as a contra entry of the other. Remember the word contra as "**Against**" or "**Opposite**".

In any account we can only have one half of a double entry. An account cannot be debited and credited at the same time. For example, when we sell goods for cash, cash received will be recorded on the debit side of Cash Book and the goods sold will be posted on the credit side of Sales Account. But in Double Column Cash Book, we have two accounts, Cash A/c and the Bank A/c, so it is possible to have both a debit entry and a credit entry at the same time. For example, cash of \$5,000 is deposited into the bank. In this transaction both Bank A/c and Cash A/c are involved and they will be recorded on both sides of Double Column Cash Book i.e. on the debit side in bank column and on the credit side in cash column.

Thus a transaction in which Cash A/c and Bank A/c are involved, is recorded on both the sides of Double Column Cash Book, it is called "contra entry", from the Latin prefix contra meaning 'opposite to or against'. In recording such a transaction the letter "C", is written in 'L.F' column because both aspects of the transactions are recorded and there is no need to post them into the ledger.

In this connection, the difference between contra entry and other entries in Cash Book may be noted. "The Double entry work of contra entry is completed in Cash Book. They need not be posted to ledger". But the double entry work of other entries in Cash Book is not completed, one aspect (i.e. cash aspect) of the transaction is, however, completed in Cash Book, but the other aspect is not completed, which is to be posted to the concerned account in ledger.

Ledger:

It is used to record the entire debit and credit transacts of the school.

Generally Ledger is a Bind Book. It has an Index which has accounts written in alphabetical order. The page on which the record of specific account is written should be written properly. While opening the account in the Ledger, it should be in a specific group as follows:

- 1) Salary Account
- 2) Indirect Receipts and Payments
- 3) Grant
- 4) Fee
- 5) Account of all Expenditures

3.4.2. Vouchers and Bills:

The papers which are attached, describing the Expenditure in the cash book – is known as “Vouchers”. This Expenditure Receipt is of different types depending upon the type of transaction such as: Cash Expenditure, Purchase, Sale – which are known as Cash Voucher, Bank Voucher, Purchase-Sale Receipt, etc. In terms of School these Vouchers can be of 2 Types:

External Voucher: When a commodity is purchased for the school and the external authority gives receipt - it is known as “Cash Memo”. Such Expenditure Receipts are known as External Vouchers.

Internal Voucher: In schools, some daily transactions are such that – whose Expenditure Receipts are not available in standard format . In such conditions school takes the expenditure receipt in specific format from the buyer. Such Expenditure Receipts are known as Internal Vouchers.

3.4.3. Duplicate Receipt Books of Fees and Other Deposits:

Receipts:

These are the Acknowledgement given when a buyer gets his money. Also if the buyer gets his money in Cheque then he can give an “Advance Receipt” i.e. Receipt in Advance. When the Cheque gets cleared/ encashed, proper Receipt can be given.

Content of Receipts: has following details:

Student's Name, Date, Details of Fee, Amount in figure and words, Signature (of concerned Authority).

Normally name of School is printed on the Receipt.

Office Receipt Book:

Fee Collection Register:

This register maintains a record of all details concerning fees paid by each student. Teachers or clerks collecting fees should always be very careful to give receipts to pupils and to get a receipt amount handed over to the principal if they do not deposit in the directly.

There should be a pre-specified, fixed timing for collecting fees should not be collected during teaching hours. If fines are collected from students, they have to be carefully entered in this register. Beside breakage charges collected from students should also be registered.

School fees register: - It is kept to give the financial transactions in the school. It gives information about income and expenditure items. It promotes accountability and prevents corrupt and sharp practices.

Fees receipts: - It is issued to students as they pay fees while the duplicates are kept for auditor and inspectors.

3.4.4. Record of – the Amount Deposited in the School to be kept in the related

Registers:

The school gets amount in the form of D.D. from Education Dept. such as Grant for other than salary requirements, building and playground rent, development fund, the admission and term fee of students getting total concession in fees, scholarship, etc.

Also social welfare dept. gives scholarships for handicapped children, SC, ST in the form of D.D. issued in the name of HM. These amounts are recorded in various registers under different heads.

3.4.5. Book/ Ledger for the Term Fees:

The Book/ Ledger for the term fees should be maintained separately. Everyday expenses should be recorded date wise.

The receipts of every expense should be prepared. The amount should not be paid unless the headmaster approves the receipt.

Receipts and Payment account should be prepared every month.

Some important points related to Term Fee Account

Record of term fees should be maintained properly in cash book.

In some schools the term fees is deposited in separate term fee accounts.

When expenses occur the term fee is transferred from cash book account to term fee account.

At the end of the year the amount transferred from cash book should match with the amount deposited in term fee account.

3.4.6. Book and Ledger of Development Fund:

The amount expended from the development fund should be recorded separately in book and ledger. The amount needed can be withdrawn from development fund bank book or can be from the general account of school. If the amount is withdrawn from general account then it should be recorded in the general register and the transfer of amount from development fund to general register – to be shown clearly. Proper page numbers should be given to book and ledger. The development fund book and ledger are also checked during the annual audit. Hence proper records of all transactions to be maintained.

3.4.7. Inward Outward Register:

The communication through letters in schools should be recorded properly in inward outward register properly. This register should be in proper format having all details such as date, outward number, the sender, receiver, subject of letter, type of letter i.e. registered, speed post, hand-delivery, etc

3.4.8. Record of Purchased Commodities in Register:

Stationary Register

Library Register

Dead Stock Register

It is used to keep the inventory of the landed property and other assets of the school with liabilities shown.

1) Perishable

2) Non-Perishable

3.4.9. Annual Statements of School Deposits and Expenditure

Education institutions, cultural and sports clubs, religious centers, workers' associations – carry on financial transactions but their motive is not profit-making. Therefore, at the end of every annual year such institutions prepare the Receipts and Payments Account Statements, Income and Expenditure Account Statement, Balance Sheet, Profit and Loss Account. The above mentioned institutions may prepare

'Income-Expenditure Account' instead of this.

1) Receipts and Payment Account:

"A receipt and payment account is a summarized cash book (cash and bank) for a given period".

or

"This is simply a summary of the cash transactions as in the cash book, analyzed and classified under suitable headings, including the opening and closing balances".

Non-profit organizations (also called non-trading concerns) prepare a receipt and payment account at the end of year. With the help of this account and some additional information, an income and expenditure

account is prepared to disclose the true results of non-profit organizations. Receipt and payment account cannot disclose the true result of non-trading concern.

All the information necessary for the preparation of this account is available from cash book. Various cash receipts and cash payments during the whole year find place in this account in a classified manner. Its closing balance indicates cash in hand and cash at bank at the year end.

Special Features of Receipts and Payments Account

- (i) It is a 'real account'. While making posting in the account rule of debit and credit regarding real accounts are used.
- (ii) Whenever amount is received, cash account is debited. This is why, all cash receipts are recorded at the debit region.
- (iii) Cash account is credited for all payments, so all cash payments are shown at the payment side.

Characteristics of Receipt and Payment Account:

Following are the features of receipt and payment account:

1. It is abridged addition of cash book - it is, in effect, a summary of cash book.
2. All cash receipts during the whole year are recorded on its left hand (i.e., debit) side. While all the cash payments during the whole year written on its right hand (i.e., credit) side, arranged in a classified form.
3. Cash receipts and cash payments of both capital and revenue nature are recorded here.
4. Only cash transactions are recorded in this account.
5. It generally shows a debit balance. In case of bank overdraft balance, however, its net balance may be credit. Again, it may also show nil balance but such occasion is rare.
6. Its closing balance indicates closing cash in hand and closing cash at bank.
7. It is not an account within the double entry system - it is a statement only.
8. It is prepared on the last day of the accounting year.

Advantages:

The following are the advantages of receipt and payment account:

1. Total receipts and total payments under various heads are available at a glance.
2. The amount of cash in hand at the year-end can be ascertained.
3. The correctness of cash book can be verified through it. The total of debit side of cash book will agree with the total of receipt side of this account. On the other hand, the total of credit side of cash book will agree with that of payment of this account.

Statement of School Related Deposits and Expenditure.

- 1) Income and Expenditure account
- 2) Balance Sheet

Income and Expenditure Account:

All transactions relating to non-profit-seeking concerns like Club, Library etc. are recorded in the books of account strictly according to Double Entry System. At the year-end result is determined through Final Accounts. Final Accounts consist of two stages:

1. Income and Expenditure Account
2. Balance Sheet

Here we are going to discuss **income and expenditure account**.

Definition and Explanation:

The account through which surplus or deficit of a non-profit-seeking concern is ascertained, is called Income and Expenditure Account.

All the information necessary for preparation of this account will be available from ledger accounts. Its left-hand (i.e. Debit) side records all revenue expenditure, while the right-hand (i.e. Credit) side records all revenues relating to the current year. The balance of the account, if credit, indicates surplus, i.e. excess of income over expenditure. Conversely, the balance of the account, if debit, indicates deficit, i.e. excess of expenditure over income.

Characteristics:

The following are the *characteristics of Income and Expenditure Account*:

1. It is in fact like a Profit and Loss Account of a profit-seeking concern.
2. All expenses are recorded on Debit side and all revenues on Credit side.
3. Only revenue transactions are included in it. No capital items are taken into account.
4. All the items of income/revenue concerning current year — whether received in cash or not—and all items of expense —whether paid in cash or not—are taken into account. But no item of income or expense concerning last year or next year is included in it.
5. Surplus or deficit of a concern is ascertained through this account. Credit balance "indicates surplus, while debit balance indicates deficit.
6. Its balance is transferred to Capital Fund Account.
7. It is prepared on the last day of an accounting year.
8. It does not start with any opening balance.

Method of Preparation:

The following points are to be noted, while preparing the above account:

1. Surplus or deficit of a fixed, period of time is ascertained through this account. So its heading will be:

Income and Expenditure Account for the year ended 31.12.2005.

2. Income and Expenditure Account is a Nominal Account. Hence, only revenue (no capital) items will find place in it.
3. All items of revenue income and expenditure relating to the current year will appear in it. In other words, all items of income relating to the current year - whether received in cash or not - and all items of expenditure relating to the current year - whether paid in cash or not - will find place in this account. No items of income or expenditure relating to last year or next year will be included in this account.

Method of Conversion of Receipts and Payments Accounting into Income and Expenditure Account:

At first, Receipts and Payments Account is prepared by analyzing the Cash Book—subsequently, Income and Expenditure Account is prepared in the following manner:

1. Exclude the opening and closing balance of receipt and payment account.
2. Exclude all the payment items.
3. Exclude all revenue items relating to last or next year.
4. Include all items of income or expenditure relating to the current year, if they are not received or paid in the current year.
5. Charge depreciation on all wasting assets.

3.4.10. Precautions to be taken in Financial Transactions.

Where payment is made to the School/ Department/ Service the following procedures should be followed:

Cheques: All cheques must be made payable to the "University of Exeter" and crossed "A/C Payee". Cheques must not be drawn in favour of an individual officer or employee of the University.

Cheques made payable to "cash" should be treated as cash. Uncrossed cheques should be treated as cash for the purposes of these procedures.

Debit and Credit Cards: The University may only receive payments by debit or credit card using approved procedures. (Procedure documents to be drafted by the Head of Treasury Services in due course – to include guidance re refund procedures; staff authorized to process card refunds; American Express; the charging of admin fees etc.). In the event that staff is given multiple card details from one customer/cardholder, no payment(s) should be processed and the Senior Cashier should be contacted immediately.

Where credit card terminals, or hand-held card machines, are used by a School/ Department/ Service, a

nominated supervisor must be responsible for the security of the machine and the daily "polling" or

reconciling of the card transactions (including refunds made) to the daily total. All documentation should be sent to the Cashiers Team, appropriately coded, within 2 working days.

If written details of the credit or debit cards of students or other payers are taken these should be held securely at all times (including being held in a locked area outside of working hours) and all papers should be shredded or put in the confidential waste when no longer needed to be retained. Data Protection Act requirements must be adhered to – all card information must be handled with great care. Once the card details have been used to process the payment to the University, the three-digit security code must be removed from the paper record retained, or obscured using indelible ink.

Customer credit or debit card information moving internally within the University should be kept to a minimum but, when necessary, such documents must be sent within an internal transit pouch (currently known as “red bag”) or taken to the Cashiers Team in person.

Credit and debit card instructions taken from cardholders must specifically state the amount to be taken from the card and the date, and be linked to a specific transaction purpose – staff must not retain a “standing instruction” and take amounts from the card without the cardholder’s specific authority to do so. Schools/ departments/ services are allowed to keep a separate record of the card number and expiry date only with the specific agreement of the cardholder and this information is only to be used to help with future transactions such as recurring payments or new orders (believing further orders are likely).

Staff must not use card and verification details for any purpose other than completing the card transaction.

This information must not be passed to any other person, except for the purpose of completing the card transaction or for secure storage and record keeping. The three-digit security code must not be stored.

Payments made to the University via the Internet are subject to the relevant e-commerce payment process and terms and conditions. Where the nature of the payment or service does not fall within an area currently covered by an existing e-commerce process, staff should seek guidance from the Head of Treasury Services prior to advertising, promoting or accepting payment by this method.

Appropriate warnings should be given to students/ customers that account details, credit or debit card details should not be sent via email or fax due to the security weaknesses inherent in the global IT networks. Staff should not request or encourage that such details be sent in to the University via email or fax. Customers should be advised that they do so at their own risk.

Cash: Where it is anticipated that cheques or cash will be received through the external mail, two members of staff should open the post together.

Payments in cash should only be accepted at secure locations. Two people - either a member of staff with the customer or two members of staff – should count cash received. The staff that counted the cash must sign the backing documents, and date them. A formal University cash receipt must be given. All cash received must be recorded in a cash receipt book, obtainable from the Cashiers Team, or through a cash register. There should be segregation of duties between the collection of cash and the verification of income received (e.g. a supervisor should check the total taken through a till against the till reading, and should sign and date to show that the verification has been made). Where segregation of duties is not possible, two people working together should be responsible for receiving cash (e.g. collecting student payments) and their names should be recorded, along with that of their supervisor, on the documents accompanying the cash to the Cashiers team.

Receipt books are available from the Cashier’s Team. These must be kept secure and available for audit at any time. Receipt books are in triplicate. The top yellow copy is issued to the individual concerned. The second copy (blue) is sent to the Cashiers Team with the money and with a completed Income Summary Sheet, obtainable from the Cashiers Team, detailing account codes to be credited. The final copy is retained in the School in accordance with the University’s retention policy and Data Protection guidelines.

Cash and cheques received must be locked away in a safe, cash box or drawer at night and at other times when unattended. Arrangements should be made for the carriage of the monies to the Cashier’s Team for banking as soon as possible but no later than 2 working days after receipt excluding monies taken in vending machines and launderettes. Until the money is transferred to Finance Services and processed, the income is not reflected in School accounts. Cash in Schools or Services is not insured against loss or theft unless kept in a locked safe or other acceptable locked receptacle approved by the University’s insurers and to the extent of the limit agreed with the insurers and stipulated in the University’s policy.

Cash receipts must be banked intact – on no account must any cash held be used to meet expenses. No deduction may be made from such money unless the Director of Finance has given specific authorization in writing.

When cash collected changes hands (except via the internal transit pouches or via Estate Patrol collection), the amount should be recorded and where possible counted by both parties in the presence of each other. Both parties should sign and date a receipt to confirm the transfer.

All receipts and vouchers must be carefully retained and forwarded to the Cashiers Team with a claim for reimbursement, signed by the Head of School or authorized signatory, before the total amount held has been expended and at regular intervals, which should be a minimum of once in each financial year. Holders should retain a working balance pending receipt of the amount claimed.

3.4.11. Preparing Various Account Statements based on Records of Financial Transactions.

Various account statements have to be prepared – based on records of the various financial transactions of the school in the whole year. The schools account has to be written in a specific method. For that the records of financial transactions should be in definite format and in respective register.

3.4.12. Sanction of Grant on the basis of Grantable Expenditure.

The Head Master is aware of the rules of grants. The accounts are prepared. The audit is being done by the chartered accountant. On the basis of this, application for the grant can be made.

Chapter 4: Control on Financial Transactions

The Headmaster of the school prepares the annual budget every year normally in the month of February – for the coming year. For preparing this budget previous year's deposit-expenditure is considered properly of first 9 months. In the budget the ratio of the expenditure heads of school are specified.

4.4. Subject Explanation

4.4.1. Annual Audit

An **annual** review of the financial records of an organization. The **audit** may check the accuracy of records, compliance with accounting methods, and the soundness of financial practices, including internal controls.

4.4.2. File of Finance related Circulars

Education Dept. / Ministry sends time to time circulars related to Grants to school. A separate file should be maintained for such circulars. It may have following circulars:

Time to time Circulars related to Grant – from Education Section.

Pay Grade, Dearness Allowance – related circulars

Order from Senior Auditor

Remarks of Chartered Accountant during earlier/ previous auditing

The compilation of circulars, orders, instructions and clarifications issued by Education Section from time-to-time covers the matters relating to Budgetary exercises, Commercial Taxes, Treasury Code, Delegation of Financial Powers Rules, Service Code, Revised Scales of Pay Rules, Pension Rules, Allowances, Advances, Provident Fund, Group Insurance Scheme, Freedom Fighter Pension and other allied matters issued within a particular financial year.

Importance of filing

1. It helps in increasing efficiency of office because filing helps in providing records in required time to make quick decisions
2. Filing helps in protection of important documents from fire, dust, insects, theft and mishandling.
3. Previous records are base of past records and they are used as a immediate reference.
4. It helps in documentation of proof and legal evidence in the time of disputes
5. It helps in formulation of future planning
6. It helps in providing legal proofs to fulfill legal formalities
7. It helps in handling customers and correspondence carefully to maintain the goodwill of the office
8. It helps in taking feedback

4.4.3. Deciding the Priority of Expenditure Heads

The School Budget is ready in the starting of the academic year. The Principal should prioritize the various heads in the Budget. Some points of consideration are:

Purchasing Registers and other stationary required for office.

4.4.4. Optimum Utilization of Purchased things

Precautions to be taken while purchasing things

Use of Stationary as per requirement

Proper Use and Maintenance of things

Using Teaching Aids as per its working capacity.

4.4.5. Avoiding Expenditure on Non-Grantable heads

Salary

Rent, Premium, Repair

Prizes

Refreshments

Law-related Expenses

Contribution

Religious Notices

Scholarship

Travelling Expenses

Electric Expenses

Playground Expenses

Audit

Auditing is an examination of the books of accounts and vouchers of the business by an independent person who should be qualified for the job, in order to ascertain their accuracy.

Auditing is a process in which there is systemic and scientific examination of company accounts by a well-qualified person. The word audit derived from Latin word "Au-dire" which means "to hear". Auditor can examine the books of accounts to ensure that accounts of the company are properly maintained or not. True and fair accounts of the company show their financial position and deducting errors.

Objectives of Auditing:

The basic objective with which auditing is done are:

Following are the objectives of Auditing.

The **Primary Objective** of auditing is to report the owners whether the financial statement provides true and fair view of financial matters of the company.

The **Secondary Objective** is to Detection and prevention of frauds and detection and prevention of errors.

Objectives of Audit:

1. Verification of accounts and statements.
2. Detection of errors or frauds
3. Prevention of errors or frauds

The auditor is given a free hand to the books, accounts, statements enabling him to thoroughly check them and if satisfied to certify that books have been properly drawn up and represent a true view of the financial position of the school. He gives his special attention to the direction of errors which may be innocently or intentionally committed. In the case of former the auditor discovers the errors by vouching the transactions and by comparing and tallying the balances between and amongst various books. But in the case of latter such errors are classified as frauds as it leads to defrauding the proprietors. The frauds could be detected by a thorough checking of the books and documents such as cash book, vouchers, invoices, wage sheets, etc.

Advantages of Auditing:

- 1) Satisfaction of the school authorities
- 2) Detection and Prevention of errors and frauds
- 3) Verification of school accounts
- 4) Protections of stakeholders' interest
- 5) Accounts are kept up-to-date
- 6) Accounts as audited stand authentic
- 7) Auditors can render due advice to management related to financial laws

Features of Auditing:

Following are the Features of Auditing.

1. **Verification of activity** – In auditing the auditor can verify the activity of company and before auditing of company accounts by qualified person the company examines their own accounts which is known as internal audit.
2. **Examination of Accounts** – In auditing process there is systematic and scientific process of examination of books of accounts by a qualified person.
3. **Ascertain financial statements** – The Auditor has to ascertain financial statements of the company by inspect, compare, check and review all financial vouchers.
4. **Review of accounting system** – Auditing is a review of accounting system and Internal control.

Basic Principles of Auditing:

Following are the Principles of Auditing.

1. Auditor should be sincere.
2. Auditor should follow principle of auditing.
3. Auditor should properly examine company accounts.
4. Prevention and Detection of errors and frauds.

Types of Audits

Audit by Chartered Accountant

Fixation of Grant by Zilla Parishad

Audit by Senior Auditor

4.4.6. Study of Grant in Code

Head Master should study the chapter 4 rule no. 86 to 106 and schedule ABC with great care to avoid any discrepancies in audit.

4.4.7. Approval of Income-Expenditure from School Committee and Internal Audit

Some of the benefits of having a good system of internal controls are:

Helping protect assets and reduce the possibility of fraud.

Improving efficiency in operations.

Increasing financial reliability and integrity.

Ensuring compliance with laws and statutory regulations.

Establishing monitoring procedures.

4.4.8. Preparations for Financial Scrutiny of Department

When preparing budgets, schools should refer to:

the school improvement plan

historic data

information about current staffing levels, salaries, grades and incremental progression

anticipated changes to staffing, such as retirements, possible maternity cover and amendments to timetables (for example, where a Key Stage 4 or 5 subject will no longer be offered)

any major projects or planned building work

Potential changes to government regulations.

The following considerations should be taken into account when drawing up a budget.

The economic situation, which may cause parents to struggle to finance independent education.

Any difficulties in making surpluses from additional activities, such as paid-for clubs and functions.

Any reduction in resources to invest in school development and capital projects.

Meeting the public benefit requirement.

Competition from government-sponsored academies.

Financial pressures resulting from rising pension contribution rates.

The general regulatory burden.

When preparing their budgets, schools must take into consideration all available relevant data, including:
spending patterns

Trends from previous financial years.

A good example of this is energy usage, where data on previous years' consumption can be profiled by applying current charges. This can provide very accurate projections, provided there have been no significant changes to accommodation or equipment usage (eg an increase in the number of computers). Any savings resulting from improvements to energy efficiency should also be taken into account.

Particular attention must be paid to salaries, as staffing costs can comprise 75–90% of schools' expenditure. It is extremely difficult to rectify an error in this budget area midway through the financial year by attempting to make savings elsewhere.

Staffing forecasts should, therefore, be checked by a second person who is independent of the original calculations. Large schools may wish to allow for staff changeover savings when calculating salary budgets

– an expectation that some staff will leave and be replaced with newly or recently qualified staff.

Income from fees

The bulk of a school's income comes from fees, so they have a big influence on planned expenditure. There is a delicate balance between covering costs and setting fees at a level that parents will be able to afford.

Profiling

Profiled expenditure is allocated on the basis of seasonal fluctuations, rather than uniform costs throughout the year. Examples include:

- gas
- electricity
- water
- examination fees
- rates.

It is important that the incidence of such cyclical expenditure is carefully assessed for monitoring and cash-flow purposes. It is good practice to have a monthly budget profile for monitoring purposes.

It is important, as far as possible, to plan for the unforeseen and to keep a reserve of money.

Premises Budget

The premises budget should reflect major improvements that have been highlighted as part of the school improvement plan.

It should be documented as part of the budget calculations, covering which costs are related to the premises budget and which are not. In general, the premises budget might include:

- cleaning
- catering
- security
- mechanical items
- electrical items
- grounds
- building works
- redcoration
- maintenance
- school vehicles
- utilities
- sustainability
- planned upgrading of specific areas.

However, this list is far from exhaustive. Any of these items could have their own separate cost centre, which would enable far closer and simpler scrutiny of the finances over the year.

It is good practice to review existing services to ensure best value is achieved. High-value contracts should be reviewed regularly and the process should be documented for audit purposes. Often it is possible to collaborate with other schools to get the best deal.

With energy usage, it is possible to take the average of the previous three years and add an inflationary figure to arrive at an estimate. However, professional energy suppliers will be able to provide accurate written forecasts for budgetary purposes.

It is good practice to create a rolling programme of redecoration and maintenance so that priorities are tackled in the appropriate order. This should be a working document, changing constantly as improvements are made. This is an invaluable tool when budgeting. It is helpful to discuss this document with governors as it gives an excellent overview of progress made and current priorities.

Security is another broad area that should be kept under regular review. Not only should this consider the security of the premises, but budgets should also consider the safety and security of staff. It might be appropriate to introduce some kind of “panic button” for those members of staff who might be working alone and feel particularly vulnerable.

Draft Budget

A draft budget is prepared to cover the year's planned expenditure. It is good practice to put this alongside the budget of the previous year. This makes it possible to reflect expected increases in areas such as energy consumption and staff salaries.

The budget will show how the school proposes to meet planned expenditure from the expected income. After other expected income has been taken into account, such as fees from summer schools or events, the budgeting exercise will enable the school to determine whether there should be a reduction in proposed expenditure, or an increase in fees.

Interim Budget Review

Interim budget review is recommended:

monthly for the Head

termly for the governing body.

This will show the profile of spending against allocation and give an indication of possible out-turn figures.

It allows unexpected trends to be readily identified.

4.4.9. Sanction of Grant

School gets grant from Education Officer, Zilla Parishad. School gets grant of 2 types:

1) Salary Grant

2) Other than Salary Grant

4.4.10. Financial Scrutiny by Senior Auditor and Other Officers

Senior Auditor and Other Officers carry on the financial scrutiny of the institution.

4.5. Summary

The finance related documents should be filed properly and made available to the auditor, scrutiny officer – properly when required.

Chapter 5: Fund for School Development

Introduction:

The system of collection of School Development Fund is uniform in all the schools and it has become a culture. The main idea of such collection is to supplement items which are not supplied by the government and supplement expenses which are not budgeted. As such, the school should prepare proper record on collection and expenditure of the fund. The expenditure vouchers and receipts should be verified by all the committee members and countersigned by the principal. The items bought from the School Development Fund should be entered in the stock register and maintained properly. The money collected for the School Development Fund must be deposited in the bank account once the collection has been done. The record of collection and expenditure must be maintained in the school office and every committee member is to be kept in picture. The fund collected should benefit maximum students. The committee shall stand fully responsible and accountable for internal and external audit observations.

5.4. Subject Explanation

5.4.1. Development Fund Grant and Institution's contribution

Urban Area School

Rural Area School

(Urban Schools get less grant than Rural Schools)

5.4.2. Ways to raise Development Fund

School fund raising is the practice of raising money to support educational enrichment programs by schools or school groups.

There are various ways to raise development fund for school. These are:

Donation in the form of things

Getting Fixed Deposits

Co-operation from Alumni

Appeal to Noble personalities and co-operative societies

Communicating with people

5.4.3. Creative utilization of Development Fund

Various Teaching Aids

Enriching the Library

Enriching the Laboratory

Laboratory Building

5.4.4. Development Fund Related Problems

The Development Fund Scheme was implemented from the year 1973-74. There is a considerable increase in the present total amount of expenditure on salary and other heads – as compared to the total amount of expenditure on salary and other heads – at that time. Headmaster has the responsibility to collect the development fees for the school from community, parents and other resources. The amount collected should be deposited in the Development Fund Account. This amount can help in organizing lectures of experts in school, exhibit good educational movies, organizing science exhibition, etc.

Please refer to the latest information about school development fund.

5.5. Summary

The school should Judiciously use School Development Fund in an area where there is no Govt. Budget. Utilize School Development Fund in other miscellaneous things. Collection of School Development Fund on time from all the classes. Record keeping for collection and expenditure. Verification of vouchers, receipt and accounts. Identify the areas for the expenses. Depositing the School Development Fund in the Bank. Keeping Register and bank book under safe custody. Committee will ensure the budget is utilized authentically. Transparency to be maintained of School Development Fund account and utilization. Regular meeting on needs in place for improvement.

Chapter 6: Planning for Financial Management

6.4. Subject Explanation

6.4.1. Why make Budget

What is budgeting?

“An estimation of planned events expressed in quantitative terms”

A future plan expressed in monetary terms

It is a financial plan of action against which financial transactions are benchmarked

A **budget** is a financial plan for a defined period of time, usually a year. It may also include planned sales volumes and revenues, resource quantities, costs and expenses, assets, liabilities and cash flows.

Objectives of financial management budgeting

To help the school to achieve its educational and administrative objectives

To meet statutory requirements

To control the school's financial resources

To maximise the use of available resources

To assist in effective decision making

To develop systems for the efficient running of the school

6.4.2. When and How to make Budget

Developing the budget

The budget process for the next school year begins in January

The Board of Management Finance Sub-Committee meets with the Principal to begin the process and seeks submissions from all relevant groups within the school.

No single programme or school department has an **automatic right** to funds.

The key areas of the budget and assumptions underlying it are identified

Identify areas of capital spending and refurbishment which are necessary or desirable

Identify the opening position for the start of the next school year from the current budget and from past experience

- Cash and bank balances

- Creditors and accrued expenses

Begin with revenue: determine total resources available and identify all revenue sources

- Department of Education and Skills grants

- School generated income

- Other income to fund **day to day** spending such as Parents' contributions, voluntary subscriptions and fundraising (Revenue for **Capital Spending** is considered separately).

Be conservative – if in doubt, leave it out.

Gather all information regarding all possible expenditures – distinguish between essential or unavoidable spending and discretionary spending. Do not consider any items of capital spending (e.g. new computers or furniture) at this stage.

Collate the expenditure budget under the main account headings:

- Education – Salaries

- Education – Other

- Repairs, Maintenance, Establishment

- Establishment

- Administration

- Finance

- Depreciation (estimated charge)

Give specific

details

under each heading

Apply the revenue budget to the expenditure activities based on

- Pre-determined priorities

- Allocations over the past few years

- Realistic assumptions e.g. the expected price of heating oil.

So – not enough income to meet expenditure? Adjust and change.

There will never be enough income to do everything desired – the process requires negotiation and compromise.

If using a computerised accounts package, enter all details specifying the month where this known of all items of income and expenditure

Submit the proposed budget to the Board of Management for approval or adjustment before the end of March.

Submit the proposed budget to the school Trustees in accordance with procedures laid down by them.

Capital expenditure

Capital expenditure is expenditure of a once off nature rather than recurring. The purpose is to acquire an asset or advantage of a lasting nature for the enduring benefit of the school.

No

extension, improvement or replacement of the school building may be undertaken without the prior written approval of the Trustees.

The Board of Management may identify necessary or capital expenditure required for the coming year

Seek quotations based on purchasing and tendering procedures outlined in the guidelines

Identify capital receipts which may be available to finance capital expenditure

- State grants

- Fund-raising

Parents' contributions

Donations

Submit proposals to the Board of Management for approval

All capital expenditure plans must be submitted to the Trustees for final approval or otherwise, in accordance with procedures laid down by them.

Planning the budget – basic strategies and assumptions

A formal approach is adopted.

The Principal prepares the budget with the assistance of the Board of Management Finance Sub-Committee

Encourage participation and involvement e.g. seek submissions from teachers, school departments and other relevant parties

A formal approach is adopted

Ensure key information is available

- projected student enrolment
- projected enrolment in specific courses such as Transition Year and Leaving Certificate Applied
- all grant entitlements
- expected number of teachers whether permanent, temporary, RPT or part-time paid by the school.

A school budget assists the Principal to manage the school finances on a day to day basis

Schools may not budget for a deficit without Trustee approval and must explain how the deficit is to be funded

6.4.3. Importance of Budget

It ensures that the day to day operations of the school are geared towards achieving its objectives

It fixes school management to a definite plan and eliminates ad hoc decision making

It enables Trustees to fulfil their supervisory role in ensuring the financial well-being of the school

It encourages communication on key issues between all the parties involved

It enables the objectives of all parties in the school community to be aligned with the objectives of the school

6.4.4. Planning for Short Term:

In planning the daily needs of school, Office Expenses – are to be considered first. The amount required for all this should be kept aside and the remaining amount can be used for other school needs. Thus referring to the school capacity, the primary thought should be given to the available amount. This will be the planning for Short Term. In this short term planning, efforts are made to fulfill the daily needs of the school along with fulfilling the maximum needs of the school. Therefore, this short term planning is very important for schools. Also it should be kept in mind that planning for short term and annual budget are interdependent.

6.4.5. Planning for Long Term:

For the proper progress of school well maintained laboratory, enriched library, required and ample audio-visual aids, ample furniture, benches, independent room for geography subject, rest-rooms for students and teachers – are all required. All these heads cannot be considered in the small budget of short term planning. Expenses of each head should be calculated. Also planning should be done as per priority of assets required in school. That means short term planning is important but long term planning should also be implemented – as planned.

The School Budget should be prepared in the month of February – March, i.e. before the start of financial year. While preparing this budget for the next financial year, the finance related documents of the previous year are very helpful. While doing the financial planning – the needs of the school, the nature of financial planning, the funds available for fulfillment of requirements, etc.

Diploma In SchoolManagement(YCMOU)

Study center

S.M.S & E.T B.Ed College, Talegaon Dabhade

Subject Expert

Prof. Shilpa Dharwadkar

M.A.(History), M.Ed., NET, M.Phil. ADCSSAA

EDU-116

School Structure and Physical Facilities

Important Declaration:

- These notes are for guideline purpose only of each course.
- Students are suggested to refer reference books for better understanding and explanation.

DO NOT DEPEND UPON THESE NOTES ONLY as it contains main points and not in detail explanation.

EDU 116

Structure of school and physical facilities

1.4.1 Personality of school

Integrated Personality:

- External factors: surroundings, building, other physical facilities,

Workshops : It should be necessary to provide workshops for certain laboratories certain in special rooms for drawing, painting or music, etc. It is desirable that any design for a school building should take these into account and adjust the design in a way that in courses of time without much change of the original building such additional accommodation may be provided.

THE SITE OF SCHOOL PLANT

A school cannot be put up anywhere and everywhere. Its siting has a great importance and significance. Followings are some considerations which a proposed site must fulfil before it can be declared suitable for building a school :

1. **Good Location :** Good location not the low cost, should be the deciding factor as the expense involved may be such a heavy drain on the resources of the school that the essential services may have to be curtailed to the detriment of the education function. Thus in the long run the cheapest site may actually prove more expensive.

2. **Outside Town :** As far as possible, the site should be outside the town. Particular attention should be given to the relationship of site to the existing or the future traffic routes, to minimise the danger to children on their way to school. W. M. Ryburn says, "The site should be near a road, yet back from the road as far as can be arranged to escape as much dust as possible."

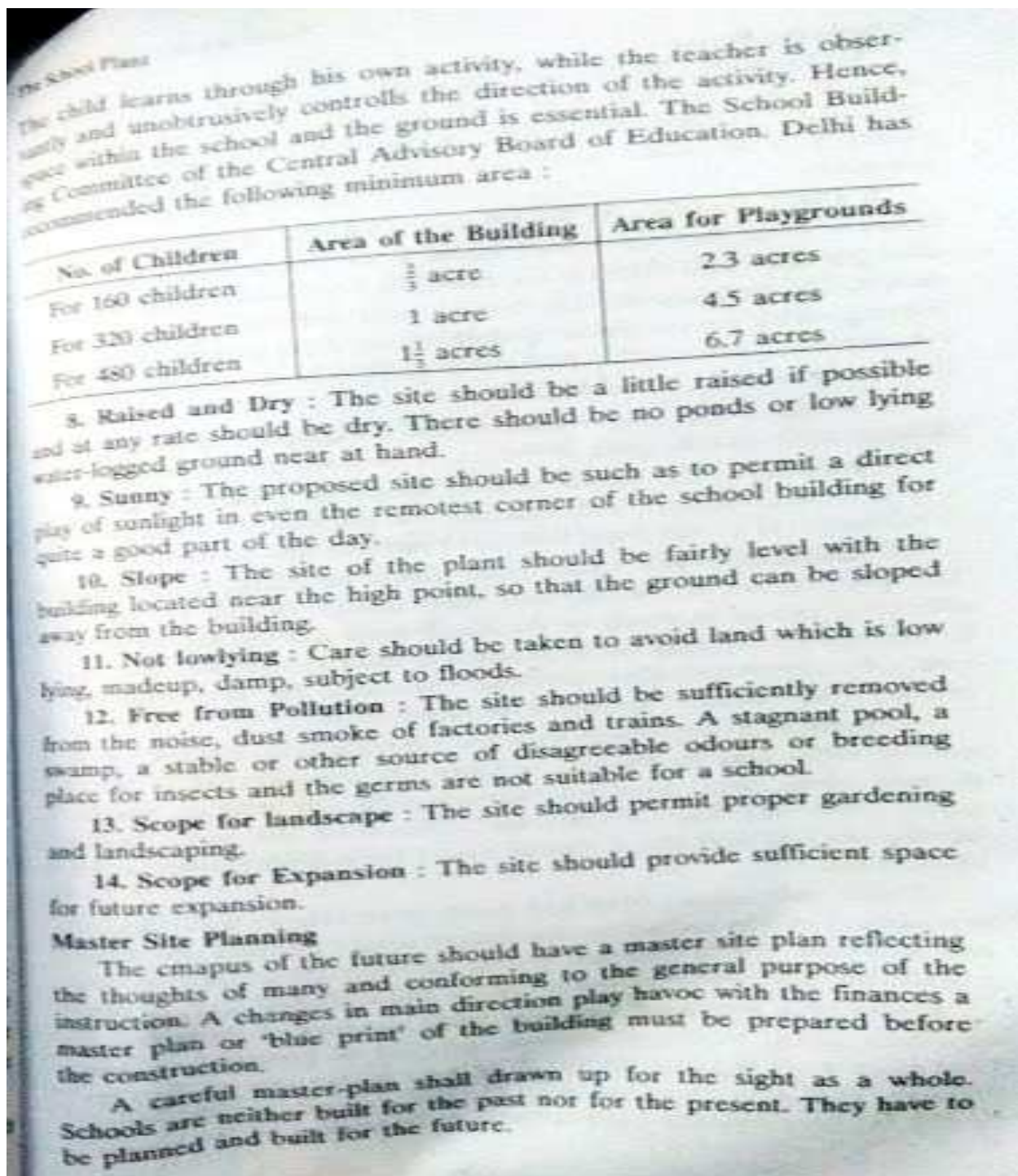
3. **Within Reach :** The direction in which the town is growing and extending should also be borne in mind, so that the school may not be within the reach of the town in a short time. Crowded streets heavy traffic stagnant drains and rubbish heaps should be avoided.

4. **Physical Facilities :** The school should be located in correct relationship to the other physical facilities of a community such as parks, health centres, libraries.

5. **Nearness :** The site for the school should be located near the present and probable future centre of the school population to be served. Elementary school pupils should not be asked to walk more than three fourths of a mile and secondary pupils more than a mile and a half.

6. **Pleasant :** The site should have pleasing surroundings which soothe eye and please the soul.

7. **Open and Spacious :** The school should be constructed in open and spacious places. Above all the child requires space to be active



- Internal factors: Head Master, teachers, non-teaching staff, students, curriculum, teaching-learning process, various activities, discipline etc
- Interconnection of these two factors and consistent with society
- Balance of all these factors, maturity, stability and interaction

1.4.2 structure of school

A. importance of school building

B. characteristics of good school building

- a) fulfilling all educational needs
- b) continuity
- c) development ability

THE SCHOOL PLANT BUILDING

The Psychological Environment

A nice building has psychological effect on the mind of a child. Poor buildings hinder in popularizing education. "Buildings are to education as body is to the mind."

The Secondary Education Commission recommends that the schools must provide for :

- (i) Amenities for the students such as common-rooms, sanitary convenience, provision for mid-day meals and refreshments to be taken and in the case of girl students retiring rooms with necessary conveniences separately.
- (ii) Accommodation for teachers with a common-room available for them.
- (iii) A reading-room and a library.
- (iv) A visitor's room where parents or relations who wish to interview the Headmaster may wait.
- (v) A room for the Headmaster and an office-room and a room for the Assistant Headmaster should such a person be appointed.
- (vi) Laboratories and workshops where necessary; such laboratories and workshops being constructed on an approved plan and for a definite number of students.
- (vii) Easy movements particularly in large schools of more than one story, is must. Corridors should be wide enough and staircases should be so placed as to avoid congestion when classes change and above all in the event of fire.
- (viii) Similar considerations should apply to the siting of cloak-rooms, changing rooms, bicycle-sheds etc.

- (ix) Latrines, urinals and lavatories should be from the point of convenience as accessible as possible from all parts of the school, subject always to their being so placed as to create neither a nuisance nor an eyesore.
- (x) The possibility of extension, being required at some future date should always be borne in mind.
- (xi) A school without verandahs has little to give the students needed convenience of movement. Verandahs can be made a most useful adjunct to almost every thing else built in the school.
- (xii) Kindergarten rooms and rooms for younger children should always be the ground floor.
- (xiii) Where ample sites are available, single-story buildings have certain advantages. They facilitate plastic grouping of rooms as well as the use of light form of construction.
- (xiv) The orientation of class-rooms, out-verandahs and too many practical rooms needs careful consideration. Local climate conditions will largely determine this and sites should be chosen with this factor in mind.

C. Ownership of school building

D. Financial arrangements for school building

(Kothari Commission : chapter 9: School building and secondary school code rule no 101 and 102)

1.4.3 School building and code of grant

- a) Construction of new building
- b) Building Rent , taxes, insurance etc
- c) Electricity expenditure
- d) Building maintenance
- e) Dining room

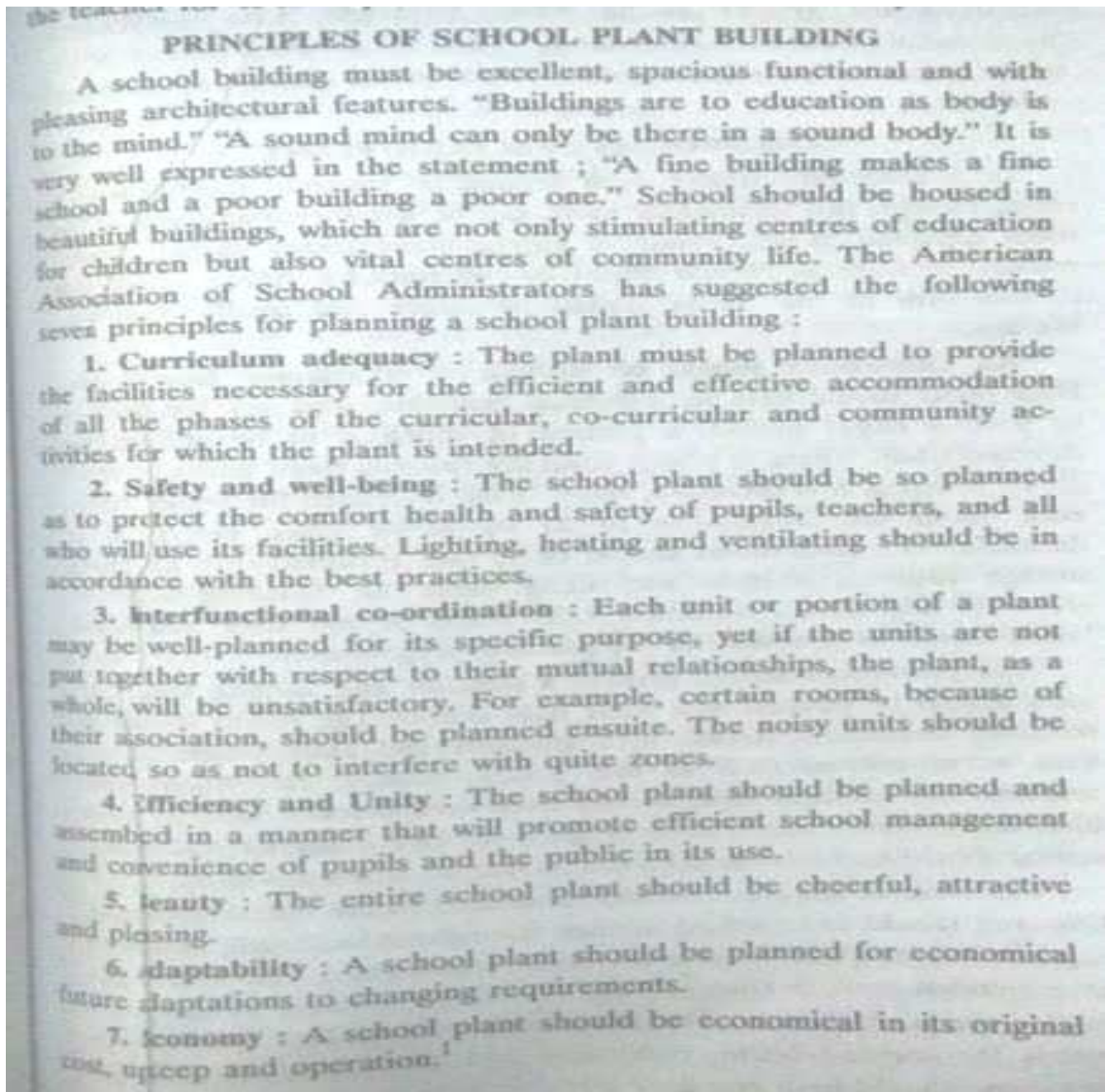
1.4.4 Site of school

- a) Surroundings
- b) Distance from city or village
- c) Health wise safe environment

- d) Other facilities
- e) Area of school place

1.4. 5 Shape of school building

1.4.6 Guiding points for construction of school building



1.4.7 Rooms in school building

A) classrooms:

CLASS-ROOMS IN SCHOOL PLANT

In a secondary school each section of students should have a room, though, two sections or more can be accommodated in one big room designed to seat about 70 pupils. Some rooms should accommodate as many as 70 and others 30–40 students. About one fourth to one fifth of the rooms should be larger and smaller than the average.

All class-rooms should be workshops or learning laboratories. Each room should have its individual character. The new tendency is to have a larger period, a portion of which is to be utilized for directed study. There is also a tendency towards more informal small group activities and therefore, more space is needed for books reference books etc. Twenty-five to 35 sq. ft. of space per pupil is desirable. The class-rooms should be further provided with adequate storage cabinets, shelves and filing cases for teaching supplies, materials and books. Sufficient tack board at eye level and black board should be provided for the teaching programmes.

The class-room should present a pleasant and inviting look. The walls should be painted with some light colour. The rooms should be tastefully decorated. Rooms with northern and eastern light should have warm colours such as red, yellow, orange, etc. Rooms with southern and western light should have cool colours such as green blue and certain compositions of grey. In dark coloured wall-rooms, ceiling should be white, in others, it should be cream coloured.

The walls of the room should be utilized to the fullest advantage. One wall should have writing surface throughout its length, and green is preferable to black because the latter causes glare. One wall should have wooden surface covered with flannel for pinning notices, news sheets, charts, maps etc. The other walls should have built-in cupboards for keeping books, equipment and other teaching aids. The class-room should have one door opening outside.

Requirements of a Classroom

1. Space : A classroom needs plenty of area, lighting, ventilation,

furniture of good taste and decoration of atmosphere. A room should be large enough to accommodate 40 to 45 pupils. The dimensions should be 22×23 . The Secondary Education Commission recommends that with a view to establishing personal contact between the teacher and the taught and to exert a wholesome influence on the pupils the optimum number that should be admitted to any class should be 30 and the maximum should not exceed 40. On general principle each pupil must have a space of ten square feet. The height of the room must not be beyond 15 feet. A very high room will mean more cost without any commensurate advantage in the educational effort. Moreover, a very high room is hard to ventilate or decorate easily.

2. Lighting : Proper means of lighting should be provided. Every room should be well-lighted. Light should be well diffused and should not fall directly on the eyes of the students. It should come from the left. Where light from the left is not possible, light from the right may be allowed. Direct front light will be injurious. The desks, therefore, should be arranged in such a manner so to take full advantage of light coming from the left; otherwise the light will either shine in the teacher's face or dazzle the children. The colour of the walls also should not tax the eyes of the students.

Windows serve two purposes : admission of light and admission of air. The window area should not be less than one-fifth of the floor area. The window still should be placed at not more than four feet and not less than three-and-a-half feet above the floor of rooms in which the students are seated.

3. Ventilation : Ventilation can be done by natural and artificial methods. Natural ventilation depends upon natural forces while artificial ventilation is brought about by the use of fans etc.

4. The Blackboard : The blackboard is a very necessary equipment of the class-room and a handy apparatus in hands of a teacher. A teacher who does not use the blackboard properly is not a good teacher. There are usually two types of blackboards—wall blackboards and easel blackboards. The latter are better as they can be moved to any part of the room and their angle changed to suit the light. The blackboards should never be placed between windows. Its back should not be towards the light, otherwise the surface would be dark and it will tax the eyes of the students in trying to read what is written on the blackboard. The blackboard should be either black or green in colour.

5. Yellow Boards : Stead has suggested the use of yellow boards in place of blackboards and blue chalks in place of white chalks. These substitutes cause much less strain. The board should not be glossy, otherwise, it will adversely affect the eyesight of the pupils. Its height from the floor should vary from 26 to 30 inches according to the height of the students. It should be four feet wide. Damp dust should be used to clean it so as to avoid the inhalation of chalk dust which leads to consumption.

6. Furniture : The Secondary Education Commission observes : The whole of the furniture and equipment of a school can be divided into two sections—movable and immovable. The latter are usually provided during the courses of the building and since they are fixtures, great care should be given to their design. Movable furniture should be given equal thought and because it can be moved, there can be variety in design. The school furniture and equipment is a very prominent feature in the child's environment. It should be pleasing in design and efficient in function.

The child spends a good deal of time at desk, it is but obvious that right postures can be maintained only when good seats are provided. A comfortable child will pay more attention and concentration to his work.

The following points should be borne in mind while providing furniture to the students in the classroom :

- (i) There should be as far as possible single desks with slight slope towards the seat.
- (ii) The seat should be supported by a back.
- (iii) The maximum length of the desk should be twelve feet.
- (iv) The desks should be suited to the size of the students.
- (v) The desks should not be arranged more than six-rows deep.
- (vi) 18 sq. ft. of space should be provided to each pupil.
- (vii) There should be sufficient space between the row of desks as well as between desks and walls so as to have free movement.

The class-room should have not only space for good study but adequate space for using maps, charts, pictures, specimens, models, exhibits, reference books, tools, craft materials, experiment apparatus and the like. Every instructional room should provide a healthful living and working environment for pupils and teachers.

shape and size of classroom

...in the same school building, two shifts should be

Different Types of Designs for Secondary Schools

Following types of designs are in vogue for secondary schools in our country :

1. The I type – consisting of a row of class-rooms.
2. The L type – I type with an extension on one side.
3. The T type – I type with extension on one side both ways.
4. The U type – Two I's joined on one side.
5. The E type, and
6. The H type.

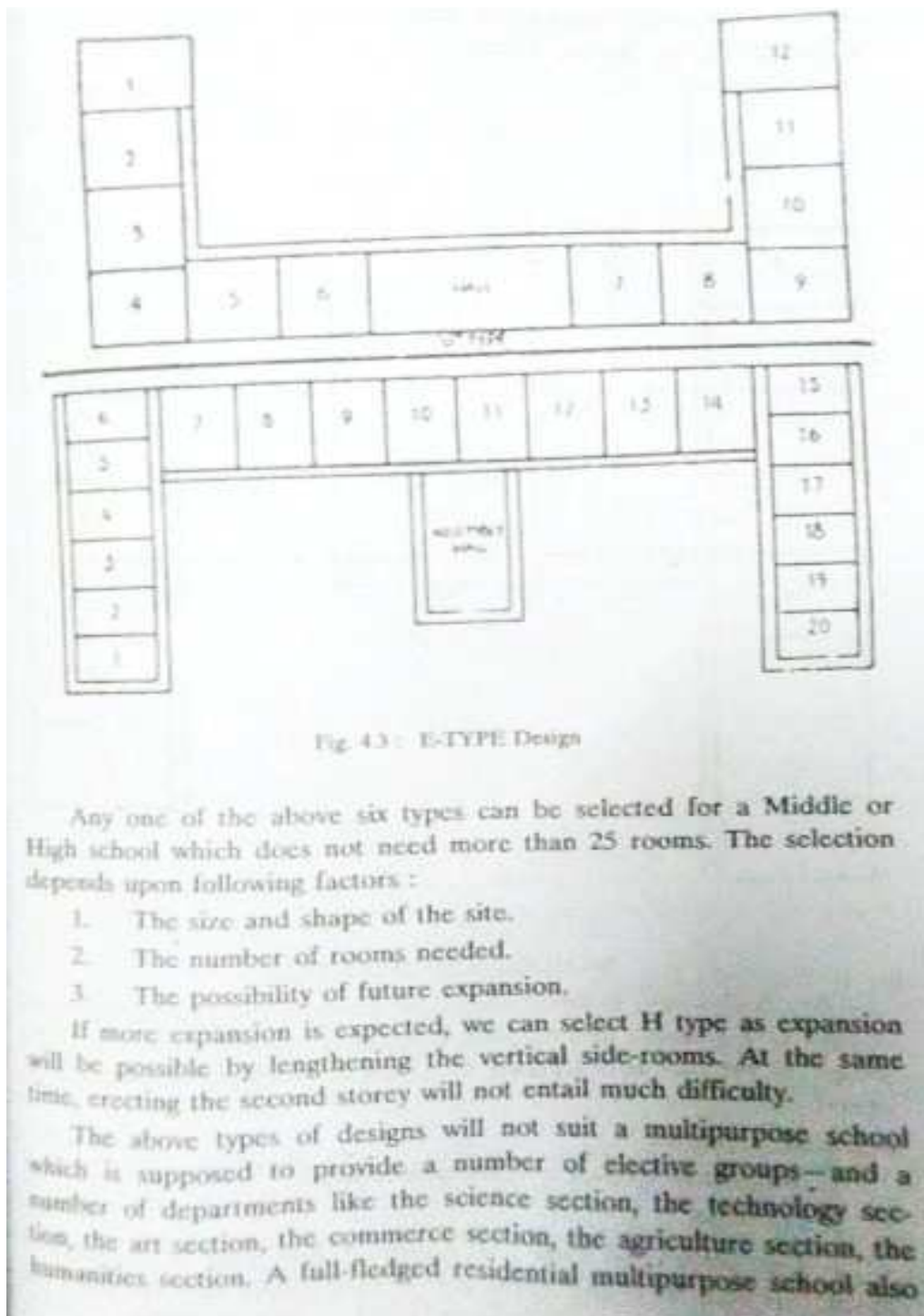


Fig. 4.3 : E-TYPE Design

Any one of the above six types can be selected for a Middle or High school which does not need more than 25 rooms. The selection depends upon following factors :

1. The size and shape of the site.
2. The number of rooms needed.
3. The possibility of future expansion.

If more expansion is expected, we can select H type as expansion will be possible by lengthening the vertical side-rooms. At the same time, erecting the second storey will not entail much difficulty.

The above types of designs will not suit a multipurpose school which is supposed to provide a number of elective groups—and a number of departments like the science section, the technology section, the art section, the commerce section, the agriculture section, the humanities section. A full-fledged residential multipurpose school also

b) doors and windows

c) walls

d) other facilities

B) Office of Head master

a) Place of HM office

- Central place

b) Interior of HM office

- Minimum but essential furniture and things
- Ventilation and proper light
- Cupboards for important documents
- Cupboards for exhibiting prizes
- Table: 120×75 sq.cm with 2 drawers both sides,
- Inward-outward document tray
- Pen stand, pin box, flowerpot, nameplate on table
- Photos of founder members, watch on wall,
- Chairs for guests
- Photos of national leaders(31.3.70 GR): presidents of INDIA, Gandhiji, Dadabhai Nauroji, Tilak, sardar Patel, Nehru, Dr. Ambedkar, Lalbahadur Shastri

c) Charts in HM office

- i. Annual planning
- ii. Student strength: class wise and place wise
- iii. Employee details
- iv. Subject committees
- v. Department wise chart
- vi. Charts having Donators' names, life members of institution, management committee members, Ex-HMs, maps showing roads and distance between school and places from where student are coming to school

C) Clerk office:

- Adjacent room to HM room
- Tables, chairs for each clerk
- Racks, cupboards, counters
- Charts of Annual plan, files, registers,

D) Library and reading room

- Reading room and main library
- Seminar room and study room
- Record room
- Less disturbance

- 500 sq. feet or 250% of total student strength
- Ventilation and proper light , peaceful
- Net on windows for protection from insects and dust
- Moderate light
- Covered flooring
- Photos of great personalities
- Seating arrangement for minimum 50 students
- Well-arranged books
- Book bank
- Tables, chairs, racks, bulletin board, new arrival display case, newspaper stand, glass board

E) Laboratories

- Language lab: ear phone, microphone, amplifier, tape recorder
- Geography lab: maps, globe, models, climate related equipment, slides, projector, subject related books

Science lab:

- At ground floor
- Space should be 3 sq. mtr. Per student
- For 50 students 150 sq. mtr. (15mtr length and 10 mtr width OR 18.75 mtr length and 8 mtr width)
- Ventilation and proper light
- Supply of gas, water and electricity as per requirement
- Demonstration table and platform
- Tables for students (90×180×75 cm)
- Racks and cupboards
- Store room and preparation room
- Pictures of scientists and their works
- Books and registers
- Chemicals and other equipment
- First aid box and fire extinguishers

1.4.8 Playground

- I. Importance of playground
- II. Important points regarding playground
 - Area : 160 students= 1R,
 - Fencing
 - Clean and dry
 - Well measured places for different games
 - Greenery around
 - Room for equipment

1.4.9 Water arrangement for school

- 1 tap for 50 students
- Clean and pure water supply
- Per student per day 45 ltrs.

1.4.10 Washrooms

- i. Toilets: 1 per 40 male students, 1 per 25 female students, 1 per 25 male teachers, 1 per 15 female teachers
- ii. Latrine: 1 per 20 male students, 1 per 20 female students, 1 per 7 to 20 teachers, 2 per 21 to 45 teachers
 - Wash basins : 1 per 40 students, 1 per 25 teachers, Cleaner's sink on each floor

1.4.11 Educational equipment, other physical things and facilities

1. sitting arrangement:

a. sitting arrangement for students

a(i) health of students and sitting arrangement

a(ii) types of sitting arrangements:

joined benches:

plus, desk, zero desk, minus desk

a(iii) separated benches

b. sitting arrangement for teachers

c. sitting arrangement for HM and office staff

2. Boards: Green board, flannel board, magnet board, rolling board, electricity board, khadi board

3. charts
4. Models
5. technology based equipment

Unit 2: plan for optimal utilization of school building

1. Classrooms:

- a. Schools in two sessions
- b. Use of classroom for society
- c. Use for special students
- d. Exam centers for various examinations
- e. For govt. or NGO programmes

2. Halls:

- a. For cultural programmes, gatherings, meetings, competitions, film drama shows etc
- b. Giving on rent to other schools
- c. Lecture series, meetings, seminars, conferences of govt and non govt. organizations
- d. Lodging for students coming from remote areas
- e. Temporary residence in emergency situations

3. School gyms:

- a. Competitions
- b. Lectures
- c. Membership for outsiders

4. Library:

- a. Reading hobby group
- b. Loud reading programmes
- c. Celebrations of various days
- d. Exhibition of books
- e. Membership for outsiders

5. play ground:

- a. Competitions and matches
- b. NCC, Scout-Guide,
- c. Giving on rent to other schools

- d. Membership for outsiders

Unit 3: development of premises

Entrance:

- a. 2 entrance gates: big enough, strong
- b. Name of school and institution, establishment year and date, vision and mission statements, logo etc
- c. Good fencing
- d. Plants and trees near entrance

Veranda:

- a. Width not less than 2 mtrs.
- b. Glass boards, notice boards, good thoughts
- c. Maps of India, Maharashtra, world on walls
- d. Photos and statues of freedom fighters, educationists, social reformers etc.

Garden:

- a. Don't plant big trees near school building
- b. Write scientific names on trees along with uses and references in history and mythologies
- c. Don't plant fruit trees

Programmes for development and beautification of premise:

1. Participation of student in beautification, periods allotted to social service, work experience etc.
2. Competition of class decoration
3. formation of science club, sports club, literature club
4. periodicals of school
5. various articles written by Hm, teachers, students can be displayed
6. cleanliness week celebration
7. tree plantation programme

Unit 4: Finance, maintenance, care etc. related plan

Finance:

a. Govt. subsidy formula:

- 80% of subsidy should be used for salary
- Out of 20% , 8% for building and playground rent
- 12% remaining for other expenses of school

b. Finance related plan

1. Donations for development
2. Collection from students for building fund
3. Help from NGOs, and other institutions
4. Collection from management members
5. Help from alumni
6. Gifts from last year students
7. Help for annual prize money from various donors
8. Selling fruits, vegetables, flowers from school farms
9. Selling items like greeting cards, rakhi prepared in work experience class by students
10. Penalty money legally collected by student
- 11.

Regular care and maintenance

- a. As per Govt. subsidy plan, 5% of cost for special repairs, renovations and maintenance can be claimed as subsidy
- b. Planning for fund raising activities
- c. Planning and execution of repair work in holidays
- d. Distribution of work regarding maintenance of school premise among teachers and other staff
- e. Strict rules for careful handling and usage of equipment and physical facilities
- f. Time to time inspection and repairing of teaching aids
- g. Cleanliness programme for students on daily basis
- h. Daily cleaning of toilets and strict rule for keeping toilets clean
- i. Time to time cleaning of drinking water place and storage

Unit 5: Available equipment, facilities and future needs

Education and upcoming challenges:

- a. Rapid growth in knowledge and burden on curriculum:
 - Widening scope of knowledge
 - Newly emerging subjects and faculties like bio-tech, genetic engineering, environmental science, population education
 - Challenge is to keep pace with developing field of technology and information
- b. Increase in numbers of students taking education:
- c. Increasing expectations of society from education

Preparation for accepting new challenges:

- a. Overviewing of available equipment and facilities and planning for future
- b. Restructuring school premise according to new requirements e.g. vocational guidance section, language laboratory
- c. Reforming the structure of classrooms for self-study, cooperative learning and other newly coming concepts in education
- d. Provision for mass instructional technology, self-instructional technology, models of teaching, capsule programmes, CAI, required Hardware etc.
- e. Continuous and open education system: study Centre for Continuous and open education
- f. Changing role of teacher in upcoming tecnobased education system: training regarding using hardware and software skillfully, preparing CAI, preparing lessons for TV and radio, developing audio visual educational aids

Diploma In School Management(YCMOU)

Study center

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EDU-117

Student Service / Welfare and Quality Developm ent

Important Declaration:

- These notes are for guideline purpose only of each course.
- Students are suggested to refer reference books for better understanding and explanation.

DO NOT DEPEND UPON THESE NOTES ONLY as it contains main points and not in detail explanation.

EDU117

Student Service / Welfare and Quality Development

Unit 1. Student Admission

1.4.1 School Environment : A positive **school environment** is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate.

An ideal school environment embraces the idea that ALL students can learn. An ideal school environment works to build safe learning spaces for students. An ideal school environment attracts teachers who are knowledgeable, care about student learning, and adapt their instruction to meet the needs of their learners. **A) Place & Environment of School :**

The location of the school is exceedingly important for how desirable the school is for parents.

'Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example.

The term also encompasses the culture of a school or class—its presiding ethos

and characteristics, including how individuals interact with and treat one another—as well as the ways in which

teachers may organize an educational setting to facilitate learning.....'

B) Need of school environment :

A positive **school environment** is defined as a **school** having appropriate facilities, well-managed classrooms, available **school**-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical **environments** of **schools** with a positive climate.

Providing students a **healthy** and inviting **learning environment** where they are protected from physical and emotional harm is central to the mission of all **schools**.
... Safe **schools** encourage **healthy** behaviors that help students learn about fitness, nutrition, and **healthy** choices.

1.4.2 Baseline of

Admission Process: A)

Students Personal

Capacities :

Conversations about learning encourage students to think about:

- their own learning and thinking processes and challenge them to articulate the way they have gone about learning.
- what their next steps might be .
- how they are going to proceed with those next steps.
- how they are going to know they have achieved success.
- whether or not the method of learning was effective.
- what they need more help to understand.
- how they might achieve better understanding.

B) **Physical Capacity** : student will be normal physical capacities for school admission.

C) **Mental Capacity** : As children's mental health becomes one of society's most pressing issues, many teachers find themselves on the frontline – with the effect being felt in schools across the country.

1. Start talking about it.
2. Create a safe space.
3. Support for all.
4. Make sure teachers know how to help.
5. Recognize that it takes a village.

D) Personality :

E) **Economical Capacity** : Some governments carried out overall budget cuts.

These had negative effects on teachers, students and families. ... These few States see the need of increased spending on education, supporting students, families and

education providers as a way to enhance productivity and efficiency of State economy.

1.4.3 Questions of exceptional students :

Many students with an autism spectrum disorder (ASD) are included in general education classes. In some instances, the general education teacher may be comfortable with having a student with ASD enrolled in his or her class. Yet, some

general education teachers may feel a sense of discomfort or fear, or maybe even overwhelmed and unsure. These are all legitimate feelings which may lead to undesirable behaviors or attitudes from those teachers. Let's take a minute to begin to understand those feelings and behaviors.

When a student with ASD is included in a general education class, that student can enter with a preconceived *reputation* based on past experiences between the student, the student's family, and other school staff. In many cases, if the reputation is positive; the inclusion process can move forward smoothly. In other cases, where the reputation is not so positive, the process can be filled with resentment, discomfort, and even anger. These feelings can also be generated when a teacher suddenly feels unsure or inadequate in his or her skills. The anger and resentment may have nothing to do with the student at all, but be a very personal response to the situation.

a) Students History : Although **principals** do not need to be disability experts, they must have fundamental knowledge and skills that will enable them to perform essential **special education** leadership tasks. ... They need a thorough understanding of the laws that protect the **educational** rights of students with disabilities.

b) Parents co-operation : Parents co-operation should must for these students.

1.4.4 Important heads while giving admission:

1. a) Birth Certificate
- b) Leaving Certificate c)
- Affidavit

2. Admission Form

3. Criteria for admission:

1. Residential Environment
2. Preparation of Student
3. Percentage
4. Entrance Exam
5. Advertisement for admission
6. Economical criteria of parent

7. Admission Rule

8. School Time

9. Fees

1.4.5 Parents co-operation : It should Be through Parent-Teacher meetings.

1.4.6 Students Behavior in School : Students behavior should proper and accordingly school rule and regulation.

Here is a list of words that describe behavior that is good in social situations:

Caring: desire to help people

Charming: pleasant, delightful

Considerate: thinking of others

Enthusiastic: has strong feelings; ardent

Excitable: gets excited easily

Faithful: being loyal

Funny: causing people to laugh

Kind: thoughtful, caring

Pleasant: polite

Polite: exhibiting good manners

Sincere: being totally honest

Thoughtful: thinking things over

1.4.7 Uniform : Importance of uniform should must tell to student. Accordingly that uniform should clean & neat.

1.8 School Behavior :

a) School rules are usually associated with classroom management and school discipline. ... According to the students, relational rules are the most important in school. Students also value protecting and structuring rules as important because of the meaning giving to them.

b) Rules between Students : Be proactive in promoting and working towards making school a positive, supportive, safe and welcoming place for all students and teachers.

c) Student Teacher Relation: Successful teachers are those that have the ability to maximize the learning potential of all students in their class. Developing positive relationships between a teacher and student is a fundamental aspect of quality teaching and student learning.

Unit 2. Student Record

2.4.1 Nature of student record :

1. Personal Record: In this record personal things has entered like- student name, class, address, age, previous school etc.

2.Information about parents

3. Information about guardian

4. information about hostel

2.4.2 Graph of educational progress

a) Physical Capacity : “**physical capacity**” means the maximum amount of electric power that a transmission facility is rated by its legal owner to be able to transmit without suffering damage. It should be record.

b) Mental Capacity : **Mental capacity'** means being able to make your own decisions. Someone lacking **capacity** - “ because of an illness or disability such as a **mental** health problem, dementia or a learning disability - “ cannot do one or more of the following four things: Understand information given to them about a particular decision.

c) Development of spirit: Spiritual information should serve to understand our life and our life's tasks better and thereby to achieve our purpose of life more easily. ... This learning process is often called **spiritual** growth or **developing** awareness (**developing** higher consciousness).

2.4.4 Base of cumulative Record :

1. Teacher diary

2. Personality Development Test

3. Cumulative Records

4.Transfer of cumulative record

Cumulative Record Format (Format as your School/see page no. 10 of 117 course)

Unit 3. Facility for Student

3.4.1 School Building: The **definition** of a **school** is a place or **building** used for instruction, learning and education. A **school** is an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory.

A) Seating Arrangement : Seating arrangements are very important to the classroom for interaction, atmosphere, and behavior. It is easy to take seating for granted, or only see the partial benefits it provides, but proper seating can be a useful tool to accomplish class objectives. There are three styles that are commonly used in the classroom: traditional rows, U-shaped, and cluster (groups/pairs). Each has their own pros and cons, and each should be weighed carefully to meet the objectives of the lesson and the style of the educator.

Keep in mind, there are other factors involved the educator may not have control over. For example, if the classroom is small, then the options for seating may be limited. Or the “desks” available in the classroom may not be the traditional desk, but a large table to accommodate multiple students.

B) Drinking Water Facility: Children studying in Schools in India (specially in rural parts) often do not access to clean drinking water. This is resulting in many School children often falling sick. Children are forced to drink water from unsafe sources such as hand pumps or directly from bore well pipes.

C) Sanitation Facility : School sanitation and hygiene refers to the combination of hardware and software components that are necessary to produce a healthy school environment and to develop or support safe hygiene behaviors. The hardware components include drinking water, hand washing and sanitary facilities in and around the school compound. One way of achieving this is by providing schools with safe drinking water, improved sanitation facilities and hygiene education that encourages the development of healthy behaviors for life. ... The physical environment and cleanliness of a school facility can significantly affect the health and well-being of children. The

Importance of Sanitation, and Hygiene. Water is a basic necessity, and an important resource for sustaining life. The decline in water quality endangers the health of humans as well as the ecosystem. Clean drinking water, hygiene, and sanitation play an important part in maintaining health.

D) Canteen Facility : The school canteen is a great place to promote an enjoyment of healthy eating. For students who use the canteen regularly, the food purchased makes a significant contribution to their total food intake and nutrition; therefore it makes sense to ensure the best food possible is available to enhance their ability to learn and take in the information presented to them in class. The canteen also plays an important role within the broader school environment – that of reinforcing knowledge, skills and behaviours about healthy eating and lifestyle which are taught in the classroom. ... The school canteen plays a vital role in promoting healthy foods and creating a school culture of healthy eating. The school canteen is a great place to promote an enjoyment of healthy eating. ... The canteen also plays an important role within the broader school environment – that of reinforcing knowledge, skills and behaviours about healthy eating and lifestyle which are taught in the classroom.

3.4.6 Student Store: Poster board, candy bars, pens, notebooks -- all are common wares on school store shelves. Students need pencils, pens, highlighters, erasers, headphones, computer mice and other school supplies to sell at a school store they will learn to run independently. School-based stores offer more than just a place to shop for snacks or school supplies, however; they also boost students' academic and life skills through real entrepreneurial experience. Let's teachers and administrators dictate which supplies are most essential to their students by allowing them to hand-pick the items sold at their store. Saves money for both the school and students by providing opportunity to purchase school supplies in bulk that can be resold at a reasonable but profitable cost.

3.4.7 Library And Reading : A reading room is a quiet room in a library or museum where you can read and study. During library periods, the students of Grade VI-XII can visit the library for the issue and return of the books according to the school timetable. They can read books, periodicals and news papers during the time and participate in library activities. Students can borrow 2 books for a period of 2 weeks. Faculty and staff can take 5 books for a period of 1 month. The purpose of your school library is to help every member of your school community — students, staff, families and whānau — gain

new knowledge, skills and dispositions for learning and personal development that they will use throughout their lives.

3.4.8 Reading Room & Study Room

3.4.9 Hobby Clubs

A) Structure of Hobby Club: 1 President 1 Secretary And Member

B) Intellectual Hobby Club

C) Arts Hobby clubs

D) Science Hobby Club

The object of these Club shall be to encourage the collection of literary, artistic and scientific works; to aid in the development of literary, artistic and scientific matters; to promote social and literary intercourse among its members, and the discussion and consideration of various literary and economic subjects.

3.4.10 Ground & Play Ground : School playground: Its impact on children's learning and development. Play is the key to physical, mental, intellectual and social well being of children. ... Therefore, school playground and school playtime are vitally important to children for their fun and relaxation as well as for their good health and well-being. In fact, outdoor play areas provide children with rich opportunities to grow, learn, and develop. ... Recent studies highlight the importance of children's play in addressing childhood obesity, while other studies show that school playgrounds allow students to: Improve motor skills and gain physical strength.

THE BENEFITS OF PLAY. Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them.

3.4.11 Sports Material :

LIST OF SPORTS EQUIPMENT

FOOTBALL. GOLE POST. 01 PAIR. BALL. 01 PAIR , VOLLEYBALL. NET. POLE. 01 PAIR. SOFTBALL. HOME PLATE. GLOVES. SLUGER. ... ATHALETICS. SHOT. 16 POUND-01, 08 POUND-01. DISCUSS. 1 KG-01, 2 KG-01. JAVELIAN. ... CRICKET. BAT. STUMP SET. ... BASKETBALL. POLE AND BOARD. 01 PAIR. BALL. ... TABLE TENNIS. TABLE. BAT. BALL. 06*05. CHESS. CHESS.

3.4.12 Vehicle stand

3.4.13 Distribution of Text Book : The function of a textbook is essentially to guide the teaching and learning of the curriculum in a particular subject. Against the backdrop of poor teacher context knowledge, textbooks play a fundamental role in supplementing teachers' knowledge deficits.

A) Government System : Principal of school distribute textbook in school. B) Donation of Books

3.4.14 Hostel Facility : The hostel is truly a model for nurturing a sound body and steady mind for the students. It is self-sufficient in all respects and geared to take care of every need of the student. The various kinds of services provided for the students.

- a) Food facility
- b) Study
- c) Exercise & Prayer
- d) Washing own cloth & Environment Cleanliness
- e) Medicine & Hospital
- d) Observation by school principal

All above facilities should be provided by school.

Unit 4. Guidance Accordingly Capacity of Students

4.4.1 Categorization of Students Accordingly Learning capacities :

It is important for teachers to know variables such as physical characteristics, intelligence, perception, gender, ability, learning styles, which are individual differences of the learners. An effective and productive learning-teaching process can be planned by considering these individual differences of the students. For children in any preschool classroom setting, the differences in temperament, personality, intelligence, achievement, and physical factors such as height and weight, are noteworthy and reflect a wide range of normal variation. Some children grow rapidly and others grow more slowly. The Principle of Individual Differences is a principle that states that, because everyone is unique, each person experiences a different response to an exercise program. Some of these differences may be related to body size and shape, genetics, past experience, chronic conditions, injuries and gender. Indeed, perhaps the most important question of individual differences is whether people are more similar to themselves over time and across situations than they are to others, and whether the variation within a single person across time and situation is less than the variation between people.

4.4.2 Teaching Strategies Accordingly Students Capacity :

- 1) Seating Arrangement**
- 2) Structure of Division**
- 3) Divide Subject**

4.4.3 Teaching Method Accordingly Capacity of Student :

Understanding and supporting multi-level instruction is a great way of accomplishing this. Multi-level instruction is the process of teaching one primary objective or concept to the class while allowing for varying outcomes for an individual student or a small group of students. Mixed ability or 'heterogeneous' classes are terms used to describe classes made up of students of different levels of proficiency. These terms are misleading as no two learners are really alike and 'homogeneous' classes do not

actually exist. All classes are to some degree made up of learners who differ in many ways. They may have different strengths, weaknesses and approaches to learning. They may respond differently to various teaching methods and classroom situations.

4.4.4 Teaching Method for Slow Learner : Method of teaching should change accordingly student capacities .

4.4.5 Diagnosis Test and Remedial Programme: Diagnostic Evaluation and Remedial Instruction. ... Diagnostic evaluation is concerned with evaluation of pupils learning difficulties during instruction. A diagnostic test used to diagnose or to reveal an individual's weakness and strengths in a certain course of study.

4.4.6 Teaching for gifted Students : Gifted children are, by definition, "Children who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities."

For gifted students we will be give them following activities:

1. Monitor of a class
2. Special questions
3. Difficult section of syllabus
4. Extra reading
5. Assignment Method
6. Excursion and Field Visit
7. Observation of Society & Development of Leadership
8. Responsibility of Head Master

4.4.7 Considering failed students : Head Master should be aware about these children. He should must to guide them & prepare a report card.

4.4.8 Search & Development of Students capacities: Through following points we search students capacities.

1. Gathering
2. Policies of development
3. Guidance of expert

4.4.9 Programme for development to capacities and intelligence :

1. Participation of various competitions
2. Special days celebration
3. Planning

4.4.10 Development plan of school dropout (wastage) students :

1. Night Schools
2. Policies of social education

Unit 5. Student Service

5.4.1 What is mean by health?

As defined by World Health Organization (WHO), it is a "State of complete physical, mental, and social well being, and not merely the absence of disease or infirmity." Health is a dynamic condition resulting from a body's constant adjustment and adaptation in response to stresses and changes in the environment for maintaining an inner equilibrium called homeostasis.

1. Base of Physical health : Physical fitness is a state of health and well-being and, more specifically, the ability to perform aspects of sports, occupations and daily activities. Physical fitness is generally achieved through proper nutrition, moderate- vigorous physical exercise, and sufficient rest.

2. Exercise : Regular exercise reduces the risk of coronary heart disease. This exercise is designed to develop the shoulder and back muscles. Eat healthily and [take plenty of exercise. A good diet and plenty of exercise will help you to keep your body healthy.](#)

3. Habit of Health & balanced diet:

Eating a balanced diet. Eating a healthy, balanced diet is an important part of maintaining good health, and can help you feel your best. This means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight.

5.4.2 Medical Check up :

Health check-ups in school are important as they help:

- 1 To assess normal development of the child
- 1 To keep track of immunization schedule
- 2 Early detection of disease / abnormalities, which when treated in time, allows
the child to lead a
normal life
- 3 This preventive check-up data becomes the baseline for future reference

To that effect, we need a tool that helps to systematically store every child's comprehensive health information, inclusive of immunization records, growth charts, pathology, radiology and

other reports in one place. Such a tool is ideal for all – children, parents as well as the school administration.

Regular health exams and tests can help find problems before they start. They also can help find problems early, when your chances for treatment and cure are better. By getting the right health services, screenings, and treatments, you are taking steps that help your chances for living a longer, healthier life.

A) **Physical checkup** : A physical examination may include checking vital signs, including temperature examination, Blood pressure, pulse, and respiratory rate.

B) **Mental checkup** : Mental health refers to our cognitive, behavioral, and emotional wellbeing - it is all about how we think, feel, and behave. The term 'mental health' is sometimes used to mean an absence of a mental disorder

According to the WHO (World Health Organization), mental health is: "... a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." The WHO stresses that mental health "is not just the absence of mental disorder."

5.4.3 Impaired & Remedial Programme:

1) Physically Impaired : Physical impairment is a disability that limits a person's physical capacity to move, coordinate actions, or perform physical activities. It is also accompanied by difficulties in one or more of the following areas: physical and motor tasks, independent movement; performing daily living functions. Paralysis, altered muscle tone, an unsteady gait, loss of, or inability to use, one or more limbs, difficulty with gross-motor skills such as walking or running. difficulty with fine-motor skills such as buttoning clothing or printing/writing.

2. Mentally impaired : Intellectual disability (ID), also known as general learning disability, and **mental retardation** (MR), is a generalized neurodevelopmental disorder characterized by significantly **impaired** intellectual and adaptive functioning.

5.4.4 First Aid Facility : First aid is the assistance given to any person suffering a sudden illness or injury, with care provided to preserve life, prevent the condition from worsening, or to promote recovery. The Occupational Safety and Health Regulations require the employer to provide first aid facilities. The provision of first aid facilities and services starts with identifying all the hazards in the work environment that could lead to injury or harm to the health of people at the workplace.

5.4.6 Vocational Guidance : Vocational guidance is assistance in choosing a career or profession or in making employment or training decisions. An example of vocational guidance is a meeting with a consultant who helps people figure out what a good job would be for them based on their skills and qualifications.

A) **Occupational guidance** : (or career counseling, career guidance, or vocational guidance) is the provision of help in career selection and career development. It

usually involves the assessment of abilities, aptitudes and occupational interests as a basis for discussion.

B) Test for Guidance: Testing is defined as collecting information to analyze and evaluate a client to identify problems, plan for treatment, and aid in diagnosing. Assessing a person requires training in areas of psychology, statistics, and the specific test to ensure it is administered, scored, and interpreted correctly.

C) Instruments for Guidance : Accordingly to test various instruments should be provided in school.

Unit 6. Personality Development of Students

6.4.1 Co-curricular Programme :

Co-curricular refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum. Co-curricular activities are typically, but not always, defined by their separation from academic courses.

A) Factors of co-curricular programme :

1. Reading
2. Writing
3. Dialogue & Discussion
4. Programme on T.V. & Radio
5. Study & experiment
6. Expression
7. News Board writing
8. Display Board
9. Hand written Magazine
10. Annual Magazine of school

Through these factors we can improved student personality.

6.4.2 Curricular Programme : The term curriculum refers to the lessons and

academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools.

Co-curricular refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences

that are connected to or mirror the academic curriculum. Co-curricular activities are typically, but not always, defined by their separation from academic courses.

Types of curricular programme is - Birth and death anniversary of great people, national programme, religious programme, various programme arranged by Government.

6.4.3 Some Special Programme :

1. Gathering/Sharadotsav/Ganeshotsav etc.
2. Visits
3. Entertainment Trips

4. Exhibition
5. Camps
6. Sport Day
7. Student Day/ Self Discipline

6.4.5 Planning of Houses : The house system is a traditional feature of schools in Commonwealth countries, originating in England. This nomenclature does not apply to similar schools in the United States. The school is divided into subunits called 'houses' and each student is allocated to one house at the moment of enrollment. Houses may compete with one another at sports and maybe in other ways, thus providing a focus for group loyalty. Different schools will have different numbers of houses: some might have more than 10 houses (with as few as 50 students in each house) or as few as four or fewer (with as many as 200 students in each). In some cases, individual houses can be even larger.

6.4.6 Bank for students.

6.4.7 Student Participation in school management

6.4.8 Compatibility with school environment

Unit 7. Efforts For School Discipline

7.4.1 Internal And External Nature of Discipline: Discipline is derived from the Latin word "Discipulus" which means to learn. It is the same root from which the word disciple is taken. Literally, discipline is a mode of life in accordance with certain rules and regulations. It is a sort of self-control reflected in public actions. This control is not forced upon the individual. It flows out from within. Hence, discipline is spontaneous and not a mere submission to authority in an obedient manner. There are two kinds of discipline. One is external and the other is internal.

While both are an important part of our lives, most would agree that helping ourselves and our children to develop internal discipline is what leads to the most success in our life.

7.4.2 Bothered & Self Discipline: School discipline is a required set of actions by a teacher towards a student (or group of students) when the student's behavior disrupts the ongoing educational activity or breaks a rule created by the school system. Self discipline means self control, which is a sign of inner strength and control of yourself, your actions, and your reactions. Self discipline gives you the power to stick to your decisions and follow them through, without changing your mind, and is therefore, one of the important requirements for achieving goals.

7.4.3 Discipline & School Rule : School discipline is the actions taken by a teacher or the school organization towards a student (or group of students) when the student's behavior disrupts the ongoing educational activity or breaks a rule created by the teacher or the school system. According to the students, relational rules are the most important in school. Students also value protecting and structuring rules as important because of the meaning giving to them. Etiquette rules are valued as the least important or even unnecessary by the students.

1. Maintained Discipline : Treat students with respect. Get to know the students.

Get students engaged and involved. Help students work on their social-emotional skills. Be fair and consistent. Have a positive attitude. Circulate around the classroom. Don't humiliate a student.

2. Balanced Punishment: Punishment in school refers to disciplinary action taken by teachers or school administrators in response to some type of student misbehavior.

7.4.4 Self Discipline : Self-discipline is the ability you have to control and motivate yourself, stay on track and do what is right. An example of self-discipline is when you make sure you get up an hour early before work each day to get to the gym. For self-discipline school can use following points-

1. Roll of students to maintained discipline
2. Explain the Need and importance of Rule in school environment.
3. Students participation of students in maintained rules.
4. Personal discussion and guidance with misbehavior students.

7.4.5 Students Council and Cabinet : A group of students elected by their peers to address issues of concern and organize student events and activities. A student council (also known as a student union or associated student body) is a curricular or extracurricular activity for students within elementary and secondary schools around the world. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body.

a. Formation of Students Council : In most cases, especially in high schools, candidates can only run for the following positions:

President, Vice President, Secretary, Treasurer, Auditor, Public Relations Officer (can be split into External and Internal if needed), Sergeant-at-Arms

b. Cabinet Council : A student council (also known as a student union or associated student body) is a curricular or extracurricular activity for students within elementary and secondary schools around the world. Cabinet council included following department-

1. Welcome Department
2. School Discipline maintained and precaution.
3. Water supplier Dept.
4. Sanitary Dept.
5. Dining Hall
6. Ground Facility
7. Library & Reading Room Facility
8. Laboratory Dept.
9. Co-Curricular Programme Dept.

7.4.6 Participation in Management & Students Duty: The student council helps share students' ideas, interests, and concerns with teachers and school principals. They often also help raise funds for school-wide activities, including social events, community projects, helping people in need and school reform.

1. Participate in learning opportunities
2. Accept increasing responsibility for his or her learning
3. Complete homework
4. Attend school regularly and on-time
5. Be part of a safe and positive learning environment
6. be responsible for his or her conduct at school and on the way to and from School.
7. Respect the rights of others
8. Obey all school policies.

7.4.7 Handling undisciplined Students: Classification of undisciplined students are necessary:

1. Types of indiscipline: 1. Latecomers 2. Absenteeism 3. Bunking the class 4.

Making noise in a class 5. Not maintaining queue. 6. Not following teachers instruction. 7. Incompletion of homework etc.

2. Types of undisciplined students

3. Handling Method : Treat students with respect. Get to know the students. Get students engaged and involved. Help students work on their social-emotional skills. Be fair and consistent. Have a positive attitude. Circulate around the classroom. Don't humiliate a student.

7.4.8 Case Study of indiscipline

7.4.9 Contact with parents: Here are five ground rules of effective communication with parents: Begin the year by explaining how and when you'll keep in touch with them. Let parents know that you value their questions and concerns and

would never minimize them by responding "off the cuff" or "on the fly."

Unit No 8. Concession in fees, scholarship & awards

8.4.1 Government Concession :

1. Cast wise Concession : Total Fee concession for socially and economically

backward e.g. ST,SC,NT,OBC for this concession student should must apply.

2. Concession for Economically Background : Socioeconomic status (SES) is

an economic and sociological combined total measure of a person's work

experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.

3. Concession for 6-14 years students: Free and compulsory education for 6-14 year students.

4. Concession for teachers ward : This facility is available for the children of S.S.C. D.Ed. teachers. This facility is available for the children of secondary . teachers up to 10th std.

5. Fee Concession scheme for Agriculture University, Universities, Non Agriculture Colleges, Non Gov. and Secondary School Teacher and non- teaching staff's wards.

6. Concession scheme for Government, Non-Government servant's ward.

7. Concession for Freedom Fighters wards : For this concession : 1. Certificate

of jail superintendent for the persons who resides in jail for more than 30 days. 2. Certificate of District Magistrate.

8. Concession for solders ward.

9. Concession for Ex-servicemen ward/wife/widow

10.Free education for girls from 1st to 12th std.

11.General rules and regulations for fee concession: 1.

Forms of fee concession should in proper format. 2. It should be filled within 30 days from school opening/ admission taken in the school. 3. Student should get only one facility at a time.

8.4.2 Others Fee concession: School management provide some facility to its employee. For those students who are unqualified for government Concession school management gives concession in fees e.g. Tata Schools.

2. **8.4.3 Scholarship:** A sum of money or other aid granted to a student, because of merit, need, etc., to pursue his or her studies. A scholarship is an award of financial aid for a student to further their education. Scholarships are awarded based upon various criteria, which usually reflect the values and purposes of the donor or founder of the award. Scholarship money is not required to be repaid.

1. Government Scholarship: <https://scholarships.gov.in>

2. Other Scholarship

8.4.4 Prizes/Awards

1. Prizes through Government :

vikaspedia.in/education/.../national-state-level-scholarships-and-awards-for-students/ <https://kheloindia.gov.in/>

2. Award/Prizes through various organization

3. Prizes/Awards given by school

4. Department of Prizes

5. Programme of Award/Prize distribution

6. Certificates: an official document attesting the truth of the facts stated, as of

birth, marital status, death, health, completion of an academic course, ability to practice a profession, etc.

8.4.5 Help of books & uniform: www.dnaindia.com/.../report-can-government-give-free-books-uniform-to-poor-student

8.4.6 Book bank policy : <https://govinfo.me/book-bank-scheme-scheduled-caste-students-maharashtra/> sw.kar.nic.in/edn_files/ednSchemes18.htm

8.4.7 Balanced Diet scheme :

mdm.nic.in/files/review/fifth_review/mah/final_report_jrm_mdm_maharashtra.pdf www.mdm.nic.in/Files/PAB/AWPB-2009-10/.../State_Maharashtra.ppt

Unit No 9. Special Student Service & Facility in Different Schools

9.4.1 Special arrangement only for Boys School:

1. Uniform: A school uniform teaches students to dress smartly and take pride in their appearance... Perhaps most importantly, a uniform means students don't have to worry about peer pressure when it comes to their clothes. When everyone is dressed the same, worrying about what you look like isn't so important.

2. Sport :

3. Medical Checking

4. Vocational Guidance

5. Irregular Student

9.4.2 Special arrangement only for Girls School:

1. Uniform: For girls uniform should comfortable.
2. Sport: Accordingly the physical health of Girls.
3. Sanitary : Facility should provide with all necessary things.
4. Vocational Guidance

5. Competition for Interior Decoration

6. Irregular Girls Student

9.4.3 Schools of Co-Education: Facility should be accordingly co-education.

1. Uniform: Uniform should different accordingly Boys & Girls.

2. Seating Arrangement: should different for boys and girls.

3. Arrangement for drinking water: For boys and girls facility of drinking water should separate.

4. Sanitary: It should be separate for boys and girls with necessary facilities.

5. Canteen: canteen should clean and with sufficient place.

6. Sport Material: It should be separate for boys and girls. e.g. Skipping rope lezim for girls. Football, cricket for boys.

7. Sport Competition: Sport competition should different for boys and girls. Because their physical capacity is different.

8. Co-curricular Programmes

9. Medical check up

10. Parking

11. Hostel :

12. Vocational Guidance:

9.4.4 Some Special Services: Following services by schools

1. Bus Facility

2. Study Center

3. Sport Center

4. Drawing Class

5. Rashtrabhasha Class

6. Marathi language Class

7. English language Class

8. Maths Class

9. Music Class

10. Handicraft Class

11. General Knowledge Class

12. Judo karate Class

13. Other language Class

14. Yoga Class

15. Reading Competition

16. Sane Guruji Story Competition

9.4.5 Limitation on Service & Facility : All above services provided in school but it creates many problem also so all this services should after school hours. Expert teacher should be in-charge for this service.

9.4.6 Remedies on limitation of Service & Facility

Course

Diploma In School Management

Study center

S.M.S & E.T B.Ed College,Talegaon Dabhade

Subject Expert

Prof. Shital Tupe

- M.A. (Marathi), M.Ed., SET, DSM, Yoga & Ayurveda (Basic)

EDU-118

Management of Human Relations in School Management

Important Declaration:

- **These notes are for guideline purpose only of each course.**
- **Students are suggested to refer reference books for better understanding and explanation.**
- **DO NOT DEPEND UPON THESE NOTES ONLY as it contains main points and not in detail explanation.**

EDU-118-Management of Human Relations in School Management

Unit 1- Relationship with teacher co-operatives.

After studying this chapter, you will understand these things:-

1. While appointing teachers, there are many things to be taken into consideration.
2. New teachers will know how to guide them.
3. Teachers will inspire and motivate their school work.
4. Know the purpose and benefits of working side by side with all colleagues.
5. New teachers will know how to guide them.
6. Teachers will inspire and motivate their school work.
7. Know the purpose and benefits of working side by side with all colleagues.
8. Observe and monitor teachers' school work.

- 1.4.1 Interview Techniques
- 1.4.2 Orientation of new teachers
- 1.4.3 Supervision: Guidance and Feedback
- 1.4.4 Assistant Teacher Promotional Management
 - 1.4.4.1 Different functions of school work
 - 1.4.4.2 Work of various committees
 - 1.4.4.3 Guide to smart students.
 - 1.4.4.4 Sports field
 - 1.4.4.5 Examination of other institutions
 - 1.4.4.6 Cultural Program.
 - 1.4.4.7 Science hobby club.
 - 1.4.4.8 Audio Visual Department
 - 1.4.4.9 N.C.C./Balveer Chalval.etc.
 - 1.4.4.10 School store
- 1.4.5 High expectations from a supportive teacher.
- 1.4.6 Motivating teachers Courage
- 1.4.7 Guidance for teachers of different tendencies
- 1.4.8 Teacher Welfare Scheme
- 1.4.9 Inservice Teacher's Training : Search for needs
- 1.4.10 Strategies and efforts to develop teamwork
- 1.4.11 Relations with internal teachers, groups and subgroups
- 1.4.12 Teacher Meeting

Unit:2 Association with Parents and other Non-Governmental Organizations

- 2.4.1 Parent contact
- 2.4.2 How to participate in parental status?
 - 2.4.2. A Parents of the city
 - 2.4.2.B Parents of the village
- 2.4.3 Various schemes for parent contact
 - 2.4.3.A Communication with the school
 - 2.4.3.B Other cultural events
- 2.4.4 Relationship with parents in urban areas
- 2.4.5 Relationship with parents in rural areas
- 2.4.6 Mother's Meet
- 2.4.7 Ex-student organizations
- 2.4.8 Relations with other non-governmental organizations (lions, rotary etc.)
- 2.4.9 Any needs of the school can be shared with the help of charitable organizations.
- 2.4.10 Management of Relations with NGOs

Unit-3 Statutory Rights, Responsibilities and Duties of Headmasters

3.4.1- Statutory Rights of Headmaster

1) School students

- A) Entering and reducing the name.
- B) Certificates - Issue of Certificates
- C) Examination - Evaluation and Result
- D) Scholarship, fee concession
- E) Collection of fine, approval of Concession

2) School teachers and servants

- A) Monitoring of Academic Work Leave
- B) Salary
- C) Training
- D) Meeting
- E) Teacher Offensive and Confidential Report, Service Book
- F) Non Teaching Staff Members

3) Organization – Relationship

- A) Teacher demand
- B) Class increase
- C) School Committee, Vidya Samiti
- D) Grant-investment
- E) Activities
- F) Use on objects

4) Social Welfare Scheme

5) School administration

3.4.2.- Headmasters' responsibilities and duties

- A) Government
- B) President/Chairman of Institution
- C) Teacher
- D) Non-teaching staff
- E) Students

F) Society

3.4.3- Autonomy and limitations

Unit 4-Schools and Society: Interrelationship

4.4.1 Schools and other educational institutions

Mass media

- 1) Parenting Meetings
- 2) Conferences and seminars
- 3) National awareness program

4.4.2- Relation of school with another Primary school in surrounding Area.

❖ Communication media for cluster school.

- A) Competition and Competition Examination Guidance
- B) Clean and beautiful school
- C) Orientation & Workshop
- D) Visit to Laboratory
- E) Self Evaluation

4.4.3. - Relation of school with another Secondary school in surrounding area.

❖ Communication media

- A) Camps: Scout Guide - Social Service.
- B) Fundraising.
- C) Competition Exam Guidance
- D) Subject committee work

4.4.4. Schools and Colleges

❖ Communication media

- A) Joint discussion board
- B) Youth guidance
- C) Social awakening

4.4.5- School And College of Education

❖ Communication media

- A) Orientation & Workshop
- B) Guide for essay reading competitions and research
- C) Subject committee work
- D) Expert lectures

E) Extension Service Center :- Each district has an extension service center in the Education college and it is working as a service trainer of secondary teachers in the district.

The extension service center works next.

1. Objectives and Functions of Extension Services Center:- Extension Service Centers provide training to secondary teachers in the service. Discussion sessions, workshops, etc. are organized for various topics.
2. Role of Headmaster- The support of the Headmasters in this work is important. Allow to organize training programs, making visual aids available if necessary.
3. Expectation from Headmaster for Quality Growth:- There are further expectations from the Headmaster for the quality of the expansion service center's program.Eg.- To determine the priority of the subjects, To send tips on teaching learning difficulties, Feedback, Follow Up.

4.4.6- School and subject organization:- Each school should have a subject organization .Under the Taluka and District level, the members of the subject should be elected representatives.

Schools can be given the following works by the Subject organization.

❖ Communication Media.

- 1) Meetings 2) Writing 3) Activity 4) Text books 5) Workshop.

4.4.7-School and Secondary Teacher's Organization

❖ Communication Media.

- 1)Meetings 2)Orientation 3) Convention

4.4.8 School and Headmaster's Organization

❖ Communication Media.

- Meetings 2) Workshop 3) Convention 4) Hospitality 5) Evaluation 6) Competition 7) Administration 8) Coordination

Unit -5 Schools and Societies:
The program to strengthen relations

5.4.1- Program Selection Criteria-Eg. School events should be flexible. The school should cooperate with many organizations in the society.

5.4.2 Objective of the program to enhance relation.

5.4.3 Social references to education : areas of program:-

- 1) Adult Education
- 2) Continuing Education
- 3)Orientation Programme
- 4) Lectures
- 5) Entertainment program
- 6) Culture Transition
- 7) Culture enhancement
- 8) In-service program
- 9) Exhibition
- 10) Student camps
- 11) Vacation activities
- 12) Library
- 13) Playground
- 14) Use of Audio-visual aids
- 15) Parents Association.

Unit 6- Leadership of Headmaster

6.4.1 Types of Headmaster's Leadership

6.4.2 Leadership qualities :- (Please see the link below)

www.yourarticlelibrary.com/.../headmaster/headmaster...qualities-of...headmaster/637...

6.4.3- Three parts of the leadership of the Headmaster

- A) students Administration
- B) Teachers Administration
- C) Community leadership