

## **M.Ed. SEMESTER-IV**

### **Paper; CC14 Education Management, Administration and Leadership**

*Vandana*

*Assistant Professor, Department of Education,*

*N.A.S. College, Meerut.*

Dear Students,

Today, we got some idea about Institutional Management. Let's study about **Management at Elementary Level**.

#### **Management at Elementary Level**

An Elementary school is the basic need of our society. This is the first level of Education; Management of Education at this level is not an easy task. There are different categories in which management is necessary. Without proper management, it is very difficult to implement all the educational plans.

Here we will discuss all the things in which we need management at this level of Education.

#### **School Infrastructure**

School building and management is a major part of Educational management. There are various things which we will discuss in the following heads.

A school building must be excellent, spacious functional and with pleasing architectural features. "Buildings are to education as body is to the mind." "A sound mind can only be there in a sound body." It is the statement; "A fine building makes a fine school and a poor building a poor one."

School should be housed in beautiful buildings, which are not only stimulating centers of education for children but also vital centers of community life.

**The American Association of School Administrators has suggested the following seven principles for planning a school plant building:**

**1. Curriculum adequacy:** The institution must be planned to provide the facilities necessary for the efficient and effective accommodation of all the phases of the curricular, co-curricular and community activities for which the plant is intended.

**2. Safety and well-being:** The school should be so planned as to protect the comfort health and safety of pupils, teachers, and all who will use its facilities. Lighting, heating and ventilating should be in accordance with the best practices.

**3. Interfunctional co-ordination:** Each unit or portion of a plant may be well-planned for its specific purpose, yet if the units are not put together with respect to their mutual relationships, the plant, as a whole, will be unsatisfactory. For example, certain rooms, because of their association, should be planned ensuite. The noisy units should be located, so as not to interfere with quiet zones.

**4. Efficiency and Unity:** The school plant should be planned and assembled in a manner that will promote efficient school management and convenience of pupils and the public in its use

**5. Beauty:** The entire school plant should be cheerful, attractive and pleasing.

**6. Adaptability:** A school plant should be planned for economical future adaptations to changing requirements

**7. Economy:** A school plant should be economical in its original cost, upkeep and operation. Any material — metal, glass or raw material, all should be universally adopted to the uses of young life growing up in sunlight and cherishing the ground as its native birthright. Low initial cost, functionality, durability, appearance, acoustical properties cost of maintenance and low operational costs should decide the type of building.

## **The School Office**

The school office is the nerve centre of the school plant where various records, reports and registers are stored, where the important matters of administrative policy are discussed and where the visitors are received. It serves as a 'home-base' for the principal, 'professional centre' for the school staff, and the 'service-centre' for the entire school. It is fulcrum around which the whole of the school rotates. On its efficient organization and management depends, the efficient administration of the entire school.

### **Functions of the School Office**

**1. Up-to-date file of data about the children:** Teachers should be free from the onerous task of book-keeping wherever possible. The clerk should be mainly responsible for book-keeping, so that teachers' energies may be released for the creative job of guiding the development

**2. Setting up the actual schedules:** Every school has to establish certain schedules for the control of such materials and spaces as the Assembly-Hall, Music Room, Laboratories, Workshops, Visual education equipment, text books, supplies etc. After the teachers have determined the ways by which they desire these to be handled, the office can take the responsibility of setting up the actual schedules. The office can circulate the blank schedules for the use of different faculties, get the teachers comments, get the principal's final approval, prepare a master copy of the schedule, duplicate it or type it so that each teacher could have a copy for constant reference. Thus office can act as a service agency.

**3. Making up supply order and doing the actual purchasing:** Let each teacher determine his own needs, all of which may be sent to office and compiled as a total list of needs for the school. This compilation may be examined by the staff to determine whether the total is within the limits set for such expenditures. Any cuts in amounts or kinds of material may be co-operatively agreed upon by all teachers. Thus the approved revised list may be sent to the office for ordering. It is the responsibility of the office to order the goods, and deliver the goods to the individual teachers. Thus the office can also act as a central collecting and distributing agency.

**4. Help teachers in survey tests:** After the teachers have agreed upon, the kind of testing programme they desire and have selected the test, appropriate to their purposes, the actual task of ordering and distributing the tests can be handled by the office. The office can help the teacher perform his or her tasks with a minimum of clerical labour.

**5. Help in duplication or typing of teacher-made materials:** Modern school techniques include the use of teachers made materials, materials that are made especially for an actual group of children, based on their present needs. The office can prove useful here as well. New materials, assignments etc. can be duplicated by the school office. In this way, office can help in good teaching practices as well.

**6. Help in acquainting the community with the work of the school through desirable publicity programmes :** Copy of newspaper releases, brochures depicting the work of the school, notices sent home with children announcing school functions, invitations to parents and patrons to visit the school-are some of the ways by which the office can lighten the burden of the teacher. Whenever the school needs to communicate with the outside world, the school office should supply the technical facilities.

**The school clerk can be assigned the following duties:**

1. Office work.
2. Correspondence.
3. Maintenance of records.
4. Typing and duplicating.
5. Banking and accounts.
6. Stores.
7. School Meals.
8. First Aid.

### **The clerk should be trained in these jobs**

#### **Filing Systems**

The different letters, papers and reports have to be filed in such a careful manner that the documents are available at a moment's notice when required.

**1. The Flat File System:** It is very useful for some schools. The files are kept in a wooden-box with a number of drawers-one drawer is used for two or three alphabets. The names of files in each drawer are pasted on one side of the boxes of children.

**2. The Vertical File System:** It is generally adopted in schools. All materials pertaining to a subject are filed together. The files are arranged in alphabetical order and there is an alphabetic index. A number of compartments in the office rack may be labeled according to the nature of the problem e.g. "Urgent", "Deferred", "Immediate", "Reports from teachers" and so on. This will facilitate handling cases according to priority.

#### **The School Farm**

##### **Principles of farm Management**

It is a fundamental error to suppose that farming is neither a business nor a profession. It is a business which requires the highest business talent; it is a profession which requires the best technical skill. No other profession requires such a variety of learning, such an insight into Nature and such a skill of technical kind in order to be successful as the profession of farming."

It is necessary that 10 acres of land are attached with every school and this farm is easily accessible. The work of the farm demands system. A specific decision must be made by the teacher about economic organization and operation of the farm. He must decide about the kinds and amount of resources to use and the products to produce. He must know how to get the work done; sequence of operation; how much time to devote to each job and the

method of doing the same. Farming is concerned directly with 'lie' and 'layout' of the land, water-supply, soil management, farm equipment, seeds, manure, and marketing of the products etc.

In farming, the major factor which matters is 'nature'. Nature will neither be forced nor driven, and is very often very hard to be led, but will do wonders when properly assisted. It is for this reason, scientific planning and management are important. Good management can ensure continuous profits consistent with the welfare of the school.

## **References**

[www.educationforallinindia.com](http://www.educationforallinindia.com)

ebooks.lpude.in