CHAPTER VII

Setting up the School Plant with Respect to
the Structural & Operating Components:

This project was an experiment on management of a school organisation. The school organisation was to be evolved from ab initio. Before the children were admitted into the system, the structure of the system was built. This involved in the first place the development of the formal material structural components like:

i) Hiring a suitable building surrounded by a suitable plot of open land

ii) Fixing the open space with such fixtures as:
   a) Inclined planes for sliding,
   b) Swings,
   c) Rubber tyres hanging from tree branches,
   d) Sand beds,
   e) Zoo cages for encasing such animals as rabbits, & such birds as chicken, pigeons,
   f) Isolating enclosures for pups, sheep & goats,
   g) A set of tricycles dotting the open space.

iii) Earmarking the different rooms as:
   a) Singing and dancing hall fitted with musical instruments,
b) Language laboratory fitted with ligua phone, and tapes and record-players,

c) Projector room fitted with 35 mm still projector,

d) Nursery room fitted with all kinds of nursery equipment like blocks, cubes, number & letter cards, bead slates,

e) Tool room fitted with all kinds of tools like hammers, nails, screw drivers, old clocks, wires, sand boards, seasaw, dust boards, blocks, some spare wheels, wooden balls with holes through them, pieces of plane wooden sheets, nut bolts fixed to a board, discs with perforated rims, a set of laces, etc.

f) Dining room fitted with wash basins, dining tables (low sized) fit for children, dining furniture, towels replaced every day with a new set, dining sheets, soap cases containing soap, heaters for warming up lunches,

g) Gymnasium fitted with appropriate equipment,

h) Auditorium,

i) Laboratory,

j) Staff room fitted with furniture for teachers, almirahas for teacher's use, a radio set, a caram board, a chess board, a set of playing cards, and other in-door game equipment,

k) Office fitted with office furniture,

l) Visitors room fitted with chairs, up to-date news papers, science journals & magazines.

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iv) Developing Theory of Administrative Structure With Respect to:

a) The service rules and regulations of teachers,
b) Admission procedures,
c) Evaluation procedures.

As a first step in this connection the teachers were recruited. The recruited teachers now formed the committee for framing the service rules & regulations for themselves & for the teachers that would be recruited in future. This committee was headed by the Investigator as a chairman of the committee who acted as the initiator of discussion & the mediator where teacher's committee seemed to go astray. The method of persuasion & integration was used in concluding the discussion on different items of service rules. It was agreed that there would be no order book. Instead there would be a minute book & all rules would be formed in the staff meetings. The administrative structure thus built was an open system that could be amended & enlarged in scope from time to time through open discussions and majority vote. The selected teachers also formed the curriculum committee and the evaluation committee. The Investigator again became the chairman for both these committees for guidance and
expert advice to the committee. The admission procedures were also developed by the teachers. This approach of teacher participation with respect to the school management was a part of the procedure under Theory-Y design. Under Theory-X design all matters with respect to the rules & regulations, recruitment, curricula etc., were developed independent of the teachers. The teachers were there to simply carry out the instructions.

v) Developing Curriculum Under Theory-Y Design

The teachers committee sat to work out the curriculum. It was unanimously decided that the curriculum would be a dynamic one which would be developed as the children got admitted & as they interacted with the teachers. Under Theory-X design the curriculum was presented to the teachers ready made. So far as the broad outlines were concerned, the different activities were proposed for different age groups. Under Theory-Y design the proposals for different activity structures were developed with teacher participation and the proposals were open to changes under teacher suggestions based on teacher observations. Under Theory-X design teacher was to carry out the proposals of curricula as suggested by Management.
Developing Time Tables & Work Schedules
For Teachers Under Theory-Y Design:

The teachers then set themselves at working out the time table of children's activities according to the different age levels. The work schedules were also accordingly developed for the different teachers by the teachers themselves. This teacher involvement in building up time tables & work schedule was allowed under Theory-Y design of management. Under Theory-X design of management, the teachers were presented with a readymade time table & work schedules. The teachers had only to understand how they had to implement the tasks assigned to them.

After the structural components were built the admission notices were sent & the admission was started. With the children getting admitted the system began to operate. Now the material & non-material operating components were set to work. The operating components were both formal as well as informal. Under Theory-Y design, at every stage of work, matters were planned, organised and executed and controlled with participation of the teachers and parents.

The Y - Design management is represented graphically on the next page.
On automatic feedback control mechanisms

Systems model of

Input

Controller

Output

Processor

Structural Operating Components

Components Operating Structural

Feedback

Design Management

Y