CHAPTER FOUR
ADMINISTRATIVE STRUCTURE AND
CO-CURRICULAR ACTIVIES
4.1. Introduction

Administrative or leadership is the “Forgotten Factor.” Its true meaning and nature is often misunderstood. Undoubtedly Winston Churchill, Franklin Roosevelt and Mahatma Gandhi are examples of great political leaders. Tom Watson, Alfred P. Solan, Lee Iacocca, G.D. Birla, Jamshedji Tata and Dhirubhai Ambani can considered as a great industrial leaders. If their administrative and leadership is analyzed, it will became obvious that, apart from having certain qualities, they have transformed their “followers”—They have made them committed to action towards the predator minded goals. A good administrator is more concerned with being “followed” than being “loved”. Administration is not a constant requiring fixed abilities or administrative behavior pattern. It depends on the leaders’ philosophy or his own value system. The type of followers and the situations in which it is to be exercised. In the final analysis, the administrator has to play a particular role depending on his followers and the situation in which leadership is being exercised. Every one talks about administration and the great need for a good administrative setup today. Yet very few comprehend what is really involved in effective administration. The Seventh Day Adventist organization is strongly build up on a good administration leading many hospitals, charity organizations, social services organizations, educational institutions, medical institutions and so on. The Seventh Day Adventist is known worldwide for its able administration and functioning.

4.2. General Conference [GENCONF] of Seventh Day Adventist

“The General Conference”[GENCONF] is mean the worldwide organization of the Seventh Day Adventist denomination which conducts its work in the Division sections and which for the purpose of identification is referred to as General Conference of Seventh Day Adventists. Having its head office at 12501 old Columbia Pike, Silver Spring, Maryland 20904, United States of America. It is the highest organization in the administration of the worldwide work of the Seventh Day Adventist Church. It is authorized by its Constitution to create Subordinate organizations to promote specific interests in various parts of the world. It is therefore to be understood that all the subordinate organizations and institutions throughout the world will recognize the General Conference in Session as the highest administrative authority, under God, among Seventh Day Adventist Church organizations. This
General Conference conducts work through Division units of organization. Each such Division being responsible for the conduct of work within a specific territory, in harmony with the General Conference policies.

General Conference Divisions are subdivided into various unions and conferences/Sections or fields. Conferences, Sections and fields are similar organizations. Various institutions operated by local sections are responsible to the local sections concerned. Institutions operated by union organizations are responsible to their respective unions. Division institutions are responsible to Division Executive Committee [DIVEXCO]. As the growth of the Advent movement of prophecy has led to the extension of the General conference organization into the entire world. It is recognized that: As the Scriptures represent the Church of Christ as one body, and all the parts, members of another, so the constitution, adopted by the representatives of the worldwide sisterhood of Seventh Day Adventist Churches, seeks to express the unity and oneness of all organizations that make up the world General Conference, which represent the one undivided remnant church of God.

The General Conference is not something apart from the churches, sections, conferences and union organizations, but is the sum of all these, uniting all the parts for unity and cooperation in doing the work which Christ instituted His church to accomplish. The administrative authority of the General conference is therefore, the authority of the entire church joining together by this from of organization for the carrying forward of the gospel and the maintaining of the unity of faith in the entire world. As the Divisions of the General Conference work to cooperate with one another by keeping in close contact with the general office, carrying out the general policies agreed upon in council, so within the Southern Asia Division all units of organization like unions, conference, local section or region should seek to maintain unity of actions by keeping in close contact and counsel with in Division. Administration, carrying out policies agreed upon Division Councils and in the Executive committee.
4.3. Southern Asia Division of Seventh Day Adventist

The next lower administrative body of the General Conference is the Southern Asia Division of Seventh Day Adventist. The General Conference administers its work through “Divisions through out the world. The Southern Asia Division will administer the work of the General Conference of Seventh Day Adventist within the territory of the Division. It includes the Countries of Bhutan, Republic of India, Nepal and the Republic of the Maldives Islands. The Southern Asia Division administers its work through its divided unions sections, conferences, regions schools, and hospitals.

This Division has seven Unions namely: Southeast India Union; Eastern Central India Union; South Central Indian Union; South West India Union; Northeast India Union; Northern Indian Union; and Western Indian Union. All the unions together administer the work through its 26 regions, 6 conferences, 30 sections & Educational colleges, 15 Boarding schools, 184 Days Schools and 11 medical colleges and hospitals. 3 This Southern Asia Division further administer its work through attached regions like Andaman and Nicobar Islands Region, Himalayan Region, and also in the Countries of Bhutan, Nepal and Maldives Islands. The present research is in the Western India union.

This Southern Asia Division of Seventh Day Adventist is having its headquarters at Jeeven Jyoti Campus, postbox 2, Denkanikottai Road, Hosur 635110, Tamil Nadu. India. This Division administration is of President, Secretary, Treasurer as elected by the higher body General Conference and such vice-presidents, field secretaries an undersecretary and Associate secretaries as well as an under treasurer and Associate Treasurers as are appointed by the executive officers are the president, the secretary. The treasurer who will administer the work in consultation with one another, and the Division Executive Committee.

4.3.1 Administrative Committees of the Southern Asia Division of Seventh Day Adventist

The most of the work is administer by the administrative committees. Therefore the Division Executive officers will constitute on Administrative Council of officers [ADCOFF] whose responsibility shall be administrative within the limits of working
policy to make recommendations to the Southern Asia Division Administrative Committee [ADCOM] and Division Executive Committee [DIVEXCO].

The elected officers along with vice-presidents, undersecretary and Associate Secretaries, under treasurer and Associate Treasurers, Field secretaries, Administrative Assistant to the president and others who are appointed by the Division Executive Committee shall constitute Southern Asia Division Administrative committee [ADCOM] whose responsibilities shall be to handle administrative matters within the terms of reference voted by DIVEXCO and the limits of working policy.

4.3.2 Administrative Legal Bodies in Southern Asia Division of Seventh Day Adventist

In the process of research it is found out that there are administrative legal bodies or legal entities approved to be formed in the Territory of the Southern Asia Division. Each body has its own memorandum and Articles of Association as follows:

1. **Adventist Development and Relief Agency/ India**

Adventist Development and Relief Agency [ADRA] in India is a non-profit, non-sectarian and Philanthropic development and relief agency of the Seventh Day Adventist Church in India. Through Financial, material and technical resources ADRA/India supports, rehabilitates, and enhances the quality of life and well being of communities and citizens. ADRA/India maintains a close cooperation with ADRA officers in other countries of the world.

2. **Council of Seventh Day Adventist Educational Institution**

The activities of the educational institutions of the Seventh Day Adventist denomination in the Republic of India shall generally be under the direction of the council of Seventh Day Adventist Educational Institutions [COSDEI], registered under the societies Registration Act, 1860.
3. **Council of Seventh Day Adventist Hospitals**

The activities of hospitals owned by the Seventh Day Adventist denomination in the Republic of India shall generally be under the direction of the council of Seventh Day Adventist Hospitals [COSDAH], currently registered under the Tamil Nadu Societies Registration Act, 1975.  

4. **India Financial Association of Seventh Day Adventists**

The India Financial Association of Seventh Day Adventists [IFA] was incorporated on July 15, 1908, as a private limited Company, with permission to drop the words “private limited” from its name to hold properties as trustees for SERVSDA other council of Seventh Day Adventist Educational Institutions, the council of Seventh Day Adventist Hospitals and IMEWS.

5. **Indian Medical Educational and Welfare Service [IMEWS]**

The Indian Medical Educational and welfare service of Seventh Day Adventist is a society registered under the societies of Registration Act, 1860, to facilitate the soliciting and collecting of donations for charitable purposes and distributing them to the needy.

6. **Service Association of Seventh Day Adventist**

A company known as the Service Association of Seventh Day Adventist (SERVSDA) was incorporated as a private limited company, registered under the company Act, 1956, with responsibility to channel funds and to co-ordinate the functions of the various unions and Divisions institutions/ Units within the Republic of India. The officers, directors, and members of this Association shall be nominated by the General Conference of Seventh Day Adventist, Southern Asia Division.

7. **Seventh Day Adventist Provident Fund:**

The Seventh Day Adventist Provident Fund is a trust approved by the Income Tax Department to provide provident fund benefits for the employees of the Division who work under the jurisdiction of SERVSDA including employees of the council of Seventh Day Adventist Educational Institutions, the council
of Seventh Day Adventist Hospitals, the SDA publishing Association and any other institution brought under the purview of the fund.

8. Seventh Day Adventist publishing Association Private Limited

The Seventh Day Adventist publishing Association Private limited, was incorporated under the Registration Act, 1908 bearing Registration No. 8515 of 1999, is to operate under the supervision and direction of the Trustees, a number of educational institutions of the Trustees, a number of educational institutions of the Seventh Day Adventist denomination in the Republic of India.⁷

9. Medical Trust of Seventh Day Adventist

A public Charitable Trust incorporated Under the Registration Act, 1908; bearing Registration No. 516 of 1999 is to operate, under the supervision and direction of the Trustees, a number of medical Institutions of Seventh Day Adventists in the Republic India.

10. Adventist Development and Relief Agency/ Nepal

The Adventist Development and Relief Agency, Nepal (ADRA/Nepal) is a non-profit, non-sectarian and Philanthropic development and relief agency of the Seventh Day Adventist Church. ADRA/ Nepal functions as a recognized non-governmental organization. Through financial, material and technical resources, ADRA/ Nepal supports, rehabilitates and chances the quality of life and well being of communities and citizens. ADRA/ Nepal maintain a close cooperation with ADRA officers in other countries of the world.

11. Nepal Health Educational and Welfare Services of Seventh Day Adventist

The Nepal Health Education and Welfare Services of Seventh Day Adventist (NHEWS) were for incorporated to serve as trustee and hold properties for the Division as well as to operate medical and educational institutions under its auspices within Nepal.⁸
4.5 Essential Qualities of a Successful Administrator

The School Administrator is a professional position requiring specific preparation on the part of the individual who aspires to fill it successfully. It is not a position filled by any one happened to be available. The tasks that the administrator’s are expected to perform are of great importance. Many of their duties are with more than clerical. Administrators are to be effective in their administration. They are found everywhere; behind the desks, at Parents Teachers Association Meetings, in the halls, on staircase, in and out of classroom, everywhere in the school campus. School boards question them, supervisors watch them, teachers plague them, students alternatively respect them, parents wonder at them and sometimes expect too much from them. Day in and day out, administrator is a person intently interested in young people and their problems. Administrator is constructively engaged in providing the best possible curriculum. He is anxiously involved in organizing and learning experiences for the young people of the community. Administrators are indeed found everywhere. The education of youth in our modern changing society requires a versatile person.

Administrators wore harmoniously with students, teachers, non-teaching staff members, departmental personals and citizens. They are responsible administrators who take care of all the activities of the school. They are the leaders who can make the school a better place for learning. They can provide learning environment that will produce leaders of tomorrow. Their job is indeed interesting and full of challenges. They administer attitudes, values, knowledge, skills for the generation of the future.

There are certain personal qualities and skills to be found in every Seventh Day Adventist School administrators. In course of research it is found that all the administrators of these schools are indeed following these qualities. They are studied and listed down.

**Intelligence:** The school administrators should be above average in intelligence. The above average is meant that they should be at least as intelligent as the group with whom they work. It is generally accepted that they should be higher in intelligence than the group. There is some indication however, that if they excels the group by an extreme degree their ideas often not accepted.
**Good health:** The school administrators should have good health. They need to be sound in body and mind. The nature of their work is exacting in terms of mental and emotional strain and stress. Good physical and mental health is requisites for maximum effectiveness.

**Self confidence:** Many of the faculty, staff, students, members of the community feel that he should have confidence in himself and in his ideas. When self confidence is missing in an administrator, he cannot be a successful person.

**Sociability:** To function effectively, in all the duties and responsibilities placed upon an administrator, they must interact with many individuals and group of people. They must be friendly, cheerful, genial, and sociable in their approach to people.

**Consideration for others:** It is not enough to be friendly and sociable, when a person work closely with other individual for long periods of time, there may arise many problems. Every individual desires respect and consideration from his fellow human beings. Even though respect and consideration from his fellow human beings even though the idea he is exposing is not accepted or is wrong. Respect for human dignity requires consideration on the part of leaders. During illness, accident or death in a family of his members, the administrator must be there to console and show his concern to them.

**Professionally minded:** An administrator should be positive in his approach to individuals and their problems. Administrators should have a positive attitude towards the educational profession and towards the students, teachers, co-administrators and other staff members in this profession. Administrators must recognize the “good” for the profession and do what they can do to further it.

**Morally strong:** In defining the term “moral” and “immoral” we often give only a very narrow limited to them. Anything that is not moral is becoming immoral. The loose behavior with opposite sex, dishonesty, misappropriating school funds, time, gluttony, liquor, tobacco, and so on are all involved in immorality. Such person cannot be expected to give correct judgment and their moods and temperaments would be varying influences they are in. It is expected that an administrator should exemplify high moral character. He will not give an occasion for others to point their
fingers at him. The standards of morality, honesty, and integrity, are expected everywhere. Do not try to live by values of good or bad conduct will vary from one community to another, from one period of time to another. It is the duty of the administrator, as the head of the institution to build the morals of his staff, students and parents. It is essential for him to know how to get along with people.

**Be concerned and interested:** Administrators should be concerned and interested in their staff. If some member comes to the administrators and ask them advice on their personal problem, they should not brush them at as trivial or unimportant. A good administrator must be a good listener. Be patient enough to give a hearing to their problems. If one of the staff looks unwell they should ask him/her about it. If he had taken leave to look after his wife who is ill, find out how she is when he comes back, if he walks with a limp, enquire how it happened. Ask about his children’s progress at school.

**Give due respect and importance:** Administrators should give due respect and importance to their staff. Give respect and receive respect. Do not ever treat any of the staff as a school boy. How does a management board evaluate an effective administrator? There is a tendency with some superficial administrators to show off, when some visitors come. If administrator ill treat and dishonor the staff in front of others they will try at every opportunity to be un-cooperative and awkward. Punishment is never an incentive to better work. It only creates resentment and rebellion.

**Appreciation spurs better work:** When an employee retires or when he dies his administrators say a lot of nice things about him and his work. But when he was alive and on the job, no one told him a word of appreciation. On the contrary, they were all quick to criticize even if a small mistake was found. Never be afraid to appreciate, it is a finest way of getting people to do better work. Even if one aspect of a job is well done, appreciate it and you can be sure that he person concerned will go out of his way to work better in the future. Everyone longs for appreciation. Appreciation is the finest, the cheapest and possibly the best tool of administration.
The organization of the armed forces of most countries can tell us great deal about man management. Why those soldiers follow their officers through a hail of sharp bullets? It is because of the way in which discipline has been built up in the armed forces. The administrators must see that, their men are properly settled and fed before they attend to their own needs. Help them to acquire further study and improve their qualification and position. Spend time and take effort over the welfare and health of the employee. It is true that administrators are the chief executives in a school. They needs to be understanding, concerned about their work. If there is something rotten which is to be removed, must be removed. It is not all sweetness and honey that is not human relationship at all.

An administrator should be a man who cannot be bought or sold. A good administrator needs men around him to counsel and share opinions. It is so easy for a busy administrator to jump to wrong conclusions. It is important for an executive to have men around them who can counsel and correct them. The intimate contact with students and teachers is one of the outstanding characteristics of administrators. The person who is not able to competent or unwilling to deal with female teachers and little children should particularly avoid the elementary administratorship. A successful administrator should be a superior organizer and a skilled administrator. He should be able to administer his school without allowing it to consume his entire time. He must have some time to supervise the class instructions. He must be able, firm and skilled person. He must be able to make decision promptly and correctly. He must also be a good business manager. The financial details of extracurricular activities, the boarding, the school store, and other activities must be cared for in a businesslike manner. A wise administrator should comment his faculty and have good fellowship to work together.

Thus throughout the research study it is found that all the Seventh Day Adventist Schools are very keen in upgrading their schools by following. These essential qualities to be a part of good quality of providing Adventist education to Maharashtra State.
4.6 Adventist Schools Management Board and Duties

Each Seventh Day Adventist School with in the territory of the Southern Asia Division shall adopt the following operating policy which shall govern the conduct of the work of the institutions as Name, location object, constituency and school Board of Management.

**Name:**

The name of the school shall be…………………………………………………..

…………………………………………

**Location:**

The office of this institution shall be located

at………………………………………..

…………………………………………………

**Object:**

The object of the ………….. school shall be to provide for the young men and women of the …………..local section/ conference/union of Seventh Day Adventist a balanced education (Spiritual, physical and intellectual) which will fit them meet life and to become employees in all branches of gospel service.

**Constituency:**

The Constituency of the …………….. Local section / Conference union shall be the Constituency of this school. It shall be responsible to outline and shape the policies controlling this institution, elect the head of the institution and its Board of Management. 10

**Board of Management:**

The management of the Seventh Day Adventist school shall be under the control of Board of Management appointed by the constituency, consisting of at least two-thirds if the members of the Executive committee of the ………….local sections/ conference / union including the principal of the school, and the union education
director, also three others not members of the union committee. Only Seventh Day Adventists in good and regular standing are eligible to assume and retain position in the Board. The chairman of the Board of Management shall call and preside over all the meetings. The principal of the school shall be secretary of the Board of Management.

In the due course of the research it has been found that there are certain duties performed by the Adventist schools Board of Management. They are studied and listed below:

1. To outline and control the policy of the school including the general principles of government and curricula.
2. Appoint the Headmaster, Treasurer (finance in charge) and teaching faculty and employ or discharge all regular employees including the teaching faculty.
3. Fix tuition and other charges.
4. Audit the salaries and expenses of its employees not audited by a higher organization auditing committee.
5. To receive for study and adoption the annual budget prepared by the principal of the school.
6. To take annually a complete inventory of the property and assets of the school.
7. To have its book audited annually by the area/district or staff auditor of the General Conference Auditing Service.
8. To require of the school principal and for treasurer the preparation of monthly operating statements copies of which shall be placed in the hands of the chairman of the board, the local section/conference/union Education director, the union officers and Division Education director.
9. To require a complete annual financial report showing all receipts and disbursements, assets and liabilities, operating losses and gains by departments. These annual statements to be submitted to the Board of Management at the regular annual meeting and to the constituency in session.
10. To authorize the operation of bank accounts for the school.
11. To care for and safeguard the resources and finances of the school, review at regular intervals students and teachers accounts and control expenditures.
12. To receive for approval the annual calendar as suggested by the faculty, and presented by the principal.
13. To foster, promote and develop the vocational and industrial interests of the school.

Meetings of the school Board of management shall be held at the school at least once each year at such time as may be named by the chairman. Special meetings may be called by the chairman when necessary. In the meeting of the Board of management a majority of the board, including the chairman shall constitute a quorum for the transaction of business. The full term of service for non-ex officio board members shall be three (local section), three (conference), four (union), years. Members whose term of service has expired are eligible for reappointment vacancies in the non-ex officio membership of the Board of management occurring between regular sessions of the local section/conference union committee, and such members shall be filled by the …………….local section hold office for the non-expired portion of the term. All actions of the Board of management shall be in harmony with the general policies of the ……….local section/ conference/ union and with the Division Education code.

4.7 Principal the executive head of the school and the Duties

A principal has a very important role to fulfill in their daily job duties and responsibilities. They are the guiding force which makes schools what they are today. The following information will detail the general responsibilities of a Seventh Day Adventist schools principal as well as their specific duties. A principal is an individual who directs and monitors the academic and non-academic activities within a school environment. The principal is the individual who plans and implements the daily routines within and educational setting.

The principal has many general responsibilities which they must carry out on a daily basis. First and foremost, the principal is the head of the educational setting. He/She provides guidance not only for the teachers but for the students as well. The principal must monitor all activities within their schools and be the leader of it all, so to speak. The principal must act as a liaison between
what goes on in the school and those in the general community. The principal will meet requests from parents, school board member and government officials. Not only have these but people gone to him/her with praise as well as complaints.

The Adventist school principals have many numerous duties they must take part in since they are in a supervisory position. The first duty of an Adventist school principal is the responsible for fulfilling in their capacity as principal is that of hiring, firing, and disciplining teachers and staff at the school. Those who work at the school will answer to the principal should any issues arise and the principal is the individual who usually does the interviewing and placement of staff as well as firing thereof. The principal is also responsible for monitoring the education and extracurricular activities of the student at the educational facility. Principal will monitor lesson plans of the teachers as well as other activities which go on in the school to ensure that the students are receiving the educational requirements and activity requirement that are necessary to provide a well-rounded learning environment for them. The principal is often the individual who takes care of disciplinary actions with students, staff and facility as well. In addition to providing supervision in the school itself, the principal will also engage with outside entities. The principal may contact business to let them know of any contributions or sponsorship which may be needed for various school programs. This involves academic as well as extracurricular activity needs.

These school principals are always stay abreast of current laws, rules and regulations and ensure the schools compliance with all of the above. This also deals with everything from the administration to extracurricular activities for the students. The principal must be sure that everything that deals with the smooth operation of the school is in keeping with state and federal laws and regulations. The school principal holds a key supervisory role in the school system. This individual (principal) is one who is in direct charge of all that goes on within their school and is in the best position to do something about the various things which occur on a daily basis. Due to the supreme role of a principal, individual who are in this profession should posses certain favorable
traits. First and foremost, the Adventist school principals exhibit excellent leadership skills. Since the principal is the main person in charge in a particular school, that person should have the superior leadership skill in which to lead those below them to make the school the best that it possibly can be. There will be many persons looking to the principal for guidance and the principal in this role must be able to provide that guidance to their subordinates.

A principal should also have good problem solving skills as well needs to solve many problems solving their role as principal. These problems may range anywhere from disciplinary actions for students to finding a way to fund certain school programs. A principal who has top of the line problem solving skills will find that it makes their job that much easier to carry out as they know exactly what to do should problems arise.

Good conversational skills are another positive trait that the Adventist school principals possess. As they will be speaking with countless amounts of persons throughout their daily job duties, it is important that the principal knows exactly how to express what they want and relay this information to individuals. A principal should also be social in nature and not simply robotic in relaying information to various parties. A principal who has good conversational skills will excel in their position. In addition, a principal should enjoy what they do on a daily basis. One who likes their job will arguably do a better job at it. If one is a principal and dreads starting the day each morning, this sentiment will be relayed in their daily activities and negatively affect their ability to do their job.

The school principal must assume new rules and utilize new skills to implement a school-linked service effort. These skills, however, are essential for the establishment of school-linked services.
First, the principal must be an active participant in developing whatever is happen on or near the site; sharing information about the children and the community, connecting the planning group to parents and teachers, and providing a reality check for planners who may not be well connected to the day-to-day working of the school and community.

Second, the principal must serve as an advocate for an expanded school role in working with families and other agencies, making the case with his or her peers, communities, and school staff. Teachers especially need encouragement and assistance from the principal to expand their agenda to work more actively with families while maintaining their primary focus on academic success.

Third, the principal must recognize and link teachers and other staff members on campus with staff from other community health and social services. Sometimes the strength of a major collaboration can be broken by a lack of interpersonal communication and understanding among these staffs.

Fourth, the principal must act as an ‘enabler’, promoting the involvement of other staff and community members in planning and monitoring a school-linked services effort.

Seventh Day Adventist education along with the schools is facing increased pressure to improve teaching and learning. The duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading reforms to increase student achievement often hinged upon principals ability. It creates a shared vision within the school community and success in implementing new organizational structures that engage teachers in shared decision-making. Principals have discovered that engaging the entire school staff in making decision results in more commitment to school reform initiatives.
Seventh Day Adventist education and school principals are also responsible for facilitating their schools interactions with parents and other 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 board, parent/teacher organizations and booster clubs. Thus the Seventh Day Adventist school principals play an important role in the bringing a good standard education to the Maharashtra state as a whole. Therefore it can be rightly put the Seventh Day Adventist School principals as psychologist, as teacher as facilities manager, as philosopher, as social worker, as mentor and as coach.

4.8 Academic the Headmaster and his Duties

Given the incredibly complex nature of the job, one could easily question the sanity of anyone who wished to become a Headmaster. If one truly wishes to mold and shape the lives of young people, are an essential part of the development of the family unit and serve as a role model for both children and adults. There may be no better position than that of the headmaster.16

Perhaps the most important role of the Seventh Day Adventist School administration is that of the headmaster. The headmaster should be a master teacher. He should serve as a model for excellence both in and out of the classroom. Additionally, the Adventist schools headmaster serves as a model for integrity. He always works in concert with the faculty for the development of individual success and self esteem among the students and the faculty in his school. Additionally, the faculty and the headmaster are too dedicated to encouraging, supporting, and nurturing students in their pursuit of excellence. Teaching is, in my view, one of the noblest professions; and the headmaster is, at the very essence, a teacher first and everything second. This seems wholly appropriate, and is probably the most challenging aspect of the position. Thus headmaster is also the chief executive officers of the independent school.17 As chief executive officer, the headmaster plays most important role is that of
personnel director. The headmaster must motivate and challenge teachers who are struggling. Often, he must make the very difficult decision not to renew a faculty member's contract. A headmaster needs to shape the very nature of the school by his hiring and firing decision. While these decisions are often among the most difficult he will face. They also have the greatest potential for long-term reward.

Included in the headmaster role as chief executive officer, he must also serve as the head administrator in the school. The headmaster should build an administrative team which operates by consensus and with open discussion on a regular basis. That administrative team should feel comfortable disagreeing, for that is how true consensus is developed. Once a consensus decision has been made then each member of the administrative team can feel good about representing the eventual outcome as a group decision. This type of core administrative decision-making most often leads to the best decision, and it should include advice from as many constituencies as possible. There are several constituencies which are influential in every school setting. Trustees, parents, administrators, and faculty. In total, these individuals are charged with responsibility of shaping an educational environment which implements the philosophy of the school. In meeting this objective, the welfare of the students, must always be foremost in their minds. In short, these group decisions must always be based on what is best for children.18

Seventh Day Adventist school headmasters also serve as chief marketer for the independent school. In every walk of life, the headmaster represents the institution he serves. Thus, community involvement is both a requirement of the job and an opportunity for greater success on the part of the headmaster. The headmaster always realizes that this is the critical part of his job responsibilities. He endeavors to take this aspect school keeping seriously. Solid friendship, active involvement outside the school community, and effective modeling are all critical parts of the job description.

These days, it almost goes without saying that the headmaster is always the schools chief fundraiser. Only a handful of Adventist schools are financially
secure. The vast majority seek funding in addition to tuition revenue in order to make the necessary strides and improvement required for continued growth and development. Headmaster not only be able to articulate the schools vision, but he must be willing to ask for money and able to link people’s dreams and visions with their philanthropic abilities. No school can be successful without the headmaster taking this critical role.

Likewise, no headmaster can be successful without understanding this simple fact. In independent schools fundraising is here to stay. Those schools which are able to best articulate this need will not only survive but thrive. There is an interesting paradox in schools, which bears some illumination. The headmaster serves as both the schools leader and its employee. The headmaster is responsible for recruiting and retaining the school’s faculty and staff and must run effectively the schools total operations.¹⁹

The Seventh-Day Adventist Schools headmaster also the schools visionary. In this role, the headmaster must articulate the school mission. As a visionary, the headmaster can set the course for future directions by asking question and in the spirit of consensus decision-making, prodding for potential charges. Through dynamic leadership, the headmaster creates a standard for all employees as well as the full “community learners”. It is through skilled negations, genuine caring for others and visionary leadership that the headmaster shapes the school community in this very important manner.

Apart from the above account of headmaster performance in the school, He needs to check and perform few duties such as to check school general register and entries in the general register. He needs to check curriculum and syllabus, textbooks list and Supervision of library labs. The school\headmaster should check religious instruction, homework, promotion, progress book, free studentship, cleanliness, Discipline in school, excursion, Picnics, Sports, Competition, Games, teachers social, teachers excursion, bell ringing, examination supervisors, assigning of examination supervisors in the school supply maintains register staff
register, all practical supervision, workshops, record of test and examinations, answer papers stock, medical examination, school terms, holidays, school hours, shift system, development fund, time table, teachers parent association, school evangelism, ingathering programme, and annual school programme.

Hence schools become great, not because of the magnificent building but because of the effective and efficient headmaster. Headmaster in a school is like a spring in the watch, a wheel in the machine and an engine in the steam ship. Headmaster is the organizer, leader governor director, guide and co-coordinator of the school programmers. A headmaster in a school is vital to school administration. He is the leader for both administrative and instructional process. The headmaster is the key-stone of the arch of educational administration. He is in the strategic centre of a web of instructional inter-relationships, self development and school management. The schools headmasters of today find more responsibilities arising from new responsibilities assigned to the schools by the community. The above account of activities require leadership qualities to mobiles resources in the system for attaining the objectives of the school. Therefore, from this above account, It clear understanding that the school headmaster is a leader of teachers and non-teaching staff, students, community and so on.

4.9. Introduction about Co-Curricular Activities of Adventist schools

The School is not merely a place of formal learning. Whose main concern is to communicate a certain prescribed but quantum knowledge but rather as living and organic community which is primarily interested in training its pupils in what we have called the gracious art of living.

Knowledge and learning are undoubted of value but they must be acquired as a by-product interested activity, because it is only then that they can become a vital part of the student mind and personality and including his behavior. But ‘Art of Living’ is much more comprehensive concept than the acquisition of knowledge, however intelligently planned. It includes training in the habits and graces of social life and the capacity for co-operative group work, it calls for patience, good temper, sincerity,
fellow-feeling and discipline. These can only be cultivated in the context of the social life and many co-curricular activities that must find a recognized place in every school.

### 4.10 History of Co-Curricular Activities

The primary function of the school was regarded to instruct children in reading, writing and arithmetic. The school life was co-extensive with academic pursuits. The non-academic activities were regarded as a by-product of the regular school activity. Pupils were taught languages i.e. English classical languages and modern Indian or European languages, social sciences like History, Civics and Geography. Natural sciences like Maths, Physics, and Chemistry and so on. It was assumed that memory of historical events, rules of grammar in language, theorems and riders in Geometry, familiarity with the structure of society, anatomical details of government and human conduct, would make the child well educated. It was little realized that knowledge become power only when the will was wedded to thought and when the dynamic side accompanied the intellectual.  

The attitude adopted by educators in the past towards the social life of the school was therefore one of hostility. It was apprehended that the social activities of children would interfere with the regular and legitimate instructional work of the school and they had, therefore, to be curbed and inhabited. When the social proclivities of children and their active, and when and even restless, spirit found surreptitious, and some times even violent and dangerous forms of expression under this regime of repression, the fruitlessness of attempts to inhabit the natural tendencies of children was realized. But even then social activities of children are simply ignored as of no advantage and of no concern to the teachers. This policy of indifference was found unprofitable, pupils social tendencies came to be tolerated, and some form of regulation and directions was resorted to and the term extra curricular activities came into vogue to designate these informal activities that were unconnected with the formal, serious and academic work of the school based on the curriculum. They were how thought to be outlets for the pupils surplus energies, helpful factors in the pupils moral control and in facilitating the conditions of effective learning.
With the growing recognition, however, of the social nature of the pupil and of the significance of the social changes in the life for which he had to prepare, leaders of educational thought discovered, in the social life of the school, a valuable medium for the development of qualities, physical, social, civic and moral of great moment in the pupil’s adjustment to the life around and a head of him.

The attitude of Adventist school teachers towards activities initiated, and conducted by pupils thus changed successively from hostility to indifference, from indifference to toleration and regulation and from that to acceptance and again to a full and active Cooperation at assimilation and integration of these activities with what were called the curricular pursuits. The term extra-curricular activities is well on the way to the educational limbo and terms such as co-curricular and ‘collateral activities’ are coming into educational usage.

Today the distinction between ‘curricular’ and ‘extra-curricular’ is fast disappearing. Adventist Education is now expected to be more comprehensive in nature and is expected to ensure an all sided development of the child. It is recognized that when the child, walks into the school all of him comes in. He comes in physically, mentally, socially and spiritually. This is what Adventist education recognizes that in all of them if he is to be a complete, well – rounded individual.

4.11 Meaning of Co-curricular activities

The responsibility of the Adventist school teachers has increased considerably in Maharashtra state. Hardly, twenty years ago, class-room instruction was considered to be only teacher’s job. They paid attention to curricular activities, which ruled supreme in the schools. The teachers refused to accept responsibility for what the pupil did outside his own narrow school subject. Some activities called ‘extra-curricular’ no doubt existed, but they were organized and promoted largely by the pupils themselves with the relatively small assistance from teachers and the administrators. But today the distinction between curricular and extra – curricular is fast disappearing. So it has also become difficult to define ‘extra-curricular’ or ‘co-curricular’ activities. Following are the definitions of extra – curricular and co-curricular activities given by some authors. :
1) Extra-curricular activities ………. may be defined as those activities, in the school time-table or otherwise, which are sponsored and organized by the activities in the school time-table they can be regarded as co-curricular activities.\textsuperscript{21}

2) Extra-curricular activities are all those activities of the pupils which activities are not a part of the regular studies of the school”.\textsuperscript{22}

3) “Extra co-curricular activities may be defined as those informal activities that are unconnected with the formal, serious and academic work of the school based on the curriculum. They are out lets for the pupils surplus energies, or “social sedatives which are helpful as a factor in the pupils’ moral control and in felicitating the conditions of effective learning”.\textsuperscript{23}

4) “Co-curricular activities may be defined as those activities which help the academic subjects and are necessary in the life of a student”.

5) “Co-curricular activities are those school sponsored child activities which require administrative provision and organization involvements some what different from the more typical class-room instruction”.

For the purpose of this research the term co-curricular activities is defined as those activities conducted by the Adventist school teachers either during the school hours or after the school hours or both during and after the school hours which give the scope for the exercise of the pent up energies, sublimations of instincts and train adolescents to spend their leisure hours usefully and thus promoting the development of their personality.

4.12 Types and Description of co-curricular activities

“Organized co-curricular activities vary from school to school, and this accords with the general concepts that such activities should meet specific, individual needs and interests. On the other hand, common denominators in the areas of growth and development, needs interests community and more school suggests that co-curricular activities will be similar in many situations”.

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Shri, Ladli Mohan Mathur the author of the book, “Student Activities” has classified the co-curricular activities in following manner:

1) Educational or subjects related activities.
2) Student’s co-operative government associations.
3) Service organizations
4) Recreational and social activities
5) Athletics intramural and interscholastic
6) Outdoor activities
7) Activities related to publication, music, dramatics, speech and fine arts.
8) Prevocational or career organization.
9) School assembly activities
10) Home-room activities
11) Activities related to special events
12) Honorary organizations
13) Jointly sponsored activities.

M. Sultan Mohiyaddin and M. Siddalingaiya, the author of the book “School Organization and Management” have classified the co-curricular activities into four major groups. They are:

1) Literary Activities
2) Dramatic Activities
3) Games and Athletics
4) Hobbies

Seventh - Day Adventist schools co-curricular activities are as follows:

i) Activities for physical development
   a) Indoor and outdoor physical activities, games sports and athletics

ii) Activities for literacy and academic development
   a) Dramatics
   b) Articles for magazines and news papers
   c) Debates

iii) Social cultural and scientific activities

iv) Teachers extra curricular activities
v) **Excursion activities**
   a) Historical field trips
   b) Educational field trips
   c) Other camps

A brief description of these different types of co-curricular activities.

i) **Activities for physical developments**

The growing Adventist students require a rigorous programme for development of the physical body. Efficiency demands that they should have good healthy and high general physical tone.

a) **Indoor and outdoor activities, games sports and athletics.**

Some pupils are medically unfit to participate in outdoor games. Adventist schools allow students to take part in indoor games like table – tennis, badminton, and chess and so on.

The Adventist educational values of outdoor physical activities are found in the excellent physical, mental and social training provided by them. By playing with a team, the students learning to sub-ordinate his own interest for the welfare of the group and thereby acquires team spirit.

The slow student is motivated and roused into action when he discovers that he to think specifically and accurately. Self control is acquired by a hot – headed student when he realized that losing his temper, in a game does not help. Competitive activity helps to develop good sportsmanship which is an important social virtue. To become a good sportsman one should be courteous, modest, generous, obedient and fair. While the team games teach the pupil to co-operate with his companions, individual games develop in him, the ability of reliance on his or her own power. Adventist schools conduct few outdoor physical activities like cricket, foot-ball, bicycling and so on.

ii) **Activities for literary and academic developments**

These activities provide training for the students in the essentially social art of communicating one’s ideals to others fully, clearly and effectively. In these activities the thought – process develop rapidly
and the students become capable of organizing their ideas and at reasoning about things. Students also have been accumulating varied experiences and their mental content becomes comparatively rich by the time they reach the higher classes or the colleges and so on.

The natural urge to express their thoughts and feelings are thus greatly aided by their expanding store of experiences and their growing ability in logical thinking. But at the same time, induces in themselves consciousness in regard generally to their behavior in society, and in particular to formal oral expression in the presence of others. 

Dramatics, articles for magazines, newspaper and debates and so on are included in these literary activities.

iii) Social, cultural and scientific activities
Adventist schools give full opportunities to students to show their co-curricular talents in social, cultural and scientific activities. In the process of Research many things were discovered are as follows:

Social activities have produced many talents in the students. Schools have conducted many social programmes like talent day among students. Where each student has exposed their talents.

Cultural activities usually come under group items where forbearance called for cultural activities; go a long way in building up of character, behavior and carrier. Music, celebrations of festivals, cinema shows and so on are included in cultural activities.

Scientific activities involves scientific knowledge in the school, “learning by doing” and “learning by living” are the two cardinal principles of teaching and the same is true in the case of teaching science. It is the natural urge in children to make things, to break things and to handle things. There is little scope for the individual practical work by the students and no time is allotted
for such type of work in the time-table. Naturally there arises the need for such an organization which can provide an outlet for the pent up emotions of children and channelize their energies towards desirable goals.

Adventist schools bring such scientific co-curricular activities among students. This will help satisfying the instincts and urge of children and making them a full-fledged personality.

Such an organization which caters for the inculcation of scientific attitude, a genuine interest in science and scientific activities, supplements the work of the class-room and the laboratory and puts the syllabus on a practical bias may be named science club. Through the science club the learning of science become joyful. The students learn the things without the conscious effort on their part and pursue science as a pleasant hobby and not a burden on them. In this way, Adventist school students get a better comprehension on the things, crystallize their congnization and thereby develop a zealous enthusiasm in them to strive tirelessly for the cause of science.

4.13 Importance of co-curricular activities in Adventist schools

One of the most important aims of Adventist Education is the harmonious development of the child’s total personality. So extra-curricular activities, termed as co-curricular activities, are brought in and included in the regular course prescribed and are looked upon as one of the essential aspects of Adventist Education.

Adventist education today has a broader conception than more schooling. It is now concerned with the growth and development of the child as a whole in his mental, moral, physical and spiritual aspects. Indeed, one should not think of each of these aspects as isolated units. The concept of integrated personality contemplates a maturing process in which aspect is smashed into the complete whole.

In democracy, the individual is an end in himself and the primary purpose of Adventist education is to provide him with the widest opportunities of co-curricular activities to develop his potentialities to the full.
If the purpose of the Adventist educational co-curricular activities is to enable students to lead happy lives, satisfying both to themselves and to those among whom they live. It can not be ignore their hours of co-curricular leisure. The wealthier members of society always has a fair amount of leisure and their own independent education system taught them to play games competently and acquire graces which could enable them to enjoy them. But today, the manual workers probably have much leisure as the professional workers or business executive. The quality of a person’s leisure probably has a greater bearing on the quality of his total living than his hours of work. How, then can education translates its long held academic interest in leisure into a major educational objective?

Adventist schools do this by providing sufficient recreational facilities in the shape of co-curricular activities in school. A number of activities have their origin in curricular activities and they grow out of them. For example a taste for literature, fine arts, or excursion develops out of class room situation.

In a scheme of Adventist educational schools, the class room activities as well as extra curricular activities have their own value. They beautifully supplement each other. The reasons are obvious:

i) Class instruction is uniform, and extra-curricular activities provide variety.
ii) Class instruction is formal extra-curricular activities are informal
iii) Class room instruction is teacher dominated; extra curricular activities are largely based on pupils.

The Adventist philosophy of education regards the pupil as a citizen of the school learning through his experiences can be fully practiced in the area of extra-curricular activities but subject to reservations in the organized curricular area.

Today in promoting the co-curricular activities in Adventist schools nearly all teachers have some definite responsibility for their organization and promotion. Full-time specialists are at times appointed for their implementations, school rooms, class periods, equipments and materials are provided, their relationships with the prescribed curricula are clearly stated and participation in these activities is made compulsory in all Adventist schools.
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