CHAPTER VII

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Education Department of the Government and the Directorate of Secondary Education, the Universities, local bodies and private managements administer and control H.S. education in Assam. Minister for Education who is responsible to the State Legislative, is directly concerned for determining the State policy on education. Education Commissioner-cum-Secretary, who is a senior I.A.S. officer, is in charge of the department. He is assisted by an Additional Secretary, a Joint Secretary, three Deputy Secretaries and three Under-Secretaries.

Till recently there was one Director of Public Instruction who controlled Secondary and H.S. education. This Directorate was bifurcated into two viz. Higher Education and Secondary Education in 1985.

Director of Secondary Education looks after Secondary and Higher Secondary stage of education. He is assisted by an Additional Director for School education and another Additional Director for Adult Education. One Joint Director looks exclusively after education of the plain tribes. Four Deputy Directors assist in planning, Female education, scholarship, grants-in-aid, liaison
with SCERT and NIPPA etc. One Joint Director looks after exclusively for school education in two Hill districts. The post was created in March, 1967. Earlier, there were five hill districts in Assam viz. Garo Hills, United Khasi and Jaintia Hills, Mizo Hills, Mikir Hills and North Cachar Hills. With the division of areas between Meghalaya and Assam in 1970, the latter remain with two hill districts namely North Cachar and Karbi Anglong. Inspector of Schools and Assistant Inspector of Schools help in the control and supervision of Secondary and H.S. schools at the district level.

The State government has promulgated 'The Assam Secondary Education Provincialisation Act, 1977' to provincialise the services of the middle English schools, high schools and H.S. schools. The high and H.S. school administration is going on under the direct control of the Inspector of Schools at the district level. The academic control, regulation and management of H.S. education rests on the Assam Higher Secondary Education Council. Prior to formation of the Council such control was made by the Secondary Education Board, Assam.

According to Kochhar (1991) the following are the necessary components of school administration:

1. Human equipment - Principal/ Headmaster, teaching staff, ministerial staff and menial staff.
2. Material equipment such as building, furniture, farms, laboratories, library, museum, art gallery etc.
3. Preparing the curriculum for different classes.
4. Organisation of a systematic co-curricular programme.
5. Preparing time table.
7. Organisation of library, museum, hostel etc.
8. Organisation of health and physical education.
10. Organisation of guidance service.
11. Maintaining the school records.
12. Providing various auxiliary services like mid-day meals, school uniform, text books etc.
13. Co-ordinating the work of home, school and community.
14. Supervision of school work.
15. Evaluation of pupil achievement.
16. Financing and budgeting.
17. Co-operating with departmental authorities and implementing the orders of the higher educational authorities.

Components of School Administration:

The Principal is the major component of school administration, on whose ability and skill, personality
and professional competence will largely depend the tone and efficiency of the school. Everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching, co-curricular activities, human relationships bears the impress of the personality of the institution. The school is as great as the Principal is. The Principal of the school is to act as organiser, leader, governor, co-ordinator, superintendent, teacher, guide, philosopher and friend. As a group leader the Principal knows how to involve people, how to arrange conditions and initiate processes that will bring out the best in each participant. It is he who plans what is to be done in the school and how organises interdependent elements into functional or logical whole, directs to get the solution of the common problems of the institution, co-ordinates all the elements into a unified programme to achieve a common objective, evaluates the reasons of success and failure, keeps the public as well as the authorities informed through records, research and inspection as to what is going on. In the existing system of school administration, the Principal is to discharge two types of duties namely (a) Specific duties such as supervision, teaching management and special services and (b) General duties such as (1) duties before the session (2) duties throughout the year (3) duties at the close of the session.
The second major component of school administration is 'the teacher'. Teacher is the most vital single factor in the system of education. The teachers can change the educational process, by the extent of their receptivity and initiative. As pointed out by the Secondary Education Commission (1952-53), even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers. Under the existing system of school administration, the duties of teachers in the school may be summarised as -

(1) Planning the curricular and co-curricular programme.

(2) Organising the programme.

(3) Supervising and guiding pupils.

(4) Maintenance of cumulative records etc.

(5) Evaluating the achievement of the pupils.

(6) Reporting.

(7) Maintaining relation with pupils, colleagues, Principal, parents and community for effective education.

The H.S. education in the H.S. schools are imparted by the Subject Teachers under the leadership of the Principals. Under this system, different subjects are taught by teachers who hold specialised qualification in those subjects. The Secondary Education Commission in its report has said - "The most important factor in the contemplated
educational re-organisation is the teacher - his personal qualities, his educational qualification, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depends on the kind of the teacher working on it. The Indian Education Commission (1964-66) said that "of all the different factors which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparations and creating satisfactory conditions of work in which they can be fully effective. In view of the rapid expansion of educational facilities expected during the next three plans and specially in view of the urgent need to raise standard to the highest level and to keep them continually improving these problems have now acquired unprecedented importance and urgency."

"A programme of high priority in the proposed educational re-construction, the reform is to feed back a significant proportion of the talented men and women from schools and colleges into the educational system."
For this purpose, it is necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers in order to attract young men and women of ability to the profession and to retain them in it as dedicated enthusiastic and contented workers."

The Commission recommended certain positive measures for the improvement of general conditions of teachers. Some of the recommendations towards improvement of general conditions of teachers are -

(1) Improvement in the pay scale.

(2) Improving conditions of service and work by
   (a) reducing work load to reasonable level
   (b) providing facilities for professional growth such as grants for purchase of books, grants for research, deputation to seminars and summer institutes.
   (c) Keeping parity of terms and conditions of service in private institutions with that of government institutions.
   (d) Establishing Arbitration Board or Committee to look into the appeals and grievances of teachers and to consider matters relating to suspension, dismissal etc.

(3) Controlling and disallowing private tuition.
(4) Guaranteeing full security of tenure of service.
(5) Providing retirement benefits.
(6) Providing pension-cum-provident fund-cum-insurance benefit.
(7) Providing residential accommodation.
(8) Providing library and research facilities.
(9) Constituting joint Teachers Council in each State and Union Territory to discuss all matters relating to teachers salaries, conditions of work and service and welfare service.
(10) Introducing National and State award schemes.

The Commission also suggested that teachers training programme should be made more effective by removing the isolation of teachers training, improving the quality of professional training and making the teacher grow professionally, continuously through short term courses, refresher courses, workshops, seminars, conferences, study circles and clubs etc.

The Planning Commission appointed the working party on Educational Planning, Administration and Evaluation vide letter No. 1/32/67 Edn. dated January 24, 1968 to review the position of educational administration and evaluation, suggest long term objectives of development in these sectors and make specific proposals. The Working
Party made twenty six recommendations, one of which was on involvement of teachers intimately and effectively in the preparation and implementation of plans. Other important recommendations of the Working Party on educational administration are:

(1) Developmental educational administration -

The most urgent task in the field of improving the implementation of educational plans is to change the present "Maintenance Administration" to "Development Administration".

(2) Re-organisation of Services - The new concept of "Developmental Administration" involves considerable re-organisation of educational services of the Centre and in the States.

(3) The in-service educational, administration programme -

The organisation of adequate programme of in-service educational administrators should receive the highest priority in our Plans. On first appointment to the administrative or supervisory side every officer should be required to undergo an induction course. In addition several different programmes of in-service education need to be developed to keep the departmental officers abreast of the latest developments in

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the field and the policies and programmes of government. These may include annual seminars on education and administrative matters, conduct of journals, visits to other States etc.

(4) Better supervision and guidance - Steps will have to be taken to provide better supervision and guidance to schools. This will include amongst others an increase in the strength of inspecting officers where necessary and the appointment of subject inspectors. Efforts are also needed to improve the quality of inspection.

(5) Flexible and dynamic administration - The functioning of the education departments should be made flexible and dynamic.

The third component of school administration is the pupils. The pupils are the legitimate occupants of the school- it is for them that all educational efforts are organised. It is they who occupy the focus of the lime light - the pivot and the centre of educational administration. Pupil is the measure of efficiency of curricula, teachers and the Principal.

The nucleus of school organisation is sound classification of pupils. Proper classification of students is a very important aspect of the educational process.
Ms S.P. Sukhia, Ex-Vice-Chancellor, Agra University is of the opinion that classification for effective direction of the educational programme is necessitated because of the following factors:

1. The increasing number of students having varying abilities, interests and needs.
2. Diversified and expanded curriculum.
3. Disparity between social, economic and cultural backgrounds of the students.
4. Application of the latest methods and practices in teaching.

An important aspect of school administration is 'discipline'. In its absence, the work of the school cannot be carried on smoothly. In order to secure good discipline the head of the institution is to make the whole atmosphere cordial and harmonious. He can employ different means for this purpose, which can be categorised as:

(a) Positive means
(b) Negative means

The modern principles underlying positive means are:

1. Self administration by forming active association of students in school administration. Putting the

responsibility of routine work on the shoulders of students, is very helpful in establishing discipline. Students themselves can determine the rules regarding their conduct.

2. Traditions and rules of the school have a very important place in establishing discipline. Rules of education department, rules of the management, rules made by the headmaster/Principal and teachers and rules made by students organisation or their Union have to be followed by everybody for the existence of the school as well as the students organisation.

3. Mutual co-operation among all human elements to perform duties of the headmaster/Principal smoothly is a positive mean of maintaining discipline.

4. Arrangement of proper co-curricular activities have an impact on discipline. The quality of leadership, sense of responsibility, respect towards the authorities, respect for each other, love for orderly working, power of self-direction, attitude of sociability, sense of sympathy and co-operation can be developed among the students through co-curricular activities.

5. Prevention of external influences like politics, social tension, rivalries, caste conflicts etc. on students which create indiscipline vitiating its pure environment is needed.
6. Imparting moral education as a part of the education programme help in maintaining discipline.

7. Proper arrangement for light, air, furniture and essential teaching aids in the school is needed for proper education and to maintain discipline.

8. Co-operation among teachers and guardians play a very important role in establishing discipline in the school.

9. Distribution of prizes to children for good work and conduct is an important programme in maintaining discipline in schools, because they help in developing the habit and attitude for achieving distinction in their performance by regulating their conduct.

In view of maintaining discipline for a cordial and harmonious atmosphere some negative means may be employed. Punishment schedules come under the category of negative means. Punishment means infliction of physical or mental pain. The need of punishment, though cannot be considered as a good means of establishing discipline, sometimes needed for eradicating indiscipline and undesirable traditions prevailing in schools.

Different suggestions are given by educationists to remove indiscipline among students. The Secondary Education Commission, Kothari Commission, University Grants Commission and many educationists have given very
valuable suggestions in the areas of (1) organisation of the internal functions and programmes of the school (2) curriculum construction and its types (3) time table (4) home work (5) organisation and administration of guidance programme in the school (6) co-curricular activities (7) evaluation (8) school records and registers and (9) school inspection and supervision to remove indiscipline.

The Headmaster/Principal is ultimately responsible for the organisation and administration of all works with the help of teachers, students and other workers.

Singh (1980) in an analysis of secondary school administration commented that - "The problem facing secondary education in India require increased attention by educational administrators. Probably the head of an institution has the most important role to play in giving leadership to staff, students and community for school improvement. If the heads are to accept the broader responsibility, adjustment will need to be made in the administrative duties they usually perform. These duties of school be carefully studied and necessary changes made to enable bias to carry out a much broader role.

Additional personnel both professional and non-professional

and administrative procedures should be streamlined and simplified to meet the challenge of the time.

The Headmaster/Principal being the key person in administration and management of the school or the college must understand the administrative processes and how they effect organisational climate. The finding of Gupta (1987) in his study on administrative leadership behaviour as related to the organisational climate are:

1. There is need for the Principals to understand the administrative processes and how they effect organisational climate.

2. The Principals should understand the needs and motivations of the teachers.

3. Courses on administration should be syllabi and the administrators be enabled to have opportunities through discussion and seminars to understand their own leadership behaviour and explore the consequential results.

4. The Principals should assess their own leadership behaviour and the organisational climate in their institutions.

5. Assessment of leadership behaviour and organisational climate is necessary for planned change.

6. A supportive climate is necessary for teaching-learning which the Principal can help to create in his institution through a proper understanding of the processes involved.

7. Students participation in the governance of the University can be possible only after ascertaining their perceptions.

The success of a school administration indicates through achievements of students. According to Campbell (1954) \(^\text{141}\) the criteria of success of a school administrator include the following -

(1) A successful school administrator employs a creative approach in matters of educational concern.

(2) He promotes and secures the professional growth of people connected with and related to the school.

(3) He manifests high ability in the assessment of values, purposes, needs and in their translation into realistic educational goals.

(4) He exhibits skill in appraising the manner in which existing situational factors will affect the attainment

\(^{141}\) Campbell, R.F. (1954): An identification of success criteria in educational administration; Ohio State University, Publication No.12, 1954.
of goals.
(3) He establishes and maintains an appropriate climate which enables effective contributions by those involved.
(4) He initiates and maintains procedures and structures which enable broader participation by all colleagues in the administrative process.
(7) His administration envisions the totality of administration and integrates its components to secure established objectives.
(8) His administration secures an effective utilisation of all available resources.
(9) He provides for systematic review of all phases of the educational venture and effects desirable reconstructions.

Kaur (1981)\textsuperscript{142} studied on organisational of Educational Administration and Finance in the State of U.P. The main findings of the study were - (i) There had been a very rapid increase in enrolment of students at all levels and in all types of educational institutions (ii) During the post-independence period, there had been corresponding increase in the expenditure on education as well (iii) To ensure proper teaching, the number of

teachers had also been raised and there had been no appreciable change in the teacher–pupil ratio over the years (iv) The strength of the supervisory staff in the Directorate of Education had also been raised considerably. (v) Prior to independence the Chief Secretary looked after the problems connected to education in addition to his various other duties. A separate Ministry of Education to look after the development of education was set up thereafter (vi) There had been considerable increase in the expenditure on programmes for adult education (vii) As regards qualitative aspects, it was observed that at higher level, physical facilities such as building, equipments, laboratories needed improvement (viii) The courses of study needed revision (ix) A majority of the teachers, heads of departments and principals felt that there was need for reform in the system of examination (x) Periodic assessments were suggested in place of annual examinations (xi) The teachers felt that there was need for improvement in their working conditions. Their work-lead was heavy. Their pay scales sanctioned by the U.G.C. in 1973 needed revision, because of the rather rapid rise in prices over the years.

The problems of administration and supervision of Higher Secondary education in Assam are more or less...
same with other States in India. Some positive measures like increase in the staff for supervision and administration, organisation of training programme for administrative personnel, enhancement of status and pay scales of teachers to attract qualified and meritorious students for teaching jobs etc. are needed to improve the present situation of organisation and administration of Higher Secondary education in Assam.