
UNIT 9 COMMUNITY MOBILIZATION (PRACTICAL BASED)



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9.0 INTRODUCTION

It is rare that something that is dearly owned and held precious by all gets lost or fails
Smriti¹

In previous units of block 1 and 2 you have learnt about the broad concept of society and its linkages to school with the interface of community. You have also learnt the importance of and policy provisions for community participation in education through school system. Recognizing community as a resource for school system, this unit highlights the importance of community participation and ownership and proposes various strategies for community mobilization. The current

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unit is a practice based unit. It gives various examples and suggests activities to bring about the existence and importance of various communities associated with the school system. Examples/case studies given in the unit bring out these communities as a potential resource for school system and suggest measures of mobilization. Most importantly the unit highlights the need and importance of ‘your’ – “a teacher’s” role as a facilitator for mobilizing communities and its potential benefits in achievement of the schools’ primary goal- *learning of students*.

This unit is linked with an action research based project work that you need to take up in the school setting.

9.1 LEARNING OBJECTIVES

After going through this unit, you should be able to:

- Understand the concept and importance of community ownership and participation in school system.
- Recognize the several communities that potentially play a role in the school system.
- Give examples of community mobilization and utilization of mobilized community resources for school system.
- Suggest some mobilization activities in the context of your school.
- Recognize the role of teacher (yourself) in mobilization of relevant communities.
- Enlist the qualities and skills of a teacher as community mobilizer/ facilitator.

9.2 COMMUNITY MOBILIZATION

9.2.1 Meaning and Importance

Let us understand the concept and importance of community mobilization and ownership through the scenarios given below that describes the story of two schools²

Scenario 1: “Story of two schools”

I am a primary school teacher. Today I have to go to join duty in a school where I have been posted



² All illustrations contributed by design team- Pratham Resource centre



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by the directorate. I am new to the locale so I am trying to ask the people around for directions to reach the school.

case 1: I ask about the primary school from the people I see sitting around. They look at me blankly. With a lot of effort, I finally reach the primary school that I was looking for.

case 2: I ask about the primary school from the people I see sitting around. One of them calls on to the other person nearby and says “Do you know where that school is where the daughter of your neighbor is enrolled?” The other person replies “Yes I can take you there as I dropped the child to school yesterday when her father could not do so”. This person pointed me to the direction of the school. As I approached the school, I kept enquiring about the location so as to make sure that I was going in the right direction. People residing in the houses that were very near the school, on being asked about the location of the school said “Oh! Our school where our children study is down this road”. I thanked them and reached my destination.

Note the following points in the above scenario:

In case 1:

People had no knowledge of the school or they simply were not engaged enough to know about the school and hence guide the teacher.

No one made an effort to ask other people to help the teacher OR may be people were not concerned or engaged with each other to consult each other for the matter at hand.

In case 2:

People called the school “their school”. They also identified with the school as their own children studied there.

People connected with each other to address the matter at hand (in this case giving directions to the teacher). There seemed to be a sense of help and cooperation as the neighbours’ child was dropped at the school when there was a need.

Based on what you have read above answer the following questions:

1. Which scenario do you think portrays a community where people cooperate with each other?

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2. Which scenario do you think presents a community where people come together to show ownership of the resources and manage the same?

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Note that the most valuable resource in the community is the people. Cooperation among community people is critical for development of self-sufficiency and self-reliance.

The community has an important role to identify and use available resources and plan accordingly. Where there is a mechanism of local self-government, important decisions are usually made at the local level by the local people themselves. This is the best possible way for development of community. This is called **community mobilization** where people plan and do things. They take charge of transforming their community and their lives.

Thus community mobilization is a capacity building process through which community individuals, groups or organizations plan, carry out and evaluate activities on a participatory and sustained basis for their development, either on their own initiative or stimulated by others.

9.2.2 WHY IS COMMUNITY MOBILIZATION IMPORTANT?

Community mobilization is very important for the success of any intervention/ programme as it helps in:

- Creating demand for interventions
- Increasing the effectiveness and efficiency of interventions
- Contributing additional resources to the response
- Reaching the most vulnerable
- Addressing the underlying issues affecting education: gender disparities, lack of awareness
- Increasing community ownership and sustainability

9.2.3 COMMUNITY MOBILIZATION: TASKS INVOLVED

Now that you have some idea of the concept, meaning and importance of community mobilization, let us understand the tasks involved in mobilization process, Let us understand this with another scenario given below.

Scenario 2: “A concerned teacher”In standard 5, a teacher gives a Math test to the class. The results show that half the class did not pass the test. Of the children who passed the test, most of them were in borderline category. The teacher was



very upset. She was determined to see to it that the children learn. She wanted to discuss the performance of each child, especially those children who did not get good marks (in this case almost the entire class), individually but this would have taken a lot of time which was not possible to devote given the weekly syllabus that was to be covered. So the teacher announced in the class “I want each one of you to write how you think you did in the test? – Good, Average, Poor, Very poor. Write down your rating for performance and give a reason why you performed so”



Though it was an additional work to go through all the write ups, but the teacher somehow managed to do so. Children provided reasons such as “occupancy in a relative’s marriage”, ill health”, “perceived difficulty of the subject”, “absenteeism from the class” and various other reasons for their performance. The teacher took up

the issue in small groups and individually with some children where she felt a valid reason was not given or no reason was given at all in the write up. She discussed the cases of children in the class. Children are generally a very reliable source of information about their peers. For few very bad cases, she discussed the issue with other fellow teachers.

The teacher then took up the matter with parents whenever she had a chance to interact with them at various occasions. In the class she made study buddies by forming groups of better performing and poor performing children so as to ensure peer learning. As most of the children were first generation learners with no or poor literacy support from parents and neighbours, the teacher identified some senior students in the school to help (to whatever extent) the poor performing children residing near their houses. Then came the day of the next test! What do you think happened to the performance of the class in the test? There is a chance that there might be an improvement in the performance of some children. With sustained efforts and planned strategies of the teacher the chances of better performance are even higher!





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The teacher could not do this for all the classes she took. She discussed her strategy with other fellow teachers, some of whom did encourage and use the same strategy for their subjects. Later on the staff brought this up at a meeting with the principal and the school started a system of recognizing and acknowledging “the best study buddies”; “the best and most cooperative senior/senior group”, “the most cooperative and receptive parent”. Each week, in the assembly such individuals/ groups were clapped for. This was done for each class.



In the scenario above we have seen that some sort of mobilization took place and in all probability it resulted in achievement of the goal of improved performance in the test. Now let us look at the key tasks involved in community mobilization and understand them in context of the scenario given above.

Key tasks involved in community mobilization	Activities that the teacher took up in the scenario given above
Identifying your community and its issue/ matter at hand	In the scenario given above the teacher identified the issue - : “Poor performance of students in Math test” Teacher identified and interacted/mobilized various communities: <i>Students</i> (students in the class- at various performance levels; senior students) <i>Teachers- colleagues and senior teachers</i> <i>Parents</i> <i>Superiors- Principal</i>
Identifying the resources available within the community	Our teacher in the scenario given above identified the following resources: <i>Students:</i> <ul style="list-style-type: none"> • Better performing children were identified as resource to introduce peer learning; • Peers were also viewed as a resource to gather back ground information on the poor performing students; • Senior students residing in the catchment area were identified as the resource to provide support at home <i>Teachers:</i> <ul style="list-style-type: none"> • Senior teachers were identified as a resource to discuss the strategies planned.



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	<ul style="list-style-type: none"> Other subject teachers were considered a resource to provide feedback on performance of weak students in their subjects and their background. <p><i>Parents:</i> Receptive proactive parents were considered a resource to be portrayed as model parents and wherever possible act as support to poor performing first generation learners with no academic or environmental support at home</p> <p><i>Superiors:</i> Principal was identified as a resource to put in to action the model of encouraging and acknowledging “good effort makers”. This served as motivation for others.</p>
<p>Developing an on- going dialogue between community members thereby strengthening community organizations (committees etc)</p>	<p>Discussions with students, teachers and parents at various occasions ensured an on-going dialogue; formation of study buddies and allocation of seniors residing in the catchment area; usage of the strategy in other subjects; creation of a model wherein such structures were encouraged and acknowledgement of their performance helped to create a strengthening environment.</p>
<p>Creating an environment in which individuals can empower themselves to address their own and their community’s needs.</p>	<p>Teacher’s strategy wherein she told the students to rate their performance and give reason for the same could be thought of as a way of empowering and sensitizing students of their needs.</p> <p>Discussions with other teachers also created a sense of common initiative and empowerment to solve the issue of low learning levels of students.</p>
<p>Promoting community participation</p>	<p>Identification of community resources and discussing a strategy to use these resources involving the various community members ensured community participation and ownership</p>
<p>Working in partnership with community members</p>	<p>Discussion with student groups; and teachers to understand the issue and thereby work out a strategy to address the issue helped in creating a model which everyone supported. This partnership with the community could be the reason for success.</p>
<p>Identifying and supporting the creative potential communities to develop a variety of strategies and approaches</p> <p>Assisting in linking communities with external resources</p>	<p>The system of acknowledging best “study buddies”; “supporting senior” and “parents” gave encouragement to the creative teams and motivated others to innovate more measures to provide academic support to students.</p> <p>As a teacher in the regular school system, the efforts that made parents connect with the students outside the school (the system of capable parents helping neighbours’ children) can be viewed as an assistance in linking the stu-</p>



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	dent community (inside the school) with parents (outside the school perimeter). This however is a very micro picture of external linkages that are possible. You should be able to identify more such linkages in the actual case studies involving community mobilization given in the latter sections of this unit.
Committing enough time to work with communities, or with a partner who works with them	As a teacher with various responsibilities in the school system, time is a resource which is available in very short supply to the teacher. Our teacher in the above scenario however, made adjustments and tried to put in time with the stakeholders involved. A community mobilizer whose prime focus is mobilization can definitely spend more time.
Involving all stakeholders	It is very important for any community participation focused at mobilization of community resources to achieve a common goal. In the scenario given above, all the stakeholders (students, teachers (colleagues and seniors); superiors and parents) were identified as resources and were constantly kept involved in the process.

Note: The scenario 2 “A concerned teacher” given above and the discussion of tasks involved in community mobilization has been dealt within a limited but relevant context of a teacher and her/his immediate environment. In other sections of this unit given later, actual case studies have been given where you shall have the opportunity to identify these tasks in a broader perspective.

Now that you have read about the various community mobilization tasks in context of the scenario given above think and answer the questions that follow:

Check Your Progress- 1

1. In your opinion what do you think could happen to the results of children if such a strategy (as described above) took shape in your school?

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2. What do you think would have happened if the teacher made no such effort?

.....



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3. Do you think it was wise or even possible for a teacher to attempt giving support to individual students as the only strategy for improvement of their results without involving other teachers, parents or other students?

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9.2.4 COMMUNITY MOBILIZER: ROLE AND SKILLS

In the sections above we have understood the process of community mobilization and the tasks involved in the process. Now let us familiarize ourselves with the community mobilizer; her/his role and skills involved.

A mobilizer is a person who mobilizes i.e gets things moving. She/he is a catalyst that creates an atmosphere to achieve a common goal of importance to the community by:

- *Bringing the people together*
- *Building trust*
- *Encouraging participation*
- *Facilitating discussion and decision making*
- *Helping things to run smoothly*
- *Facilitation in the community mobilization process*

Figure 1 summarizes the attitudes, skills and knowledge that a community mobilizer should have.



Figure 1: Attitudes, Skills and Knowledge important for a Community Mobilizer



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Thus community mobilizer is a person who enhances community participation, ensures that the resources are mobilized to achieve a common goal. Now that we have identified what a community mobilizer should largely do and have also understood the qualities that a strong community mobilizer should have, let us read about the communication process and good communication skills as given in **box 1**

Box 1: Communication Skills critical for a Community Mobilizer

What is communication?

- Communication refers to sharing of ideas, facts, opinions, information and understanding.
- When the message sent is received and understood by the receiver in the same sense as the sender intended to convey, effective communication takes place.

Communication Process

- The process of communication is complete only when the message conveyed by the sender is properly understood by the receiver and the receiver provides the sender with a feedback.
- The communication process has the following components: **Sender, Receiver, Message, Channel and Medium, Feedback and Noise.**
 - a. The communication process begins with the **sender**. Sender is the person who wishes to send a message to the receiver. **Before sending the message, the sender should visualize the communication from the receiver's point of view.**
 - b. **Receiver** is the person or group for whom the communication is intended.
 - c. The **channel** is the means used to convey the message.
 - d. **Feedback** is the receiver's response on receiving the message.
 - e. **Noise** is any disturbance that reduces or disrupts the clarity or the quality of the message being transmitted. Noise can be **physical** (Eg.- noise coming from the construction work), **psychological** (happens when the listener's mind is distracted and he cannot focus on what the speaker says or has written), **physiological** (happens when the speaker or the listener has a physical difficulty due to which effective communication does not happen. e.g: the receiver may have a hearing problem.) or **semantic** (happens when the speaker uses words that the receiver cannot understand).

Importance of Listening in communication

- Active listening means listening with the goal of understanding the speaker's thoughts, ideas, feelings, and needs.



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- Major part of our learning in our lives depends on our listening skills.
- Listening helps us understand each other's thoughts and ideas.
- Sometimes a person just needs to be heard and acknowledged before they are willing to consider an alternative thought/ suggestion.
- If we have actively listened to the person's thoughts and ideas and then offer our suggestions/ alternatives, he/she is more likely to accept them.

In the previous sections you were familiarized with the key qualities of a community mobilizer. Based on what you have learnt in terms of these qualities can you identify some of these qualities in "our teacher" in scenario 2 – "A concerned teacher". Now list down the qualities that you think you have to enable you to bring about mobilization.

Qualities in the teacher in Scenario 2

-
-
-
-
-
-
-

Qualities that you have that can make you a mobilizer

-
-
-
-
-
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9.3 CASE STUDIES: PRIMARY EDUCATION PROGRAMS INVOLVING COMMUNITY MOBILIZATION

Till now in this unit we have understood the concepts related to community mobilization mainly with the back drop of a school or a class that are directly



linked to a teacher – “you”. Now let us study about some successful community mobilization programs which have had a positive impact in the education scenario.

9.3.1 COMMUNITY PARTICIPATION AND MOBILIZATION UNDER SSA

Sarva Shiksha Abhiyan (SSA), the national Flagship Programme of Government of India to provide useful and relevant elementary education to all children in the 6 to 14 age group assigns the greatest importance to systematic mobilization of the community and creation of an effective system of decentralized decision making. In keeping with the vision of the Constitution (Seventy-third and Seventy-fourth Amendment) Act, 1992, National Education Policy (NPE) and recommendations of Committee on Decentralized Management of Education, the Village Education Committees (VEC) were constituted or revitalized under DPEP (District Primary Education Programme). The process has been reinforced under SSA as funds for the programme flow through community based bodies for all school related expenditures, which infact constitute more than 50% funds of SSA.

Under SSA community level structures exist in almost all States/UTs. The nomenclature for these community level structures, however, varies from State to State including the size, tenure as well as its pattern. Community based monitoring in specific issues like enrolment, retention, education of girl child and other disadvantage groups, utilization of various grants and construction is important and helps to ensure attainment of the programme objectives. These community level structures play a key role in micro-planning, especially in the development of Village/Ward Education Plan and School Improvement Plans. Under SSA the Annual Work Plan and Budget is prepared by participatory planning process through these communities and they take into account the local needs and specificity.

Various Community Mobilization initiatives have been planned under SSA in various states. Some of them are listed below:

- *‘Mother Sammelan’, ‘Meena Week’ and ‘International Women day’* at school, cluster, block, district and state level to promote the girl child- Himachal Pradesh
- *‘Haat- Bazaar’*- Awareness campaigns about the Govt. scheme for women and children in tribal areas of Gujarat.
- *‘Literacy Campaign’* for illiterate mothers- Gujarat.



- *Special enrolment drive and Jati Mahasabha* in tribal pockets.- Orissa
- *Enrolment drive* for out of school children- West Bengal
- *‘Mukhyamatri Shiksha Sambal Maha- Abhiyan-* Campaign to improve the academic and infrastructural status of the education system- Rajasthan
- *Bal Melas-* Himachal Pradesh, Uttaranchal, Rajasthan, Bihar, Jharkhand, Assam, Delhi
- *Maa Beti Mela-* Uttaranchal, Madhya Pradesh, Gujarat
- *Puppet shows-* Kerela, WB
- *Kalajathas-* Uttaranchal, Rajasthan, Bihar, Manipur
- *Street plays-* Kerela, Bihar, WB, Delhi
- *School Chalo Abhiyan-* Uttaranchal
- *Melas*
 - Awareness of SSA-Haryana
 - Pravesh Utsav Mela- MP
 - Holi Mela- Gujarat
 - School Melas- Kerela



ACTVITIY 1

Are there any other SSA community mobilization activities that you know of in your state or any other state? If yes enlist them here:

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9.3.2 COMMUNITY MOBILIZATION - A VITAL STRATEGY OF PRATHAM

Pratham with a motto of “Every child in school and learning well” is the largest



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non-governmental organization working to provide quality education to the underprivileged children of India. It was established in 1994 to provide education to the children in the slums of Mumbai city. Since then, the organization has grown both in scope and geographical coverage and reaches out to more than 34 million children in the country. Community participation by innovative mobilization techniques has been the mainstay of this vast community outreach. The organization started from preschool program in Mumbai slums where the challenges of limited resources such as lack of space were converted into opportunities for community involvement by asking communities to provide spaces. From pre-schools, the organization went to develop in-school remedial learning programs, bridge programs to mainstream out-of-school children, and a simple method of teaching children how to learn to read in a short time. The testing tool, which was the product of the Learning to Read method, gave birth to the nationwide survey for the Annual Status of Education Report—an innovation in itself. A survey of over 16,000 villages, 320,000 families, and an assessment of about 700,000 children every year since 2005 became possible because of our ability to mobilize large numbers of volunteers in far corners of the country. Pratham's Read India campaign took the issue of lack of learning and what can be done about it across India to over 350,000 villages across the country. Some of the key community mobilization activities undertaken by Pratham in its various projects are summarized below:

- Mapping: This entails a visit of the programme area with interaction with residents to know about the facilities available in the area, community profile and other details.
- Meetings with Pradhan, Prominent members, VEC/SMC members to clarify the objective of the programme
- Meeting in Small groups / Big Group – the main aim of these meetings is familiarization of Pratham Program with community & sensitization of community towards primary education & learning level of children. This generally includes some of the following activities-
 - a) On the spot ASER testing of children in Purva / Tola / Mohalla. This activity attracts & to some extent engages the community & is a foundation for Small Group meeting
 - b) Sharing of compiled data of on the spot testing & start conversation
 - c) Demonstration of Pratham's activities with children in Small group meeting



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- Activities in Schools –A proper introduction of Pratham & its program to Head Master, initiating a repo with schools & demonstration of Pratham Activities with Material.



ACTIVITY 2

Do you know of any NGO in your region which is engaged in primary education? Ask and find out about such activities in the community near your residence or school. Enlist the community mobilization activities that are undertaken by this NGO.

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9.4 TEACHER AND COMMUNITY MOBILIZATION

Now you have learnt about the process of community mobilization , it's importance and the tasks involved in such a process. scenario 2 given earlier in this unit discussed the process of community mobilization in school setting in the context of a teacher. Can you think of the various communities that you as a teacher and as a resident of a locality are in contact with?

Make a list of all such communities.

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Suggest a common need in any of these communities that you have identified? Also try and suggest ways of mobilizing the community for fulfillment of the identified need (Refer to scenario 2 of a concerned teacher given earlier)

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9.5 LET US SUM UP

- This is called **community mobilization** is a process where people in the community plan and do things. They take charge of transforming their community and their lives.
- Community mobilization is a capacity building process through which community individuals, groups or organizations plan, carry out and evaluate activities on a participatory and sustained basis for their development, either on their own initiative or stimulated by others.
- Community mobilization is very important for the success of any intervention/programme as it helps in creating demand and increasing the effectiveness and efficiency of interventions; contributing additional resources to the response; reaching the most vulnerable; addressing the underlying issues affecting education: gender disparities, lack of awareness and increasing community ownership and sustainability
- There are various tasks involved in the community mobilization process. The sequence on the tasks is very important.
- Community mobilizer is a person who enhances community participation, ensures that the resources are mobilized to achieve a common goal.
- A strong community mobilizer should have a certain skill set. Effective communication skills are very important in this regard.
- A teacher can be an effective community mobilizer so as to maximize the utilization of available resources to enhance students' learning and achievement.

9.6 ANSWERS TO CHECK YOUR PROGRESS

You could consult senior teachers, colleagues, your principal etc for information on this assignment. You could also search for information on internet.



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9.7 SUGGESTED READINGS & REFERENCES

- Handbook for literacy and non-formal education facilitators in Africa. Module 1: Community Sensitization and Mobilization for Development UNLD-LIFE Publication. Available at: <http://unesdoc.unesco.org/images/0014/001446/144656e.pdf>; Accessed on 1st October 2011
- Pratham Diploma Course in Community Leadership for Education. Module on Community mobilization (2011) (course of Pratham Community college).
- ASER centre certificate programme for Survey and Research Coordinators; Study material developed for Course domain – Basic Communications (2011).
- Overview on Community Mobilisation under Sarva Shiksha Abhiyan. <http://ssa.nic.in> Accessed on 8th October 2011.
- Getting children back to school. Case studies in Primary Education (2003). Editor- Vimala Ramachandran. Sage Publications India Pvt Ltd.

9.8 UNITS-END EXERCISES

Choose at least one community mobilization activity under SSA listed in section 9.4.1 and write a description of the same in your own words (minimum 500 words).



UNIT 10 MANAGEMENT OF SCHOOL

STRUCTURE

10.0 Introduction

10.1 Learning Objectives

10.2 Meaning and Nature of School Management

10.3 Components of Management

10.4 Rules/ Functions of Management

10.4.1 Planning

10.4.2 Budgeting

10.4.3 Organizing

10.4.4 Directing

10.4.5 Controlling

10.4.6 Coordination

10.4.7 Decision Making

10.4.8 Evaluative Activities & Programmes

10.5 Types of Management-participatory and non participatory

10.6 Process of Participatory Management

10.7 Let Us Sum Up

10.8 Suggested Readings & References

10.9 Unit-End Exercises

10.0 INTRODUCTION

In the previous unit you have studied the ways and means to mobilize community in school education. Involvement of community in managing the school is very important. This involvement leads to community ownership for school. For this purpose it is essential to understand how a school is managed properly. The task of achieving goals through others by coordinating their efforts is known as



management. In this unit you will learn the meaning and nature of school management, components of management, their rules/functions and types of management.

10.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- Define the concept of School Management
- Explain the nature of Management
- Describe the Components of Management
- List out the functions of Management
- Categorize the types of Management: Participatory & Non Participatory
- Explain the process of Participatory management

10.2 MEANING AND NATURE OF SCHOOL MANAGEMENT

Concept of Management

Management is important for successful functioning of every organization including the school.

To understand the concept of management read the following story:

Ms. Laxmi the Head of a Municipal Primary School Hari Nagar, New Delhi was transferred to another Primary School, Shyam Vihar. Immediately after joining the school, she closely observed the school and called a staff meeting. She asked the teachers about the functioning of the school and also about the problems and needs of the school.

While interacting with the teachers she came to know about a number of problems of the school.

She asked the teachers to tell the problem which they feel that might be immediately solved.

The teachers informed that the main problem at that time in the school was low attendance of the students.

The Head of the School asked the teachers to identify the reasons of low attendance of the students. The teachers knew the causes of that problem and they listed them as under:



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- *The girls look after their siblings at home as their parents go to work*
- *The boys help their father at their vegetable shops, tea stalls and other works*
- *Sometimes the parents went to their villages for one or other reasons and return after 2 or 3 months*
- *The parents do not care for the attendance of their wards as they are illiterate*
- *There is no incentive for good/full attendance of students in the school*

After discovering the reasons, the Head along with the teachers took a decision that a plan may be made to overcome this problem. Then she discussed the resources needed for implementing the plan. They identified the resources as under:

Physical: Arrangement of rooms and chairs for the parents to attend a meeting, their refreshment, some prizes for students who regularly attended the school and certificate for teachers. All these resources were available at the school.

Human: parents, teachers and students, experts on counselling the parents and students.

Financial: for incentives (material form) of students, refreshment of parents etc.

They framed the following objectives to prepare the plan:

- *To increase the attendance of students at least 20% more by the end of 3 months*
- *To motivate the parents to send their children to school regularly*
- *To encourage the students to come to school regularly*
- *To facilitate the teachers in counselling the parents and students for their regular attendance*
- *To educate the illiterate parents.*

On the basis of identified reasons and objectives framed the Principal and the teachers formulated following strategies to increase the attendance of the students:

- *Counselling of parents of the students having low attendance*
- *Paying more attention to those students who have had low attendance in the past*



- *Providing incentives to the students*
- *Motivating teachers for activity based teaching*
- *Weekly checking of the progress in the attendance of the students*
- *Organising literacy classes for non-literate parents*

The Head of the School then allotted different duties to the teachers. Further, she asked the teachers about the expenditure estimate for the plan. They prepared budget of Rs.5000/-for three months and put a requisite amount for each strategy. She also discussed with the teachers the monitoring and evaluation of the plan. The teachers suggested that two teachers will monitor the programme. This plan was implemented with the help of teachers and remedial measures were taken as and when required. The Principal coordinated with all the teachers and continuously took feedback whether the work was on right direction. After three months final evaluation of the plan revealed that the attendance of students increased to 18% more. The Principal Appreciated the work of The teachers. Thus the Head of School managed the school effectively and efficiently.

Now from the above story identify:

What is the meaning of school management?

What are the processes involved under management process?

How did the Head of the School prepare a plan to increase the attendance of the students?

Meaning of School Management

From the above example it can be stated that management of the school is the process whereby cooperative group directs actions towards the goals of the school. Following are some definitions of management:

“Management is the art of getting things done through and with people in formally organised groups.” **Harold Koontz**

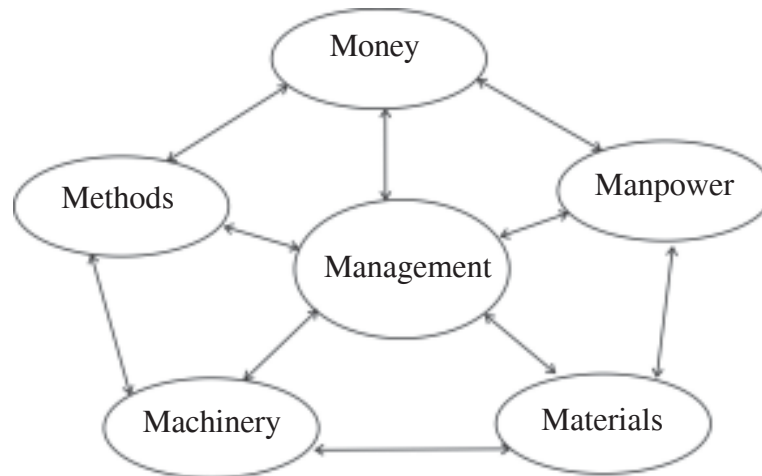
“To manage is to forecast and to plan, to organize, to command, to co-ordinate and to control.”

Henri Fayol,

“Management is the art of getting things done through people.” **Mary Parker Follet**, Management of any organization makes use of many resources (input) to produce outputs through various processes. For example in school management the inputs are- infrastructure, facilities, funds, teachers and students, methods of



teaching learning process and the outputs are: achievement of students in academics, co-curricular activities, teachers' professional growth etc. Thus input consists of manpower (men and women), materials, machinery, methods and money. All these resources are known as "Five Ms of Management"



Five Ms of Management

The efficient use of various resources depends upon the competence and character of management. Due attention should be paid to mobilize, coordinate and make efficient use of these resources so as to achieve the objectives of the organization. It is also important to ensure the regular availability of these resources in adequate quantity, quality and low cost.

Nature of Management

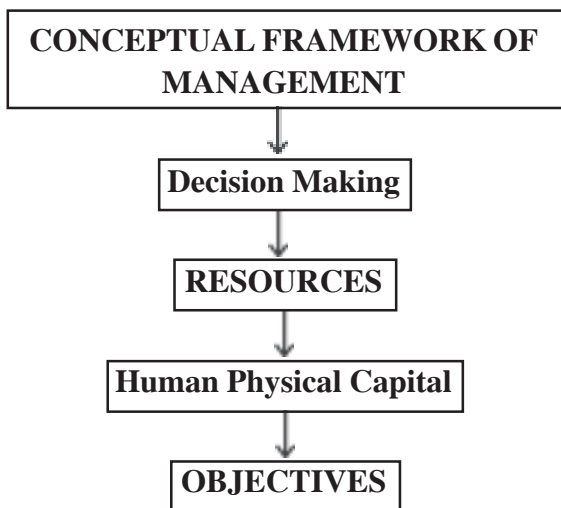
Management does things better and optimizes use of resources. It has following characteristics:

- Goal oriented
- Universal
- Integrated process
- Social process
- Activity based
- Group Activity
- Art as well as Science
- Continuous process
- Multidisciplinary



- Intangible
- Creative

It includes Planning, Organizing, Monitoring, Controlling and Evaluating Core of management is decision making and the key aspects are: Resources and objectives



10.3 COMPONENTS OF MANAGEMENT

While reading the above case story you would have observed that the Head of the school organized number of activities in sequence to solve the problem of low attendance among the students. These sequential activities are called components of management process. Broadly these are categorized as follows:

- Situation analysis
- Strategy formulation
- Strategy implementation
- Strategy evaluation

Situation Analysis

Situation analysis is the first step in the management process. The situation analysis provides the information necessary to create a vision mission of the school. It involves analyzing and evaluating the environment of the school. This analysis can be performed using several techniques. Observation and communication are two very effective methods. Discussions, interviews, and surveys can be used to analyze the internal environment.

Strategy Formulation

Strategy formulation involves designing and developing the strategies to achieve



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the goals of the school. Number of strategies may be formulated for different type of work in the school. For example Maintenance of infrastructure, improvement in achievement of the students, increasing attendance of the students as in the above case.

Strategy Implementation

Strategy implementation involves putting the strategy into practice. This includes developing steps, methods, and procedures to execute the strategy. It also includes determining which strategies should be implemented first. The strategies should be prioritized based on the seriousness of underlying issues. The school should first focus on the worst problems, then move onto the other problems once those have been addressed.

Strategy Evaluation

Strategy evaluation involves determining whether deadlines have been met, whether the implementation steps and processes are working correctly, and whether the expected results have been achieved. If it is determined that deadlines are not being met, processes are networking, or results are not in line with the actual goal, then the strategy should be modified or reformulated.

Both management and employees are involved in strategy evaluation, because each is able to view the implemented strategy from different perspectives. An employee may recognize a problem in a specific implementation step that management would not be able to identify. The strategic management process is a continuous process as the results or outcomes are realized by the organizational members the strategies may be changed as per need of the organization.

Check your progress -1

- 1. How will you overcome the problem of indiscipline in a Primary School? Discuss according to the components of management.

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10.4 RULES/FUNCTIONS OF MANAGEMENT

10.4.1 PLANNING

Planning is the basic function of management that involves setting objectives and determining a course of action for achieving these objectives. It involves five questions i. e. What to do? When to do? Where to do? Who is to do? How to



do? Planning requires that managers be aware of environmental conditions facing their organization and forecast future conditions. It also requires that managers be good decision-makers. As in the above example the Principal of the school observed the school environment deeply to understand the functioning and problems of the school. She was a good decision maker as she took quick decision after analysis of the situation. She used democratic approach in decision making. Thus planning is based on scientific estimates of future actions. It is an exercise in coordination because it involves the right course of action out of various alternatives. It bridges the gap between where we are and where we want to be. The planning process involves following steps:

- Establishing objectives
- Identifying resources
- Making forecasts
- Formulating, policies, strategies norms, rules etc.
- Drawing action plans, budgets etc.

10.4.2 BUDGETING

A budget is defined as management's quantitative expression of plans for a forthcoming period. Budgets are prepared at various levels of an organization. The master budget is defined as the overall financial plan for the period, which reflects the organization's goals and objectives. Budgeting, when done properly, can serve as a planning and controlling

system. The school's goals and performance objectives are documented in financial terms. Once formulated, these plans are used throughout the year. Monthly performance reports compare budgeted results with actual results. To control operations, management can examine the performance reports and take necessary corrective action.

10.4.3 ORGANIZING

After deciding the objectives and the ways and means of achieving them, the next step is to bring together manpower and material resources required for carrying out the plans. "To manage a school means to provide it with everything useful for its functioning- raw materials, tools, capital and personnel." Organization structure (the network of authority- responsibility relationships) serves as the framework through which management coordinates individual efforts. Organizing function may be defined as identifying and grouping the activities to be performed, assigning them among the individuals and creating authority- responsibility relationships among various positions. In the above case the Principal



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organized various activities and assigned duties to them. The process of organizing involves the following steps:

Identifying the activities necessary to achieve the objectives.

Grouping similar activities into manageable units.

Assigning duties or tasks to appropriate individuals.

PLANNING

What is to be done

When it is to be done

Where it is to be done

How it is to be done

Delegating necessary authority to individuals and fixing responsibilities for results. Defining authority-responsibility relationships among individuals. The process also involves the design of individual jobs within the organization. Decisions must be made about the duties and responsibilities of individual jobs as well as the manner in which the duties should be carried out. Organizing at the level of job involves how best to design individual jobs to most effectively use human resources.

10.4.4 DIRECTING

Ms. Laxmi, the Head of School in the described story guided the teachers to implement the task properly. Thus we can say that a manager may plan and organize, but no tangible results can be achieved until the plan is implemented. This is done by directing, which literally means moving into action. Directing is that part of the management process which actuates the organization members to work efficiently and effectively for the attainment of the desired objectives. It is concerned with the execution of plans. It initiates organized action and leads the organization towards success. Directing is the interpersonal aspect of management because it involves influencing, guiding and motivating the subordinates for the achievement of organizational objectives.

10.4.5 CONTROLLING

Controlling involves ensuring that performance does not deviate from standards. Controlling consists of three steps, which include establishing performance standards, comparing actual performance against standards, and taking corrective action when necessary. Performance standards are often stated in monetary terms such as revenue, costs, or profits, but may also be stated in other terms, such as



in above example the % increase in the attendance of students is the performance standard.

10.4.6 COORDINATION

An organization consists of several persons, each of them performing a specialized job. Therefore, it becomes necessary to create harmony between different individuals and tasks. Synchronization of the specialized activities and efforts of members of a group for the accomplishment of group objectives is known as coordination. It is the orderly arrangement of group efforts to provide unity of action in the pursuit of a common goal. It involves unifying, integrating and harmonizing the activities of different departments and individuals for the achievement of common objectives. The heart of coordination is unity of purpose

which involves the time schedule and the manner of performing various activities. Balancing, timing and integrating are the three elements of coordination. It is a continuous and dynamic process. Coordination is the basic responsibility of management. Think how the Principal of the above mentioned school coordinated with teachers and different activities.

10.4.7 DECISION MAKING

You have observed that Ms Laxmi, after joining the new school took decision to take action for solving the problem which needed immediate solution at that time Now you may understand that. Decision-Making is an essential aspect of modern management. It is primary function of management. A manager's major job is sound/rational decision-making. He takes hundreds of decisions consciously and subconsciously. Decision-making is the key part of manager's activities. Decisions are important as they determine both managerial and organizational actions. A decision may be defined as "a course of action which is consciously

chosen from among a set of alternatives to achieve a desired result. Decision-making is an intellectual process which involves selection of one course of action out of many alternatives. Decision-making will be followed by second function of management called planning. The other elements which follow planning are many such as organizing, directing, coordinating, controlling and motivating. Decision-making has priority over planning function. The managerial decisions should be correct to the maximum extent possible. For this, scientific decision-making is essential.

Decision making implies



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- Choice
- Continuous activity/process
- Mental/intellectual activity
- Based on reliable information/feedback
- Goal oriented process
- Means and not the end
- Relates to specific problem
- Time-consuming activity
- Needs effective communication

Steps in Decision making process

Defining / identifying the managerial problem,

Analyzing the problem,

Developing alternative solutions, selecting the best solution out of the available alternatives, converting the decision into action, Ensuring feedback for follow-up.

10.4.8 EVALUATIVE ACTIVITIES & PROGRAMMES

All strategies are subject to future modification because internal and external factors are constantly changing. In the strategy evaluation and control process managers determine whether the chosen strategy is achieving the organization’s objectives. The fundamental of strategy evaluation and control activities are: reviewing internal and external factors that are the basis for current strategies, measuring performance, and taking corrective actions. It should be a continuous process so as to take remedial measures intimaie and prevent wastage of time and resources. Recall how the Principal in the above mentioned story would have organized evaluative activities.

Check your Progress -2

1. On the basis of functions of management prepare a plan for improving the academic achievement of class V students:

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10.5 TYPES OF MANAGEMENT- PARTICIPATORY AND NON PARTICIPATORY

The process of management is mainly a social process because the activities performed to achieve the goals are concerned largely with relations between people. The manager works with and through the people and achieves results for the benefit of people. Thus human factor¹² is most important part of management process. Decision making is the basis of management process. Therefore the employees and stakeholders should be involved in this process. But sometimes only the manager takes the decision by oneself. On the basis of peoples, participation there can be two types of management processes:

10.6 PROCESS OF PARTICIPATORY MANAGEMENT

Participatory management is the practice of empowering employees to participate in organizational decision making. This practice grew out of the human relations movement in the 1920s, and is based on some of the principles discovered by scholars doing research in management and organization studies. When participatory management is practiced, employees are encouraged to voice their opinions about their working conditions in a safe environment, protected from the potential defensiveness. Participatory management encourages involvement of stakeholders at all levels in analysis of problems, development of strategies and implementation. We are likely to modify our own behaviour when we participate in problem analysis and solution and likely to carry out decisions. Participatory management means that staff, not only the designated managers, have input and influence over the decisions that affect the organization. In participatory management, the designated managers (or manager) still have (or has) the final responsibility for making decisions and answering for them, but members of the staff who are affected by those decisions are actively sought to provide observations, analysis, suggestions and recommendations in the executive decision making process.

Non-Participatory Management

In this type of management the manager does not involve the employees in the decision-making process. He takes all the decisions by himself and imposes the responsibility of actions on the employees. This practice discourages the employees and their efficiency is also negatively affected. Thus the output will also



be not up to the expected level. The relationship between the manager and the employees does not remain cordial and there will be lack of belongingness among the employees for the organization. This management practice does not empower the employees and their professional growth also. The achievement of organisational goals is difficult under such management. Here the manager is an autocratic leader who only dictates the actions. In modern word this type of management is not supposed to be successful.

10.7 LET US SUM UP

- Management is getting results through and with the people
- Management involves mobilisation and utilization of money, manpower, materials machinery and methods
- Management process has four components: situational analysis, strategy formulation and strategy implementation, strategy evaluation
- Management has a series of functions: planning, organizing, directing, controlling, coordination, budgeting, decision making, evaluative activities etc.
- Process of participatory management is to involve the stakeholders at all levels of decision making to achieve the goals of organization.

10.8 SUGGESTED READINGS & REFERENCES

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10.9 UNIT-END EXERCISES

1. What is the meaning of Management? "Decision Making is the core of Management Process." Explain this statement with examples. What is Situational Analysis? How it is useful for managing a Primary a School?

What are the functions of Management? In your opinion which is the most important function and why?

2. "Participatory Management is a democratic process" Justify this statement for management of a rural Primary School.



UNIT 11 RESOURCE MANAGEMENT OF SCHOOL AND COMMUNITY

STRUCTURE

- 11.0 Introduction*
- 11.1 Learning Objectives*
- 11.2 Human Resource*
- 11.3 Material Resource*
- 11.4 Financial Resources*
- 11.5 Financial Source of Income for Funding Schools*
 - 11.5.1 Government*
 - 11.5.2 Other Agencies*
 - 11.5.3 Local Bodies*
 - 11.5.4 Endowment*
 - 11.5.5 Savings*
 - 11.5.6 Examination Fees and other Fees*
- 11.6 Let Us Sum Up*
- 11.7 Suggested Readings and References*
- 11.8 Unit-End Exercises*

11.0 INTRODUCTION

In **Unit 10**, you have learnt the components of management and their rules (planning, budgeting, organizing, directing, controlling, coordination, decision making process). You know that school programmes – teaching and organization of other school activities require not only an efficient management but at the same time proper budget, efficient use of funds to achieve desired results. For that purpose, there are two important considerations (i) Resourceful mind, (ii) adequate and timely availability of funds.

It means that resourceful mind is possible by educating the person and providing training to do the job. For ensuring adequate and timely availability of funds,



financial resources should be adequate. In the present unit, let us discuss the type of resource management of school and community and income sources to run the school programmes.

11.1 LEARNING OBJECTIVES

After going through the Unit, you should be able to:

- distinguish between types of resources, viz. human, material and financial for management of school.
- classify financial resources of income for schooling
 - (a) Government
 - (b) Other agencies
 - (c) Local bodies
 - (d) Voluntary contribution from society
 - (e) Endowment
 - (f) Savings
 - (g) Examination fees
 - (h) Other types of fees.
- analyse the comparative importance of each source of income to different types of school management i.e government ,government aided and government un-aided schools.
- explain the role of community in resource management and mobilization of resources for the school development.

11.2 HUMAN RESOURCE

Think for a while the crop-growing process of farmers in a village. They are the real human resource because they cultivate the land by a production process (a) prepare the field through ploughing, (b) weeding, (c) sowing, (d) irrigating, (e) manuring, (f) putting insecticides to avoid crop-disease, (g) harvesting the crop, (h) storing the produce. All these production-processes requires human effort, knowledge of crop-growing, organizing the family labour or hire labour if they are the tenant farmers, making provision for seeds, fertilizers or manures insecticides, irrigation management, farm machinery for growing crops. They take the risk of crop-growing if harvest fails to yield the produce.



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This knowledge and skills of growing a crop is considered as human resource. Any wrong decision, delay or casualness can cost the farmers financial loss since in crop-growing; the nature plays an important role which is beyond human-being to control it. However, the idea here is that human resources are very important to create income or wealth in a community or society or country .To some extent this also applies to the schooling. Here the teachers and school management puts human effort in converting raw students into educated and trained persons who are capable of making their living and enhance their family's' quality of life and at the same time contribute in the country's' income. But the risk factor in schooling is not so strong since the schooling of students is done on paid remuneration. Teachers are paid remuneration and their risk factor is not comparable to the farmers. Farmers lose their investment in case of failure of crops as in case of teachers this does not happen.'

Can you now think of other such examples in other occupations which could help in understanding the concept of 'human resource' in generating income? Here is given some space for you to provide such examples. One is filled for you.

1. Shopkeeper (Sweetmeat Shopkeeper)
2.
3.
4.
5.

11.3 MATERIAL RESOURCE

What farmers can do without land, seeds, water, farm-machinery, bullocks or tractors, fertilizers or manures, insecticides etc? All these examples are the material resources for farmers for raising a crop. Economists call these material resources as 'inputs' for producing a crop. Same may apply in case of producing other goods and services. Here, it may be noted that it is 'human resource' which is an active source which creates all these 'goods and services' for further production. Can you provide some other examples of material resources in producing goods and services? Here are given some examples of the goods and services for which you could provide an illustration of 'inputs' as material resources:

Examples of goods and services	Inputs required
--------------------------------	-----------------

- | | |
|----------------|--|
| 1. Electricity | |
|----------------|--|

2. Hair cutting service by a barber
3. Teacher's services
4. Publishing a book
5. Fertilizers



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11.4 FINANCIAL RESOURCES

All the goods and services so produced and then converted into 'money form' can be defined as financial resources. You should know that in an economy, all the goods and services produced are either for personal consumption or for sale in the market. The surplus of goods and services are made available for sale in the market, then in return 'one gets' money for the sold goods and services. These sold goods and services converted into 'money form', are considered as financial resources. It also implies that when the surplus of goods and services is more, this surplus volume of goods and services generates more income and we can say that financial resources of the country are higher. That is why, the capacity of generating more surpluses of goods and services in a country for sale in the market generates more wealth in the country and that country can become economically strong and provide more financial resources for the development. The countries that generate more wealth are considered more advanced. Countries which produce less wealth are considered less advanced. This development can also be considered for education in terms of more educational institutions, more physical facilities in these institutions, more teachers etc.

You might have understood the difference between a highly developed country and less developed country. Can you name countries which you consider the developed country and less developed country? In between the two, we may put another category i.e. developing country. Here is the discussion point why some countries are (a) developed, (b) developing, (c) less developed. Here are examples of these three categories of countries. You could add in the list of some more countries. The United Nations Development Programme under UNO is providing ranking of countries based on their development of human development with respect to per-capita income, literacy rate and gender parity index. In the latest Human Development Report, 2011 the UNDP has ranked the following countries with the given rank shown in the brackets.



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Developed Countries/ Economies	Developing Countries/ Economies	Less Developed Countries/ Economies
1	2	3
CANADA(6)	BRAZIL(84)	SUDAN (169)
FRANCE(20)	INDIA(134)	LIBERIA(182)

Source: Human Development Report—United Nations Development Programme.2011.

Note: A country is placed on higher rank in descending order. For example.

Canada is ranked 6 and France is ranked 20 and Liberia is ranked 182 in HDI so it would mean that Canada and France have **higher** per capita income, higher literacy rate and higher gender parity index as compared to Liberia. Canada is placed better in rank than France.



ACTIVITY-1

- Collect information on “Human Development Index” of below listed countries. This report is available on the UNDP home page website. It is given in the end of this unit.
(1) Germany, (2) Russia, (3) Argentina, (4) China, (5) South Africa.
- In which category, you would like to place these above countries – (a) Developed, (b) Developing, (c) less Developed?

11.5 FINANCIAL SOURCES OF INCOME FOR FUNDING SCHOOLS

11.5.1 GOVERNMENT

In a country, major financial sources of income come from government. When you consider government, it constitutes the following:-



- (1) Central Government
- (2) State Government
- (3) Local-self-government (Local bodies)

In India, there is federal system which means that there is government at the Centre as per Indian Constitution and State Governments as well. Under the provision of Constitution, Central Government receives revenue (income) on some taxes, surplus profit from Central Government Undertakings, external aid etc. Similarly, the State/UT Governments also generate revenue (income) under the provision of Constitution. If we add the revenue of both Central and State/UT Governments then, we can say or call it as revenue (income) of the Government. As we have in this Unit a separate category of Local bodies it is explained separately though Local bodies is part of the government, but by nature of their functional responsibility to provide services to the community is categorized separately. This is explained later in this section.

It may be noted that ‘Education’ falls at present as per constitutional provision, under the concurrent list. This means that both Central and State Government make laws and control educational services, educational institutions. To run these institutions, both Central and State Government provide funds (finances) Government institutions are funded and controlled by government and government-aided educational institutions are provided grant-in-aid as per grants-in-aid rules. These days, a large number of schools, colleges are coming up which are known as self-financing institutions. These educational institutions are known as private un-aided institutions. These institutions are established by private bodies/organizations/ trusts/ societies/business houses. The government is encouraging the establishment of such institutions. **Why do you think government is encouraging the establishment of such institutions?**

11.5.2 OTHER AGENCIES

In India, education is expanding. Government (Central and State Government) cannot meet alone the demand of education facilities on large scale in cities and towns. India is a vast country. Think of providing primary education through opening new primary schools in every nook and corner of the country. Right to Education Act (2009) has become operational since 1st April, 2010. Children of age-group 6-14 have to be provided schooling facilities on universal and compulsory basis. To provide schools for Classes I-VIII, we require land to build schools, teachers and other facilities. Government alone cannot meet this large amount of funds. Under such circumstances, the government seeks finance (funds) from other agencies. In recent years private bodies/organizations/trusts/societ-



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ies/ business houses and even external agencies like World Bank, have been helping the country for establishing primary and upper primary schools. To meet the expenditure on school buildings, facilities, teacher's salaries, books, etc., schools receive funds from these other agencies.

**ACTIVITY- 2**

1. You are teacher in a school. What type of management is in your school?
 - (i) Government managed,
 - (ii) Government aided,
 - (iii) private-unaided.
2. Find out the sources of income of your school? Divide it as per given classification by budgetary heads.

11.5.3 LOCAL BODIES

Local bodies constitute (i)municipal boards/committee in urban areas, (ii)Zila Board/Parishad for rural areas, (iii) Village Panchayats in a village.

In a democratic India, there are three tier system of government. At the Centre, there is a Central Government, at the State level, there is a State Government and at the district, there are Municipal Boards/Committees for urban territory of a district and Zila Board/Zila Parishad for rural territory of a district. Rural areas have down the line blocks/Talukas. At the village level, there is Village Panchayats. But blocks/panchayats are governed by a District Collector. In States/UTs, administration down the district level may have different nomenclature of block or panchayats. But for smooth running of administration, district is sub-divided.

Municipal Boards/Zila Parishads, are known as local bodies. These local bodies have special functional responsibilities. For example, these bodies provide civic facilities – water, electricity, roads, education, health services, etc. For development of villages, all funds meant for development, are transferred to the district authorities who in turn transfer them to Block Development Office and Block Development Office further transfer them to Block Smities and ultimately development funds are received by Village Panchayats through Block Smitities Panchayats or Block Development Office. This arrangement of distribution of development funds is decentralized one and village community uses these funds under the direct control of village panchayats.

Prepare a case study of a school in your locality which is run by a local-body with the following considerations:



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S. No.	Heads of Expenditure of the School	Sources of Income
1		
2		
3		
4		
5		
6		
	Total :	

VOLUNTARY CONTRIBUTION FROM COMMUNITY

There has been a tradition in Indian society that community contributes voluntarily for good social cause.

Dharmshalas, Panchayat Ghar, Religious places (Temples, Mosque, Gurudwaras, Church), Schools, Dispensaries, etc. These voluntary contributions come in the form of (i) free labour to construct buildings, (ii) contribution in material form, (iii) money, (iv) free land

You may find such type of voluntary contributions in your locality. This is a good and generous practice and indicates the sense of belongingness and ownership of the community for a good cause. Such voluntary contributions may be small since large number of people of the community contribute to the cause but at the same time is of great significance.

11.5.4 ENDOWMENT

Endowment is a ‘corpus fund’ endowed by an individual or family or trust/society for a special purpose or general purpose.. The idea behind such endowment is ‘charity’ to an institution for a good social cause. In Indian context, educational institutions – schools, colleges have been receiving ‘endowment’. This has been a good practice for creating ‘endowments’. An institution from this endowment fund receives a regular income from interest for meeting the expenditure of ‘specific purpose’ item. Say for example, ‘merit-cum-means scholarship’ or say maintenance of school building (general purpose). But now the income from endowment has been declining. Families are now establishing their own institutions.

11.5.5 SAVINGS

Savings are the surpluses of income after meeting expenditure over a particular



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heads of expenditure. In a school system, funds are received as block grant from time to time whereas expenditure is incurred when the activity or programme is organized. Funds received as 'block' grant is deposited in a post-office or Bank, interest earned or savings occur due to 'surplus' fund, may help the educational institutions (schools) to meet other 'miscellaneous' expenditure. But these savings are legitimate source of income and are adjusted to meet the 'deficit' (shortage) i.e. excess of expenditure over income.

These days, block grants are received by schools for construction of buildings, other civil works, since construction takes time in completion. There is always possibility of 'savings'.

It may also happen, particularly in a government-aided or self-financing private unaided school. School management has 'savings' due to surplus income over the expenditure. The sources of income of these institutions are more. Savings indicate the robust finances of a school. These may be used for school development activities.

11.5.6 EXAMINATION FEES AND OTHER FEES

Primary or upper primary schools run by the government do not charge any fee from students. But, government-aided or private unaided schools charge different type of fees from students. These fees may be of the following types:-

- | | |
|-------------------|------------------------|
| (a) Tuition fees | (b) examination fees |
| (c) Computer fees | (d) pupil's fund, etc. |

Government-aided schools charge these fees as fixed by the government from time to time. These are fixed based on the class of a student. At the primary level, these fees are lower and at the upper primary higher. At the secondary and senior secondary stages, students also pay science fee, students may also be charged 'activity fee for organizing extra-co-curricular activities in the school. The idea is to compensate the school-budget for various school programmes. In a government aided schools, grants-in-aid is given by the government on deficit-base principle. That is grants-in-aid is given to the school after deducting the income received from these fees collected by the management of the school and from other sources. These fees are generally regulated by the government. In case of private unaided schools, these fees are collected and always higher than the government-aided schools. Why it is so? This is because these schools do not receive any grants-in-aid from the government. These schools meet all their expenditure from the income of the fees. Further, these schools are also allowed to add additional type of fees to be collected from the students. For example, students have to pay 'admission fee' at the time of admission in the class. Some-



times it is at the time of first admission in Class I or at the entry stage of another stage i.e. from primary stage to upper primary or from upper primary to secondary or senior secondary stage. Sometimes, the school management also charges School Development Fee which is generally charged on annual basis. The school development fee is charged from the students to generate income for making provision of physical facilities in the school viz. additional class room, purchase of library books, science laboratories, furniture, computer facilities, gymnasium, playgrounds, electrical fittings, drinking water facilities, school auditorium etc.

It could be stated that private un-aided schools receive major income from fees charged from students. This source of income helps these schools to meet not only the regular expenditure of schools spent on salaries of the teaching and non-teaching staff, but other school programmes. That is why these schools are in position to organize more programmes of extra-curricular nature than government or government aided schools. Since higher fees are paid by the parents of these schools hence accountability of these schools also increases.

Frequent meetings of Parent-Teacher-Association or Mother-Teacher Associations provide a forum of discussion on school development programmes and progress of the students in their scholastic, co-scholastic and extra-curricular activities. This is a healthy practice of accountability of a school to community it serves.

11.6 LET US SUM UP

In this Unit, you have understood the importance and types of resources – human, material and financial to run the school programmes. Under financial resources, you also learnt the different types of income which is received by the management of the school.. These resources are provided by different agencies like government, other donor agencies, local bodies, voluntary contribution from community, endowment, etc.

Schools sometimes have ‘savings’ when their income exceeds their expenditure. The surplus money by the school management is kept in the post-Office or Bank and that surplus income generate interest income to the school management which could be utilized by it for the School Development Programmes. Generally, such type of ‘surplus income’ (savings) is generated in government-aided or private un-aided schools which create additional funds through endowment, voluntary contribution from community or from fee-income. The government schools do not have much scope since government regulates the fee-charges for different school stages and all the expenditure is regulated by the government as per rules and regulations. Government also regulates the fees of government aided schools.



Notes

But private unaided schools charge higher fees and their major source of income is through fee-collection. Government regulations for these schools are flexible to encourage private partnership to expand and promote education. This is one way of encouraging community to come forward for education cause.

11.7 SUGGESTED READINGS AND REFERENCES

United Nations Development Programme (UNDP) Human Development Report -2011, webpage link <http://hdr.undp.org/en/statistics/>

11.8 UNIT-END EXERCISE

Answer the following questions:

- Q.1 Identify five points of strengths and weaknesses of a school run by a Local-Body.
- Q.2 Prepare a short note on the school calendar of private-unaided managed schools. How it is different from a government aided or government managed school. Provide only five points of difference.
- Q.3 What suggestions (five strong and practical) would you give on the critical human resource management for the wholesome development of your school where you are working.
- Q.4 Make a list of the cooperation and assistance which is being provided by the Local Community in the affairs of your school. Answer should be provided by brief statements in bullet format:
- It helps in bringing the “out of school children” to attend school.....
 -
 -
 -
- Q.5 Provide a list of learning sources: (Print, Video, Audio, etc.) which could add as additional learning source material suitable to this Unit.

UNIT 12 MANAGEMENT APPROACHES OF SCHOOL AND COMMUNITY PARTNERSHIP



Notes

STRUCTURE

- 12.0 *Introduction*
- 12.1 *Learning Objectives*
- 12.2 *Management Approaches*
 - 12.2.1 *Meaning*
 - 12.2.2 *Nature and Scope*
- 12.3 *Types of Management Approaches*
 - 12.3.1 *Manpower Requirement*
 - 12.3.2 *Costs-Benefit Analysis*
 - 12.3.3 *Social Demand*
 - 12.3.4 *Social Justice*
- 12.4 *Relevance of Each Approach to School and Community Partnership*
- 12.5 *Management and Organisation of School and Community Partnership and Process of Strengthening Relationships*
- 12.6 *Let Us Sum Up*
- 12.7 *Suggested Readings & References*
- 12.8 *Unit-End Exercises*

12.0 INTRODUCTION

In the last unit human resource was discussed an important agent of production. You know it well that education and training of people increases income of the family, community, society and country at large. It would imply that education and training is treated as investment and like expensive machinery, education is expected to earn profit in return to those who invest in education and training. In the present unit, you will learn as how schools as agencies of education, their management can be brought closer to community and vice-versa. Community and school partnership can be strengthened since school is an agency of society.



Education and training benefits the community. Education and training has not only economic value, it has also social and cultural value.

12.1 LEARNING OBJECTIVES

After working through the unit, you will be able to:

- explain the concept of management of school community partnership
- classify the types of management approaches such as:
 - (a) Manpower requirement
 - (b) Costs-benefit analysis
 - (c) Social demand
 - (d) Social justice
- discuss the relevance of each approach to school and community partnership.
- explain the process of strengthening relationship between the school and community.

12.2 MANAGEMENT APPROACHES

12.2.1 MEANING

Working population of a country say 18-65 years of age can be considered manpower for a country. Literate manpower is an asset. Think for a while the working population of China, Japan, America, Germany and other countries like that, big or small in size, are creating wealth with the help of new technology. You see how in India, a campaign is going on sending children of age group 6-14 in schools through Sarva Shiksha Abhiyan. You are doing your duty sincerely to teach these children for making them literate so that in their later life, these children after getting education and acquiring some professional training are in position to improve their earning capacity. Think of the schooling facilities in your State. Has it not expanded over the years?

Think of educational status of your father, fore-fathers or village community around you. Things have changed. Education is expanding. Those who are primary pass go to upper primary class, upper primary to secondary and secondary to senior secondary and in this way they climb up the ladder of education step-by-step.

So educating the manpower is no more a household affair but involvement of



government, private bodies is increasing day by day. This is not only desirable but necessary. Education is considered a life-long learning because new knowledge and new skills are added day by day. The demand for technical education is increasing. Computer education is reaching in the remote cities and towns. Why education and training? It is simply because it provides differential (higher) income to those who possess it than those who do not possess it.

In nutshell, we can say that in the present day world, the outlook of family, community, society or government has changed. All these agencies think it necessary to create opportunities for provision of education and training throughout the nook and corner. Increasing competition, new methods of production, use of science and technology, aspiration of better standard of living in a family, make it necessary to educate and train each working member of the family. Future, without education and training is uncertain, and un-inspiring. Now the question arises how to manage the expanding role of education and training and manage its expansion. Manpower experts, economists through their research have devised and recommended manpower approaches for educational planning. Let us discuss these approaches without bringing into discussion much technical aspects.

12.2.2 NATURE AND SCOPE

In sixties (1960's), Schultz (1960) came out with an idea known as "The Human Capital Theory Approach." The main points of this approach could be stated as under:-

- (1) The process of learning results in a new form of productive resource known as 'human capital'.
- (2) Spending on education is an investment giving rise to further capital formation both human capital and physical capital formation.
- (3) The process of learning could be compared in similar manner as we compare the process of production in an industry.
- (4) Wage differentials arise due to differentials in education and training which raises the so called marginal productivity and efficiency of the worker. The marginal productivity means additional production as a result of additional year of education and training.

However, the private demand for education and training (household demand) would depend also on the following considerations:-

- Changes in the cost of voluntary education
- Tastes or preference of the individual households for education.



Notes

Management Approaches of School and Community Partnership

- Income of the house – higher the income of the household higher the capacity to spend on education or vice-versa.
- Expected return of income from different investment opportunities (higher or lesser expected return in investing money in education and training or investment somewhere else).

But later on this manpower approach of ‘Human Capital’ Model was criticized because in the market and real-life situations, the research showed that wealth distribution and household earnings do not go with the distribution of education and training in the country. Sources of income and returns from schooling do not match with the level of education and training. There are other factors and forces in the society which also matter in the distribution of wealth otherwise the economic status of a household would have been more or less equal to the other household whose educational status is more or less equal to other household with the same level or type of education and training. So there exists in the system that other forces are also working to create disparities in the distribution of wealth in the country. These forces may be of social nature or due to political pulls.

These forces of social nature or political pulls are seen by some economists as economic structure of a country. According to Thurow (1972), the distribution of income is determined by the distribution of job-opportunities and not by the distribution of the labour queue – with a given education training. Job-opportunities indicate the demand of jobs in the country and the labour. Labour queue indicates the supply of labour with some given education and training to meet the demand. So education and training provides job-opportunities according to the level and type of education and training. Job-distribution according to Thurow is governed by three factors.

1. The characteristics of technical progress.
2. Wage-determination which is governed by the bargaining power of the trade unions, tradition of the wage differentials in the country etc.
3. The distribution of training costs between employees and employers.

Thurow recommends a deliberate wage policy of the government by changing the job specifications and structure (from the demand side of job-opportunities) as a successful tool for reducing the income inequalities rather than the supply side of labour who is queuing for a job in the market with some given level and type of education and training.



So the management approach of manpower in the country is very crucial. Crucial issues like economic structure of the economy, job-specifications, technical progress, role of trade unions, provision of education and training of the suitable type in line with the job-specifications and required skills, Labour Laws and wages, investment in public health care and regulation of oversupply of labour should be monitored regularly. This would help in management of the manpower and regulating the demand and supply of manpower for given job-opportunities in increasing range of professional and technical occupations. Oversupply of labour may lead to upgrade the qualifications required for entry to an occupation resulting in mismatch between demand and supply of labour. It is quite possible that for the low-job, persons with high grade educational qualification and training may compete. This type of situation in the market, would give signal of misplaced investment in education and professional training. This should not happen.

In conclusion, it could be stated that education and training (schooling) may not bring the expected earnings to an individual but it could not be a wasteful expenditure since the educated person is an asset to his/her family, to himself/herself and society at large. You find yourself by taking the following Activity/Project.



ACTIVITY 1 /PROJECT:

- (1) Make a survey of 10 to 15 households of your locality and study the occupational status of the working members of the households in relation to their educational status. Educational status should be divided into two: (1) General Education (2) Training.
- (2) Do you find any income differentials of working members in relation to their educational status? If so, identify the reasons for these income-differentials.

Are these differentials in household income due to education and level and type of training or other factors?

**Project on Educational Status, Occupational Status
And Income for Working Members of a Household**

Sl.No. Household	Nos. of Working Members of Households	Age of the Working Members (in years)	Educational Status of the Working Members Education	Training	Trade or Occupation of the working members	Annual Income of the Working Members Rs
1	2	3	4	5	6	7
Household 1	1					
	2					
	3					
	4					
Household 2	1					
	2					
	3					
	4					
Household 3	1					
	2					
	3					
	4					
Household 4	1					
	2					
	3					
	4					

Note:-

1. Study 10-15 households as per your convenience across the community. The present sheet only indicates the columns. You can increase the rows as per no's of households.



2. Collect information of each working member who is earning for the family (column 2).
3. Education means (i) Illiterate, (ii) Primary Pass, (iii) Elementary Pass, (iv) Secondary Pass (IX and X), (v) Higher Secondary Pass (XI-XII), (vi) Degree holder (Graduate), (vii) Post-graduate and above (Column 4).

Training means professional or technical education of a particular Trade, for example, Mechanic, Draftsman, Patwari, Electrician, Plumber, Teacher, Overseer, Engineer, Pharmacist, Doctor, Nurse, etc. (Column 6) The training qualification should be written by levels of training (i) Certificate Course, (ii) Diploma Course, (iii) Degree Course, etc. (in Column 5).

Draw the information/inferences from the collected data.

- (1) Does literate and educated working member earns more than the illiterate?
- (2) Does the income of the working members rise due to higher education (compare the income with Column 4)?
- (3) Does the income of the working member rise due to professional education (Training). Compare annual income of the working member with the Column 5.
- (4) Which trade or occupation of the working member gives more income?
- (5) Does income of the working member rise with the age?

12.3 TYPES OF MANAGEMENT APPROACHES

From educational planning point of view, four main approaches are considered here. Let you also share the theoretical formulations with discussing much of the technicalities found in literature.

12.3.1 MANPOWER REQUIREMENT

According to this approach, education plans are made keeping in view the manpower requirements of the country or economy as a whole. While producing goods and services, there is need of labour to meet the production tasks. These may require the general education and special skills. When production process is simple, requirement of education and skill may be simple. When production process is complex, it requires higher level of general education and skills which require special training. For example, production of hardware components in computer industry, mobile phones, or medicines the labour should not only be having a good level of general education but also a special type of skills which can be attained by special training. So the educational planners by using their



special knowledge and expertise work out for manpower requirement for production processes of different sectors of the economy. As stated earlier, today's world is based highly on technology and competitive hence level of general education and professional level of working population in a country should be as per manpower requirement for more production and creating wealth. In order to meet the future requirement of manpower, it is necessary to educate and train youth in the country to meet this challenge. Thus manpower requirement approach connects level of education and training with different types and level of occupation in the country.

12.3.2 COSTS –BENEFIT ANALYSIS

It is presumed that additional school years as well as training on the jobs provides incremental benefits of awareness, skills and understanding in hope of getting a better and specific skills to both individual and society. Gone are the days when education was considered as consumption activity of a leisure class. Now education is considered productive investment. The rapid expansion, upgrading and diversified manpower requirements due to technological advances in economy has brought pressure on demand for education.

Concept of costs-benefit

A particular good or service is produced at the cost of another good and service. A choice of alternative has to be sacrificed in order to achieve alternative so selected. The families send their children to school. They pay fees and taxes. They are buyers of education. These families also forego income of their family members by sending them to school. The first type of expenditure is a direct cost to the families and the latter type is called an 'opportunity cost'. The money outlay (budget) of the education establishment for salaries, upkeep and maintenance charges, supplies of stores, depreciation etc. are again resource costs to the community. Here also the opportunity makes an investment in providing education investing somewhere else. Further education is provided to the individual at lower costs by the government whereas government expenditure on running the educational institution is higher. It would imply that those who are receiving education may not be the real pay masters. Others are paying for their education through the levies of taxes. Take for example the free and compulsory universal elementary education (classes 1-V111) in government schools. These children are getting free education where as all expenditure is borne by the government. Benefits can be considered in two ways:

- (1) Economic or monetary benefits
- (2) Non-monetary benefits.



Examples of the economic benefits are the money–earnings of the individual over his/her span of working-life. Non-monetary benefits may be considered indirect benefits viz:

- Values of good citizenship
- The knowledge ,skills, attitudes towards work- culture

In addition to the benefits of education to the individual, community, society or nation is also benefited by educated manpower since

- It increases direct economic benefits in terms of increased national income since productivity of the educated and skilled manpower is higher than the productivity of the

Illiterate manpower.

The demand for education and training by the individual or by the society at large is based on cost-benefit principal. See it in the Indian context, how the expansion of education, educational institutions – schools, and colleges are going on.

12.3.3 SOCIAL DEMAND

The social demand for education is raised by the economic development or vice versa. Economic development raises the standard of living and improves the quality of life in every country. This rising standard of living raises social expectations-awareness towards social equity. Different social groups make a strong case for education and lead to raise voice for ensuring basic education (primary education) as a human right. That is why in India, after a long time after Independence, Right to Education Act (2009) has been enacted and is being implemented from 1st April, 2010 throughout the country. You would like to recall the basic elements of this Act which has been covered in this document somewhere else.

Can you give five basic elements of this RTE Act (2009)?

-
-
-
-
-



12.3.4 SOCIAL JUSTICE

The Indian Constitution aims at achieving social justice. The Preamble of the Indian Constitution does speak about the Social Justice. Courts of the country try to ensure its implementation. Government and Legislatures makes laws and implement through various welfare schemes to achieve social justice by protecting the interest of disadvantaged sections of society. Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), minorities, etc.

Can you name two Education Schemes in your State which are being implemented by the Government for SC/ST/OBC/Minorities?

-
-

12.4 RELEVANCE OF EACH APPROACH TO STRENGTHEN SCHOOL AND COMMUNITY PARTNERSHIP

In the above description, you have learnt that the four approaches – manpower requirement, costs-benefit; social demand and social justice push the demand for education and its management for seeking:

- Expansion of education and training.
- Bringing efficiency and effectiveness so as to ensure optional use and benefits to the individual household who send their children for schooling and to the community or society at large.
- Reducing social and economic inequalities and above all.
- Nation-building through good and responsible citizenship.

To strengthen the case of good education and training, partnership between school and community is very important.

How? Think about the following problems.

- ✓ Girls are not attending schools because parents are not willing.
- ✓ There are high drop-out rates of children.
- ✓ Parents Teacher Association or Mother Teacher Association of a school is not actively engaged in the development of scheme.



All the above problems need solutions. School and community partnership is crucial.

Can you suggest some measures on the above listed three problems to strengthen the partnership between the School and Community?

1. Girls not Attending Schools (Suggestions)

-
-
-

2. High Drop-out Rates of Children (Suggestions)

-
-
-

3. To seek Cooperation of Parent Teacher Association or Mother Teacher Association (Suggestions)

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-
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12.5 MANAGEMENT AND ORGANISATION OF SCHOOL AND COMMUNITY PARTNERSHIP AND PROCESS OF STRENGTHENING RELATIONSHIP

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) under Section 21 of the Act has made provision to constitute School Management Committee (consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers). The School Management Committee shall perform the following functions, namely:-

- monitor the working of the school;
- prepare and recommend school development plans;



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- (c) monitor the utilization of the grants government or local authority or any other sources; and
- (d) Perform such other functions as may be prescribed.

This is how the legal provision in the RTE Act, 2009, makes a case for school and community partnership and process of decision making with regard to the preparation, recommendation of School Development Plan. School Management Committee is also authorized to monitor the working of the school in matters of school development. But at the same time, this partnership between the two agencies i.e. School and Community should be seen as healthy and desirable partnership without encroaching the functional responsibility of each agency.

For example, the Mid-Day Meal Scheme meant for children of primary and upper primary schools should be managed smoothly with the active partnership of the community. So may be the case for active participation of PTA or MTA in helping the school in organizing school programmes, monitoring the children attendance in school. But there are some areas where the school functional responsibility (management) depends upon the local authority or government. For example, the appointment of school teachers with appropriate qualifications and terms and conditions of teachers. Here, the rules and regulations of government or local authority come into play. The School Management Committee can bring to the notice of vacant posts of teachers and press the authority to do the needful.

12.6 LET US SUM UP

In the present Unit, management approaches –manpower requirement, costs-benefit, social demand and social justice to education and training brought the necessity as why education and training should be provided to the people. You have learnt that education and training benefits not only to the individual but also to the community, society and country at large. But expanding education, educational institutions – schools, colleges and professional courses and institutions, country raises the quality of life of the people; raises their productivity, moulds the character and inculcates the good citizenship. It is, therefore, necessary to seek cooperation of the community for school development plan and strengthen relationship between two agencies – School and Community. You have also learnt that there is need to differentiate the managerial functions of school and community so as to avoid any conflict between the school and community.

12.7 SUGGESTED READINGS & REFERENCES

1. Garg V.P. (1989) Economics of Education. Metropolitan Book Co. Pvt. Ltd., New Delhi



2. Government of India, Ministry of Human Resource Development (2009): The Right of Children to Free and Compulsory Education Act, 2009, New Delhi.
3. Schultz, T.W. Investment in Education. The Equity, Efficiency Quandary. Journal of Political Economy 80, No.3 (Supp: May/June) 1972, p.22
4. Thurow Lester, C. (1972) Education and Economic Equality: The Public Interest, Summer, 1972, Reproduced in the Baxler et.al (ed) Economics and Education Policy; Reader. Longman in association with the Open University Press, 1977, p.353.
5. Constitution of India: See Preamble of the Constitution.
6. Blaug.Mark (1980) An Introduction to the Economics of Education. Reprint. Penguin.

12.8 UNITS-END EXERCISES

1. Prepare a case study of your School Parent Teacher Association/Mother Teacher Association as how it has worked over the last year.
2. Prepare a Short note on the School Development Plan with the following points in mind:-
 - Provision of physical facilities in your School.
 - Role and responsibility of School Management Committee to monitor the progress of School Development Plan.
3. Collect some video clippings of the role of Community or School Management Committee helping the School Development Plan.