

## **PLANNING, ORGANIZATION & MANAGEMENT OF SCHOOL**

**PK PANDIA\***

### **ABSTRACT**

Management is both an art and a science. It determines the process of decision making and a control over the action. Management is a process which involves group effort. It aims at achieving pre-determined goals. Planning is an important part of management to achieve the aims and objectives required of school education. Planning is a process that shapes the future course of action. It is undertaken at all levels of management. It includes the process of perception, analysis and conceptual issue on regular basis. Organization is a medium to execute the plan into reality. It enables the administrators to achieve goals and the objectives of schools.

**KEYWORDS:** Planning, Organization, Management, Education, School.

### **INTRODUCTION**

Planning, Organization and Management are particularly significant for the head of the school for ensuring the quality of primary education and in developing the skills related to teacher development. It is significant in certain aspects where curricular areas, creativity and innovation, continuous and comprehensive evaluation, Private versus Government Institutions, Equity and equality, infrastructure, interventions, budget and personal growth are to be accorded due priority in planning and organization. A good plan always makes clear the purpose, goals to be achieved, co-ordination among the stake holders in executing the plan, the standards to be achieved. It is flexible enough to allow for modifications/ innovations learned through experiences. It should also state the monitoring mechanism during implementation

Management facilitates in understanding the vision, mission and goals of an institution in classroom management and processes. It enables the student teachers to become aware of different plans and organizing skills; develop an insight into the responsibilities and help them in becoming a leader to manage physical, human and financial resources. This also stresses on training them in planning and executing curricular and co-curricular activities using ICT.

Some critics are against the current system of planning and organization. They are of the opinion that plans hardly have a clear vision and do not indicate the outcome after completion. According to them, more of authority is exercised in execution than freedom of thoughts.

---

\* Asst Professor, Faculty of Education, IASE (D) University, Sardarshahr, Churu.

**Correspondence E-mail Id:** editor@eurekajournals.com

Critics also attack for the lack of proper and professional guidance in planning and organizing the school and classroom activities. They point out that there is very less scope in the syllabus in teacher education for the student teachers to plan and execute the contents related with classroom processes. The plans do not have scientific methods of monitoring and supervision

Different documents like NCFTE, RTE, Position papers of NCERT etc., The Right to Education have mentioned about the planning and management in the responsibility of State, a school management committee for every school. These policy documents stress on plans for providing free and compulsory education for every local area, block, district and metropolitan area. The document on National Focus Group on Systemic Reforms for Curriculum change asks for long term intergenerational planning and not just parts of small projects for limited periods. NCFTE-2009 calls for participatory curriculum planning. It involves all stake holders, modular organization of curriculum in terms of critically engaging with theory and bringing practice within its perspective. It calls for organizing learner-centered, activity based, participatory learning experiences-play projects, discussion, dialogue, observation, visits and learning to reflect on their own practice. Total Quality Management in Education focuses on having a clear vision, mission and goals to prepare and execute a proper plan.

## **PLANNING, ORGANIZATION & MANAGEMENT OF CLASSROOM**

Classroom management is based on the organizational function that demands teachers to perform various tasks like planning; directing; controlling; communicating; organizing; coordinating; housekeeping and nurturing. The organizing function includes primarily the structuring of student sub groups

and defining of rules. It also makes preparations for the implementing of plans. What is to happen in the classroom is one part of the Planning while having everything in preparedness so it can happen is another. Management is dependent on Logistics that is a major aspect of preparation, involving the procurement maintenance and distribution of equipments and supplies and in many instances, the actual development of instruction materials. The organizing part of the management expects teachers to make arrangements and develop an orderly structure to combine all elements in classroom processes into a unified whole. Well organizing is closely linked with systematic planning. Besides, planning is involved with identification of suitable activities, organizing is concerned with making arrangements and structuring the classroom to implement classroom activities. The role of teacher as an organizer is to co-relate planning with all other roles of communicating, motivating and controlling. Planning is one of the significant activities of educational management. To achieve the aims and objectives of education, effective planning with organizing, staffing, directing and controlling are required.

Classrooms are such centers which facilitate learning among children. The NCF-2005 considers teachers as facilitators of learning for students. Students are viewed as creative learners. The teachers are assumed to create congenial environment for facilitating learning in students. On the part of the teacher this calls for creative thinking, planning, organization and management of classroom processes. It is very desirable that teachers require to be trained in these areas so that they can turn out to be facilitators of learning in real and practical sense. Planning is the stepping stone of all management. In school education it involves teachers, making academic decisions about what students are to learn and instructional

decisions regarding the learning experiences to be provided in the classroom. Listing out learning activities is an important part of planning task. Planning is normally done without the involvement of students and even when students participate in the process, pre planning on the part of the teachers is expected of. While planning cannot rule out unexpected events but without planning all events turn out to be unexpected.

Planning is committed to a particular course of actions necessary to achieve the desired outcomes. Terry has stated "Planning is the selection and relating of facts and making and using of assumptions regarding the future in the visualization and formalization of proposed activities believed necessary to achieve desired results". McFarland has defined planning as "a concept of executive action that embodies the skills of anticipating, influencing and controlling the nature and direction of changes".

### **AIMS AND OBJECTIVES OF SCHOOL MANAGEMENT**

1. To determine the objectives of the processes involving the school organization and the management.
2. To evolve a system of co-ordinated activities for classroom processes.
3. To determine the quality and standard of the processes at the school.
4. To determine leadership, team building, cooperativeness, goal attainment for effective school management

Understanding the vision, mission and goals of an institution is required in the planning process and then it is essential to become aware of different plans and organizing skills required as a school teacher and head of the institution. Management skills ask for developing an insight into the responsibilities and the leader in professional growth, commitment, competencies, attitudes, school

development plan, physical and human resource management, time management and community relations. Training the teachers and a principalis equally important for planning and executing the curricular programs of the school. These days applying ICT in the process of Planning and Organization of school activities is highly essential. Understanding the needs of alternative education and integrating it into the curriculum to manage the school effectively is very essential. The principal and teachers have to acquire the classroom management skills. Likewise, the student and teachers have to be prepared in using different tools and techniques for continuous and comprehensive evaluation.

A good teacher is a major requirement for any school. Training of these teachers mainly takes place during the pre-service level. Planning for Provision of Free and Compulsory Education is very essential to run the school successfully.

Individual differences are as significant as cultural differences. Individual children at times have capacities and skills but they do not find adequate recognition in the school. Hence, development and sharpening of the skills and capacities would not only enhance the individuals' life quality but also enrich the life of the community. Education must therefore aim at promoting and nourishing as wide range of capacities and skills in our children as possible. The scope of such skills include the performing arts like music, dance, drama etc, painting and crafts and literally abilities like writing and narrating stories, possessing language to portray different aspects of life, a flair for metaphorical and poetic expression etc., also skills as diverse as some children special capacity to bond with nature-with trees, birds and animals- need to be nurtured.

The entire system of planning and communicating should be process driven apart from being target driven. It demands long term

intergenerational planning and not just haphazard execution of small projects on and off. The system should have a style of functioning that is receptive to the ground and it provides for expertise and technical support in a systematic fashion in response to the demands made by teachers, professionals and educationists. In its annual review, discussion, report such as the CRC, BRC, DIET, SERT, NCERT and all the departments of education, boards of examination must have a record of the policy modifications and initiatives made in response to the demands made by the schools, educationists and community.

The school should achieve efficiency and optimal student learning through sound management of time, personnel and material resources, ensuring all students understand their roles and accept tasks properly assigned to them. The head should coordinate individual and group efforts within the classroom in an appropriate way. The teacher must develop an effective organizing perspective to interpret the social context of the classroom in order to manage successfully the complex activities and intense cross-pleasures of the typical classrooms. Classroom management deals with problems, factors and conditions that are externally related to class interaction and the application of scientific methods to control human activities. Classroom management has the four realms: material, events, time and people. Teachers are accountable for managing students and classroom learning. The teacher plays a vital role in planning, organizing and management of the classroom processes. Teachers can play the following roles to the schools' success: Learning facilitator, Resource provider, School leader, Instructional specialist, Curriculum specialist, Classroom supporter, Mentor etc. Planning, organization and management is very significant for ensuring good quality of school education, for developing the skills pertaining to teacher

development and for Time management: "Well arranged time is the surest mark of a well-arranged mind."-Pitmen.

Just as in the modern age the classroom is changing, so must the teachers change themselves to their new roles. They should develop the skill to facilitate learning. Teachers should realize that they have to engage their students in learning and provide effective means to facilitate students' independent learning. As such, teachers require good planning, organization and effective management of available resources. Besides, at present the schools have to provide the information regarding the quality aspects of school management, learning progress, SDMC/CAC, and the Parents Teacher association. The teachers should play a key role in planning and organizing of activities of various clubs and associations at the school level. Institutes have designed certain tools for assessing classroom processes, learning achievement, teachers' assessment, functioning of SDMC etc. The principals and teachers have to be trained in providing the required inputs for these. They also should be groomed to overcome the lacuna they notice during the course of assessment. A strong mechanism should be put in place to assess a school and its process in these respects. The monitoring and feedback mechanism has to be improved so as to provide proper guidance. All these activities call for sound planning and organizing skills.

For teachers to facilitate student learning properly, several things require to be done. Teachers as facilitator have to assume various roles to support school and students' access. Hence, the organizing role of a teacher is significant to set up within a classroom a structure which aims at facilitating the achievement of classroom mission within the constraints imposed by school and classroom settings and implementing the practices and plans formulated by the school. Teachers

should realize specific objectives of school programs through planned and effective courses of action and carry out agreed-upon tasks within the classroom in as efficient manner as possible. They also should foster positive classroom climate through a sense of achievement resulting from success in the implementation of plan of actions.

## CONCLUSION

Managers should plan, organize and manage schools in such a way that every stake holder stands to benefit with their managerial skills. Classroom management is one of the most important factors in the process of school education system. There is little doubt that classroom management depends upon the managerial skills of teachers. The teachers have to be trained in various aspects related to classroom management such as creating a platform for the students to come out with their potentialities, knowing the students, motivating the students, organizing creative learning process, appraising every student's accomplishments, creating a stimulus environment congenial for learning and so on. It is very essential for the teachers being trained in planning, organizing and managing class activities so that they can become effective classroom managers.

## REFERENCES

- [1]. Sanjaya R N: Development Planning and Problems of Indian Education, Dhanpat Rai Publishing co.(P) Ltd., New Delhi 1997.
- [2]. Yadav, Seema: School management and pedagogics of Education, Anmol Publications Pvt Ltd., New Delhi 2005. 27.
- [3]. Dash, B N: School Organisation Administration and Management, Neelkamal Publications Pvt. Ltd., New Delhi.
- [4]. Sharma S R: Research in Educational Planning, Anmol Publications, New Delhi 2005.
- [5]. Sidhu K W: School Organisation and Administration, Sterling Publishers, New Delhi 1996.
- [6]. Green, Thomas F: The Activities of Teaching. Mc. Graw Hill Kogakusha, Tokyo, 1971.
- [7]. Aggarwal J C: Organisation and Practice of Modern Indian Education, Shipra Publications, Delhi 2002.
- [8]. Bajpai B L: Making Management still more Effective, Vikas Publishing house, New Delhi 1997
- [9]. Asman, David & Adam Meyerson: The Wall Street Journal on Management, Universal book stall, New Delhi 1996.
- [10]. Wright, David: Managing Behaviour in the Classroom. Deireman Educational publishers, Jordan Hill, Oxford Ox2BET 1998.
- [11]. Kaushik, Vijaya Kumar, & S R Sharma: Education and Human Resource Development, Anmol Publications, New Delhi 2004.
- [12]. Mukhopadhyay, Marmar: Total Quality Management in Education, NCERT, New Delhi, 2001
- [13]. National Curriculum Framework for Teacher Education -2009.
- [14]. National Curriculum Framework 2005.
- [15]. Position Paper National Focus Group on Teacher Education for Curriculum Renewal.
- [16]. Eyre E C: Mastering Basic Management, Macmillan Press, London, 1982.
- [17]. Prasad, Lallan & Gulshan SS: Management Principles and Practices, S. Chand and company Ltd., New Delhi 1995.
- [18]. Armstrong, Michael: How to be an even Better Manager, Universal Book stall, London 1996.

- [19]. Marland, Michael: The Craft of the Classroom, Heinemann Educational Publishers, Chicago, 1975.
- [20]. Naseema C: Human Rights Education (Conceptual and Pedagogical Aspects), Kanishka Publishers, Distributors, New Delhi 2002.
- [21]. Verghese B V: Management of Teaching Skills in Primary Schools, Anmol Publications, New Delhi 2004.
- [22]. Dono K Itaha: Individualised Instruction through Differentiated Learning Programs, Parker Publishing Company, New York 1976.