

1. EDUCATIONAL SET UP IN TERMS OF INDIAN CONTEXT

1.1 EDUCATION

The world today has entered the new millennium. India too, has come a long way after breaking away from the shackles of colonialism. Today, India is a force to reckon with in the global scenario. Be it science, technology, economics or fashion, India has made a mark, made its presence felt in the world. From defence to agriculture, India has made tremendous progress and has emerged as a super power in the developing world. But there is a flip side to this very rosy picture – in the first decade of the millennium, India is going to be the most populous country of the world, with 40% of it's population below poverty line and the at least 50% of it functionally illiterate.

Thus when, this has become a matter of concern, it becomes imperative to understand that a society, wishing to change or modernize itself has to employ a number of means, instruments, institution, agents or agencies to achieve it's desired goals. Among such means, education is perhaps the most important. Education provides necessary training in skills and occupations and thus, produces the needed competent personnel for manning the different specialized jobs in modern industrial, business, educational and research establishments and secondary associations. Not only this, education is expected to change the values and attitudes of people and emerge as a single most important tool in bringing about both social change as well as social sustenance by liberating people from the darkness of ignorance, ritualism and irrational belief.

Thus it can be said that, education is not a narrow term which can be defined in few words. Education in its wider sense is the process of development from birth to death or from 'womb to tomb'. However, the term education is believed to have been derived from the Latin word 'educare' which means 'bringing up of children physically and mentally'. Eminent sociologists and anthropologists agree on a broad definition of education – 'methodical socialization of the young generation'.

“The aim of education should be to teach us

Rather how to think, than what to think—

Rather to improve our minds, so as to enable us to think for ourselves,

Than to load the memory with the thoughts of other men.” ~Bill Beattie

1.2 MODE OF EDUCATION

Education is a socialization process by means of which knowledge, skills and values are imparted to young generation. It goes without saying that socialization starts from day one of birth and continues in the family. The role of family in socializing or educating a child is very important. In fact parents continue to be the first educators of a child. The basic function of home in relation to the education of child is socialization and acculturation which are implicitly brought about by parents in the ways in which the child is nurtured and treated by parents.

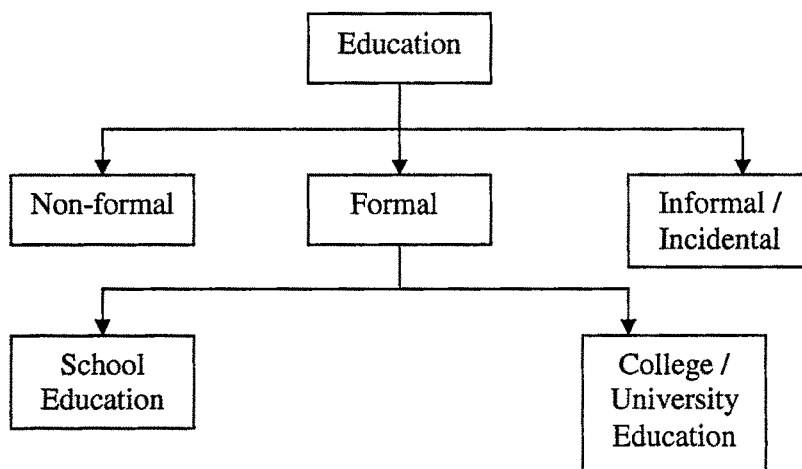
Other than family, a child also learns from the peer groups, work groups, neighbourhood, etc. The community as an informal agency of education also plays a vital role in achieving the goals of child development and child education. There are many informal ways in which the socialization and acculturation functions are realized in the communities too. There are a number of celebrations and community functions like marriages, festivals, religious functions etc., through which the child imbibes the social culture.

The media today stands perhaps as the most influential means to realize the objectives of education. With rapid advancement in communication technology the world has become very small. Every kind of information from one part of the globe can be almost instantaneously communicated to any other part. Thus children learn a lot through Television, radio etc.

But this process is called an informal education. Again much of the incidental learning occurs on interacting with the environment, for example: with a single experience a child learns that on touching a flame, his fingers will get burnt. Though children learn from these incidental or informal way, but as far as teaching of skills that are necessary to earn a living in modern society is

concerned, the word education deals with the process of socialization that takes place consciously and formally within the facilities specifically provided for the purpose like schools, colleges, etc. Thus education which is controlled and planned consciously by the state or its designated agency such as the school with certain specific objectives is Formal education. In such a system of education there are rigid rules for age of admission, content and duration of courses, procedures of examination, etc. Thus schools, being a formal agency seek to bring about desirable modification of the child's personality in a more systematic way. In addition to socialization and acculturation functions, the school tends to prepare pupils for adult roles in the society and selects these roles on the basis of their abilities, interest and motivation. School also develops in children, basic skills required for the world of work in which the child is to enter in later life. In addition to the manifest functions of the school, there are also some emerging functions like developing social competence, diffusion of new knowledge, providing equality of opportunity, sex and family education, personal and social problem solving development of broader outlook, and capacity to live with others.

In contrast to formal education which is defined as imparting of certain knowledge, or instruction in a particular branch of learning in a structured and programmed manner, examining, etc., non-formal education refers to imparting knowledge, skill or values, which takes place outside the school or similarly designated institutions with flexibility regarding age, period of instruction and with choice of what to learn. It caters to the needs of adults, farmers, women, drop-outs who are not for various reasons, able to take advantage of formal education. Non-formal education is a very important mode through which India's goal of universal elementary education and literacy are being promoted.



Thus it can be summarized that education could be attained through formal, informal or non-formal way. However, for the purpose of this study, which deals with the effective management of a self-finance school, it is important to know the role of a school as a formal education system.

1.3 SCHOOL AS A FORMAL ORGANIZATION

School is a formal organization. It is an arrangement or structure within which principal, supervisors, teachers, pupils and others co-operate to carry out various activities of the school so as to achieve the organizational goals of educating the young ones. The school, while it is related to society as a whole, represents a little society by itself. Teachers, students and other members of this little society interactively participate in their own distinctive ways. The school has its own morals, its own social setting and its own culture. In a way, it represents a “total institution” in the sense that any student coming from any social culture has to abide by the rules and regulations of the school and adjust to the distinct social milieu of the school for the limited period during which he stays at school. Though it is right to call school a miniature society, still an effort should be made to keep this miniature society away from the social evils and corruption.

1.3.1 Expectations from a school in society.

Society expects the school to perform certain functions such as:

- To discharge its responsibilities towards the education of a child.
- To be sensitive to know the local needs of the community and their fulfilment.
- To educate children according to the needs and aspirations of society.
- To provide children an opportunity of learning through their own experience.
- To create an atmosphere so as to make the future members of society morally strong and better citizens.
- To help children in adopting the cultural traditions of the society.
- To help children develop self-confidence and self reliance.
- To assume leadership in eradicating social evils.
- To prepare the future citizens by providing awareness about their rights and duties.
- To act as a centre of social life.

1.3.2 Characteristics which make school a formal organization.

- i) To run a school, one needs official sanction. Before opening a school, the prescribed conditions have to be met and the required permission needs to be obtained.
- ii) Like other formal organization, school is a permanent body as its membership persists beyond the immediate membership. As the old members leave, new ones keep on occupying their position. Thus a school never runs out of its membership.
- iii) A school, like any other formal organization, has an assigned hierarchy. At the apex is the principal. Below him are the supervisors; under these supervisors are a number of teachers; and under each teacher is a large body of pupils.

- iv) Every position in the hierarchy has definite roles and responsibilities. This means the principal, the supervisors, the teachers, etc. have their specific roles and responsibilities.
- v) The objectives and tasks of a school, as in case of any other formal organization, are perceived not only by the members of the organization, but also by everyone in the society.

All these characteristics show that school is a formal organization. Everyone in a society, even those who are illiterate, knows that the main purpose for the existence of a school is to educate children. The term “education” in the past had a very limited connotation. It generally referred to learning three R’s (reading writing and arithmetic). However, as time passed the concept underwent a change. Education now refers to the all round development of a child. Today, in addition to the mental development of a pupil his/her physical, moral, emotional, spiritual, social, aesthetic and even vocational development are also emphasized in education. The task of a school, therefore, is quite gigantic and through planning and execution of various activities, a school tries to achieve the organizational goal of education.

1.4 STRUCTURE OF INDIAN SCHOOL EDUCATION

1.4.1 Academic structure

In the past, schools in India were not graded. The Brahmanic and the Buddhistic schools and the Maqtabas and Madrasas of the Muslims were supported to provide limited forms of instruction, and anyone who wished to have education attended these schools irrespective of his age. These were in a sense single teacher schools. The educational hierarchy in a systematic form was introduced in India by the Wood’s Despatch of 1854. This Despatch laid down a scheme of education from the elementary to the university stage. The entire education programme constituted of four stages, the primary, the middle, the high school and the university. Although during the long years, there were some changes and at present India have the 10+2+3 educational pattern as recommended by the Education Commission (1964-66) and the National Policy statement issued by the

Central Government in 1968. Out of the ten years of school education, 8 years of schooling are for elementary education which is generally divided into lower primary and upper primary and the rest 2 years are of secondary school. The ten years of school are followed by two years of higher secondary education. In many parts of the country, pre-school education for children of the age group 3 to 6 years is also available. Thus school functions in a progressive level such as pre-school, primary, secondary and higher secondary.

1.4.2 Organizational structure

The school is a social organization. It is created by the society and it exists in society to cater to its needs. Schools, therefore, are administered and regulated by the society. To administer and regulate them in our country different bodies and authorities have been created. Education is the concurrent responsibility of both the Union and the State Government. Provisions from and administration of education in the Union territories is the responsibility of the Union Government. School education, therefore is a joint responsibility of the Central and State governments. Therefore, there is the Ministry of Human Resource Development (MHRD), the Central Advisory Board of Education (CABE), The National Council of Educational Research and Training (NCERT) and the National Council of Teachers Education (NCTE) etc. at the Central level. Similarly at the state level, there is the State Ministry of Education, the State Council of Educational Research and Training (SCERT) or the State Institute of Education (SIE), the State Board of Education and the Text Book Board. At the local level, there is District Education Officer, the Panchayat Samiti, the Village Panchayat and the Village Education Committee. A school, wherever it is situated, has to cater to the needs of the immediate community. Therefore the functions and the structure of a school are determined by the local level organization and administrator as well as the state and central level agencies.

1.5 TYPES OF SCHOOLS IN INDIA

In the pre-independence era the school system in India was mainly managed by either a handful of westernized residential schools or by certain religious and

social groups. After independence a sudden awakening led the State Government to take up the responsibility of opening schools for children. There were thus, Government schools and some privately run public schools. But as the need and awareness grew, the Government agreed to share the responsibility of running the schools with voluntary organizations and offered them grants-in-aid to run the schools. And thus came in a variety of schools in the education system represented by:

- a) Government schools
- b) Government-aided schools
- c) Unaided schools/ private schools/ recognized schools
- d) Minority schools

1.5.1 Government schools

Government schools are those schools which are run directly by the State Government. These schools are looked after by the Directorates of Education of various states. The establishment of a school, provision of building, annual maintenance of school and its property, admission of students, curriculum framework and its proper execution are taken care of by the Directorate of School Education. The state involves high level national and state level educational organizations such as the NCERT and SCERT etc. which provide guidance for proper supervision and maintenance of the school system. All these schools within a state follow a uniform pattern in terms of curricular frame-work, evaluation scheme and organizational set up. The State Government is directly responsible for the fulfilment of financial needs such as the salaries of the teachers and other staff, maintenance funds, etc. Besides the state also undertakes the responsibility of improving the maintaining the standards of education as per needs of the society.

There are other categories of Government sponsored schools such as:

- Kendriya Vidyalayas
- Navodaya Vidyalayas
- Schools for gifted/ excellent children

Kendriya Vidyalayas/ Central Schools are the schools run by an autonomous body named Central Schools Organizations. These schools are sponsored and financially supported by the Central Government. These schools mostly cater to the needs of the Central Government transferable employees. These schools follow a uniform curriculum and also its transaction is functionally uniform throughout the country.

Navodaya Vidyalayas are the schools run by another autonomous body under the Central Government. These schools are set up to cater to the needs of the meritorious rural children. Most of these schools are residential and provide quality education at the secondary stage.

Schools for gifted/ excellent children are recently set up by certain local State Governments. Exceptionally bright and intelligent students are being admitted to these schools. The recruitment of academic staff is done by the Directorate of Education after considering their merit, experience and potential to teach the meritorious children. The state has all the financial responsibility to run these schools.

Schools for impaired children are another category of schools which cater to the needs of physically and mentally impaired children. The organizational set up, the provision for infrastructure and funds are provided by the respective State Governments.

1.5.2 Government-aided Schools

“Aid” means “any monetary help granted to a recognized school either by the Central Government, the State Government/ Administrator, a local authority or any other authority designated by the Central Government, the State Government Administrator or a local authority”.

An aided school is normally a licensed privately managed school which receives aid in the form of development grant from the Central Government, the State

Government, Administrator or a local authority. But before a school can properly be described as an “aided school”, the following conditions must be fulfilled viz:

- a) it must be recognized by the “appropriate authority” i.e.
 - i) The Central Government or
 - ii) The State Government or
 - iii) The Union Territory Administration or
 - iv) The Municipal Corporation / local authority.
- b) must be receiving aid
- c) the aid must be in the form of development or maintenance grant

Aid to the recognized schools may be given within the conditions specified in the provisions of the Act. The authority may stop, reduce or suspend the aid for violation of the conditions provided in the Act.

The other conditions for grant-in-aid are:

- a) The school seeking grant-in-aid shall have a permanent income, whether from endowment or other sources (excluding fees and the public funds) which when supplemented by grant-in-aid shall be adequate for the school to discharge its obligation under the act and to enable it to carry on its work efficiency.
- b) The school seeking grant-in-aid shall have sufficient amount as a reserve fund which shall not be less than the amount indicated by the rules and regulation of the Affiliating Board.
- c) The reserve fund shall be the property of the school maintained in its name and shall be kept deposited in a scheduled bank or nationalized bank or post office. This will be operated jointly by the director or any officer authorized by him and the manager of the school.

1.5.3 Unaided/Private/Recognized Schools

The expression ‘recognized schools’ is meant to indicate schools recognized by appropriate authority which could be the Central Government / the State/ The Local Government or Board with or without aid. There are many schools which

affiliate themselves with some board or the other but do not receive grant. These schools are unaided privately managed recognized schools. The other conditions to be fulfilled are:

- a) It has adequate funds to ensure its financial stability and regular payment of salary and allowances to its employees. It has to be financially self-sufficient.
- b) It has duly approved Board of Management
- c) It has suitable and adequate accommodation and sanitary facilities having regard, among other factors to the number, age and sex of the students attending it.
- d) It provides for approved courses of study and efficient instruction
- e) It has teachers with prescribed qualifications.
- f) It has prescribed facilities for physical education, library service, laboratory work, workshop practice or co-curricular activities.

1.5.4 Minority schools

“Minority School” means a school established and administered by a certain minority community having a right to do so. The Constitution of India guarantees to every religious and linguistic minority, the right to establish and administer educational institutions of its own choice. An institution will fall within the definition of the expression “Minority School” only if it is established by a religious or linguistic minority. Quality of the instruction provided by an institution would depend on the quality of the teaching staff which would in turn depend on the quality and commitment of teachers. The conditions of service pertaining to minimum qualification of teachers, their salaries and allowances etc. that ensures security, contentment and decent living standards to teachers cannot be violated by the management of the minority institution. The state or local authority has a right to supervise and monitor the working of these institutions.

1.6 EXPECTATIONS FROM THE SOCIETY TOWARDS EDUCATION

The duties of society do not conclude just by opening a school, rather it paves the way forward with a lot of scope to do something for the welfare of the society itself. The society is responsible for the all-round development of its individuals. Hence, there are certain functions for which the society should take the responsibility, such as:

- To provide guidance and suggestions in the school curriculum development which should aim at
 - a) All-round development of the child.
 - b) Bringing out potentialities and hidden talent of the child.
 - c) Vocational guidance.
 - d) Dignity of labour and self-reliance.
- To provide suggestions for timely and needful change in school curriculum as per the changes in social trends.
- To make the school aware of the needs of society.
- To monitor the efficiency of the school functioning system for better output.
- To direct attention towards moral education.
- To encourage development of values like spirit of humanity, cooperation, politeness, patience, liberalism and tolerance.
- To make a school aware of the social evils which may help to eradicate evils like black marketing, dishonesty, etc.
- To help a school in developing aesthetic sense in children by keeping good hygienic conditions in the surrounding areas.

No society can progress without good schools and so schools are to be established, properly nurtured and taken care of by the society.

At the same time, schools have to take up the lead to bring remarkable changes in the society which may lead to the progress and welfare of the society.