

# **TRAINING FOR OUR EDUCATIONAL ADMINISTRATORS**

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## ***ABSTRACT***

***THIS ARTICLE EXAMINES THE RELATIVE IMPORTANCE OF AN EXTENSIVE TRAINING NEEDED FOR OUR EDUCATIONAL ADMINISTRATORS, MAINLY THOSE WHO ARE HEADING OUR SECONDARY AND SENIOR SECONDARY INSTITUTIONS. IN THE LIGHT OF THE FACT THAT SCHOOL EDUCATION HAS NOW BEEN REGARDED AS 'MERIT GOOD' AN ATTEMPT IS MADE TO EXPLORE THE POTENTIAL MODULE TO REDIFINE OUR GOAL IN THE NEXT CENTUARY. TEACHER-EFFECTIVENESS AS WELL AS SCHOOL CLIMATE ARE THE MAIN PREDICTORS OF A BETTER MANAGED INSTITUTION, WHAT WE PRECIEVE TODAY. BUT HOW TO DO IT AND AT WHAT COST, IS A MATTER WHICH HAS ITS FAR REACHING CONSEQUENCES***

A School comes into being through the process of organising. Then comes its administration. Running or functioning of a school is the job of the Head of school. As a leader of the school, the Principal is responsible for providing leadership that results in establishing common goals for the entire school staff. Further he is responsible for leading not only his teachers but also the entire staff. These responsibilities run to all areas that relate to the educational programs including the institutional programs and practices, overall administration, personal relations with staff, pupils and the community.

Some of these areas of responsibility overlap. For example, good Principal – teacher relationship can be a very positive force in working for improved instruction. A professional Principal sees good personnel management as a boon to effective teaching. Rapid changes in the school and economic development have been a major characteristics of the post war period in all countries in the world. This is true to advanced

as well as developing countries. These changes in the social and economic areas have resulted in to a world's movement for reforms and reconstruction of education at all levels. The role of the school in a process of educational changes can be defined in a few words but it is difficult to apply. The most important thing is the recognition of the school to bring about educational change.

In a process of change, educational and social, on a nation wide scale, the role of school is to provide a programme in harmony with the national goals and aspirations. Change is in built in any system whether it is a human life or organisation. New ideas, innovations, inventions are basis of any change. These changes are based on any innovations pass through three major stages i.e. installation, implementation and institutionalisation. In a school set up the stages of implementation and institutionalization are more relevant. The most influential change agent in school system is to be the legally constituted leader i.e. Principal of the school. From where our Principals will learn that a leader must be able to reason logically and make decisions and be a part of change! It is courage that makes others to follow the leader. From where this courage will come? It is known fact that most the Boards of Secondary Education have prescribed the minimum qualifications to be the Principal of the school as 10 years of PGT experience with a 2<sup>nd</sup> class Master Degree in any school subject.

We know our school system, where a PGT with 32 periods of class load, hardly gets time to acquaint himself with other working areas in the school. If he gets a chance to head any other area as additional responsibility such as examination, students activities, discipline etc., he takes it as an overload and not as an opportunity for an enthusiastic person to do or to learn which may not be true universally, but by and large this condition persist. There is no other sources from where he will be able learn the administrative skills required to handle an institution. The Educational Administration is a human process. In it are involved the human beings who are there to gain something. Its major objective is to build the personality of the rising generation. Thus, it is something much more constructive than any other type of administration. The people involved in it have one significant role to play and that is building up human relationship. In other type of administration, the plans and policies are chalked out and they are then implemented. The plans and policies are for the collective benefit and in their implementation the individual is mostly regarded as a unit which has meaning only in the collective set up. Thus, if an individual is to perform any activity, which goes counter to the collective interests of the people, the individual is liable for punishment in accordance with the well established laws.

In educational administration, individual, his needs and his quest for perfection are classified while in general administration no such high ideas are involved. The general administration is broadly legalistic and punitive in outlook. The educational administration is humanistic and reformist in its approach. A person willing to join general administration has to undergo a specialised minimum 3 years course comprising of modular subject matters pertaining to each and every area but what about educational administration. Leaders don't do different things but they do it differently: How will an educational administrator learn this? Although, it is believed that self learning approach is

the best way of equipping oneself with ideas needed in his field of operation but training is a thing which counts much and mainly when we started believing that leaders are not born but made.

Nothing has been thought till date above lines except a short term course for few Principals of Kendriya Vidyalaya Sangathan by NIEPA. It is high time that such forum may come forward and takes the responsibility of shaping our future educational administrators for the new millenium. We may form a stirring committee to decide the modalities for the future educational administrators as well as those who are going to lead our present generation to 21 St century. Let us have a start, let it be from any where?