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School Management – a Case Study of Municipal Corporation of Delhi (MCD) School

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Abstract

Effective management of a school plays pivotal role in bringing desirable changes in the overall functioning of the school and in achieving the aims and objectives set by the curriculum planners and administrators. This study critically analyses the functioning of the school management system in a Municipal Corporation of Delhi (M.C.D.) School. The study reveals that Municipal Corporation of Delhi (M.C.D.) makes serious efforts to provide proper directions to head teachers and teachers in managing the school activities in a better way. However, it also points out the lacunae existing and the need for the improvement of the management of curriculum. The study also recommends the necessity of combined efforts of teachers, parents, members of Vidyalaya Kalyan Samiti, local community members and M.C.D. officials for attaining the educational objectives.

Effective school management plays a pivotal role in achieving educational goals, developing good learning environment, motivating all the persons involved in the implementation of school activities and ensuring the academic performance of the school. Municipal Corporation of Delhi (M.C.D.) makes earnest efforts to provide free and compulsory primary education for all the children of 5-11 age group residing in its jurisdiction which covers

entire area of Delhi except certain areas falling under the jurisdiction of New Delhi Municipal Committee and Delhi Cantonment Board. The M.C.D. serves an important social role in the education of the children belonging to the low income groups as they have opened primary schools in their area to ensure admission of such children at a manageable walking distance from the place of her/his residence. Every year, the

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department conducts house-to-house survey to find out non-school-going (out-of-school) children and facilitate their parents/guardians to enrol these children back in the nearby schools. Various projects/ programmes and welfare schemes have been launched to give added impetus to achieve the educational goals and also to serve as an incentive to the children of weaker sections with a view to minimise drop-outs and absenteeism.

De Grauwe (2000) pointed out that the quality of education depends primarily on the way schools are managed, availability of resources and the capacity of the schools to improve teaching-learning process. The success of a school is influenced by the quality of leadership provided by the head teacher. Grissom and Loeb (2011) also concluded that the principals' organisation management skill consistently predicts students' achievement growth and other success measures. Kalra (1997), Agarwal and Goswami (2005) and Vashishtha (2010) pointed out that the role played by the head of the institution is crucial in the overall functioning of the institution. The head of the institution should be well experienced in the areas of school management viz., curriculum, institutional and financial management, exercising administrative control and fostering human relationship.

All the efforts of the M.C.D. become meaningful only when the Head Teachers of the schools implement the vision, objectives and guidelines in proper ways. The Head Teachers

of the M.C.D. schools are expected to play key role in school management by planning, organising, controlling and evaluating the entire process of the school. It is their duty to assign works, replenish resources, and control and oversee the entire functioning of the school.

Talbert (2009) emphasised the necessity of effective school management practices to ensure success in fulfilling the high demands of public school accountability. The study focused on the innovative practices in their school management and curriculum management. Govinda (2002) pointed out that one of the core areas of the school functioning is the management of academic activities that includes curriculum management. Curriculum management involves a wide range of tasks, such as preparation of a detailed calendar of activities, construction of a time table, equal distribution of classes to teachers, involvement of teachers in developing an effective approach to curriculum transaction, evaluation of student performance, etc. The study was designed to analyse the various aspects of curriculum management followed by the M.C.D. schools.

Management of human relationship determines the level of participation and contributions of all the persons involved in the school management. Effective management of human relationship coupled with good motivation enhances the entire process of school management. Yolcu (2011) pointed out that the socio-economic levels of schools

influence the participation of parents in school administration. Buliver and Chrispeels (2011) also support the view and conclude that when parents participate in leadership development, they are empowered to effect changes that benefit their children through individual and collective actions. Mohanty (2010) established that a good number of children belonging to poor income families do not attend school regularly because they have to support family income and also take care of their younger siblings.

Khaparde, Srivastava and Meganathan (2004) found that the successful schools are characterised by participative management system, granting autonomy to people and at the same time making them accountable for successful completion of tasks, following democratic method of decision-making, giving priority to welfare of the students, maintaining supportive relationship with teachers, attempts to establish linkage with the parents, adoption of innovative pedagogical methods and evaluation techniques and recognising good work of teachers.

Keeping in view the importance of M.C.D. schools in providing quality education to the children belonging to poor economic background, the study was undertaken to bring to light the school management system existing in the S.D.M.C. Primary Co.Ed. School, Adchini, New Delhi in detail and also to suggest ways and means to overcome the difficulties faced by the school in the area of school management to ensure quality education.

OBJECTIVES OF THE STUDY

THE FOLLOWING ARE THE OBJECTIVES OF THE STUDY

- To analyse the role and functions of head masters, teachers and other school functionaries in planning and management of various activities in the S.D.M.C. Primary Co.Ed. School, Adchini, New Delhi;
- To study the innovative practices adopted by the school with regard to school management;
- To analyse the activities of the school for the management of human relationship;
- To study the curriculum management in the school; and
- To analyse the motivation techniques used by M.C.D., principals, teachers and staff for achieving the set goals of the school.

RESEARCH QUESTIONS

The study was conducted to answer the research questions: 1) How do the head teachers of M.C.D. schools plan and manage, financial, infrastructural, academic (teaching-learning and student evaluation), and human resources?; 2) How do teachers, parents, students and others feel about various management practices of M.C.D. schools?; 3) What is the nature of interpersonal relationship amongst the teachers, the students and other functionaries?; 4) What are the innovations in classroom management in these schools?; and 4) To what extent these schools are

able to establish relationship with the parents and the community?

METHODOLOGY AND TOOLS USED FOR THE STUDY

The investigators used case study method to understand different dimensions of the school management techniques adopted by the M.C.D. school. The research data was collected from diverse sources by the researchers with the help of personal interviews, observation of persons/events and analysis of official documents. The tools used for the study were: Information schedules for collecting data related to school profile, head teacher profile, teachers' profile, interview schedules for head teachers, teachers, students and parents and classroom observation schedule for observing school and classroom activities.

ANALYSIS AND INTERPRETATION OF DATA

MANAGEMENT OF SCHOOL ACTIVITIES

S.D.M.C. Primary Co.Ed. School, Adchini, New Delhi was established in 1949. The school is situated in an urban area with good infrastructural facilities. The area served by the school is Katwaria Sarai, Adhchini, Malwiya Nagar and Saket in South Delhi. National Institute of Education of the NCERT, Shree Aurobindo Asharm Society and the I.I.T. Delhi are adjacent to the school. Children from low-income families are studying in the school. Most of the parents of

the children are *rikshawalas*, security guards, daily labours and such low-income groups. The children of the NCERT and the I.I.T. staffs are also studying in the school.

M.C.D., through the zonal meeting of the head teachers clearly informed/suggested the duties and responsibilities and the goals to be achieved by the schools within the time frame. During the meeting the head teacher discussed about all the works assigned by the M.C.D. and also the problems faced by the school. After the zonal meeting, a staff meeting was convened by the head teacher in every month to give information and to share the decisions of the zonal meeting.

The teachers are given responsibilities and each teacher is made in-charge of one classroom and some other responsibilities like cleanliness, maintaining plants, mid-day-meal etc., is assigned to each teacher.

The school constituted Vidyalaya Kalyan Samiti consisted of a P.T.A. member, a nominated member of the councillor, a member from the resident colony of region and a local government employee, the principal and two teachers, etc. But the *Samiti* did not play much role in the management of the school. The involvement of parents and students were also poor in the management of the school. Thus the head teachers managed the school with the help of the directions from M.C.D. and also with the support of the teachers.

The principal managed the school finance with the help of teachers in an

Table 1
Duties of the Teachers

S. No.	Teachers	Duties Assigned
1	The head teacher	Finance
2	Class V teacher	Students fund, teaching material and laboratory
3	Class IV teacher	Nursery and library in-charge
4	Class II teacher	Mid-day-meal
5	Class I teacher	Payment of bills, admission and supply of uniforms

effective way. The money for various activities of the school was withdrawn from the bank by the principal. Concerned teachers distributed the money to the parents for school uniform, books and other things.

THE CURRICULUM MANAGEMENT

The school followed a single teacher classroom. Teaching-learning process was based on the teaching-notes prepared by the teachers. Mostly the teachers followed lecture method and they did not follow any innovative teaching-learning techniques. Teachers are found using the blackboard effectively during the class works. The teacher asked the students to divide themselves into groups consisting of 4 to 6 students. The students would continue to work in the same groups for the classroom, library and laboratory activities and for outdoor playing, physical education classes and various competitions. Teachers were very punctual but some of the students came late in the class.

The teachers did not follow the time table strictly; activities were conducted according to the interest of the students. The head teacher

was very much concerned about the classroom activities and health of the students. The head teacher made regular visit to the class and even took classes in the absence of the teachers. Teachers gave attention to every child and usually checked their home works, writing skills and other academic aspects.

Teachers maintained a diary which includes lesson plans and other preparatory works. The principal used to check the diary every week and also marked her suggestions on the diary. The Class Vth teacher said that the school possesses a good number of teaching aids, viz., science kits given by the M.C.D. and Mathematics kit supplied by the U.G.C. The S.S.A. also financially supports for purchasing teaching aids. The teachers decided everything related to the class.

The courtyard of the school is used as a playground and the physical activities like running, ball play, etc., are conducted there. The teacher who was under physical education training by the M.C.D. gave physical education classes to the students. There are two libraries in the school. One library is established by two NGOs - *Katha*,

and *Navshrishti*. They constructed a separate room for the library activities. Once in a week, a librarian visits them and issues one book for each child for a period of seven days. The library books are provided by the M.C.D.. Before the purchase of library books, school would send a list of books needed for the school for the consideration of M.C.D.. Most of the time, the school suggested the name of books and M.C.D. tries to purchase it.

There is a computer room with six computers but no specialised computer teacher is appointed to provide computer training. During our school visit, none of the computers was working. Even though the Head Teacher complained about it repeatedly, the M.C.D. authority has not yet taken any action on it.

Unit test are conducted monthly. Overall, three unit tests are conducted. Half-yearly examination is also conducted by the class teacher. The result is shared with the students and their guardians.

The head teacher said *“Guardians are informed about the weak students. For remedial teaching, students are taught separately. Extra time is given to such students. As well as students are taught in group also. Guardians are given suggestions to take care. Children also go for tuition at Aurobindo Aashram. Aurobindo Aashram doesn’t charge any fees for tuition from poor students”*.

The head teacher said *“low performing students are those students whose parents do not pay attention or*

give time to students. Most students come from poor background. Both parents of poor students are working. Some students themselves do not pay interest in studies”.

Teachers’ also suggested that curriculum should be easy and different because the children studying in the M.C.D. schools were from different socio-economic background. According to them, teaching of the three Rs was needed first, instead of teaching international things. They also suggested that the Class I textbook was not appropriate for the M.C.D. students.

HEAD TEACHER’S DREAMS ABOUT THE SCHOOL

The Head Teacher wanted more participation of parents in the school activities and their support in the education of children. Most of the children were absent during the examination. It should be changed. The parents and children were ready to come to school only when there is distribution of money, uniform and other incentives. It was her priority to motivate the children to come to school and wanted to make teaching the most pleasing thing in the school.

TEACHERS’ MISSION AS A TEACHER

The teachers’ mission as a teacher was to make their students good human beings, teach nicely, to persuade their students to excel, give them good support and also inculcate ethical values among the students. They liked to spend time in school. It was a

moment of happiness for them if the children are able to remember things that she taught.

MID DAY MEAL

Mid-day-meal is supplied by an NGO, 'Ekta Shakti Foundation', which provided cooked food to different M.C.D. schools of the city. The utensils for mid-day-meal are brought by children themselves from their home. If any child does not bring, they use the school utensils.

The students said that they got quality food regularly. The Head Teacher tasted the food before it was served. Sweepers served the food for the children and if sweepers were absent, the principal assigned the duty of serving to some senior students. They said that they got sufficient food. The principal informed the authority that if there was any shortage of food, it should be brought to the school within 20 minutes. The students did not like 'chole' and 'halwa'. However, children were satisfied with the mid-day meal programme.

MANAGEMENT OF HUMAN RELATIONSHIP

RELATIONSHIP AMONG TEACHERS

The principal said *"the teachers are very regular and cooperative. Apart from teaching, they are also involved in preparation of time table, conduct of examination and preparation of results, etc"*. The teachers perform responsibilities related to keeping records of funds, maintaining of records, budget from

M.C.D., distributions of scholarship, free uniforms of the students, etc. Whatever assignment is given we have to complete that. She added further *"teachers are satisfied with the work. They are also cooperative and keep good relationship among them. I try to understand and try to sort out their problems. A few teachers are coming from very far off places like Najafgarh. I personally discuss with them their problems. The teachers are punctual. As such there is no problem"*.

RELATIONS WITH STUDENTS

In the M.C.D. schools a single teacher managed one class throughout the year. The whole year the teacher would be attending each and every student in the class. So their relationship was always good and the teacher knew all the problems, strength and weakness of the students. Hence, the teachers were able to plan strategies to solve personal and academic problems of the students. Most of the time, the students shared their personal problems with the teachers.

The Class 1 teacher said *"The relation between teachers and students are very good that the students can share any problem with teachers at any time. The students are not scared of teachers. They usually share their personal problems. The students in the classroom have different cognitive level that the teacher has to pay extra effort to increase the achievement of the students. The teacher conducts group work making them into small groups according to their cognitive level and taught them separately.*

Special home works are given to gifted students and special questions are included in the test for catering the gifted students”.

RELATIONSHIP WITH PARENTS

Parent Teacher Meeting is held frequently in two-three months. However, only a few parents attended the meeting. But at the time to collect money, for example i.e., scholarship or money for uniform, all the parents turn up.

The Class 1 teacher said that most of the parents were uneducated and they thought that there was less work for government school teachers and the involvement of parents in the school activities were meagre. The academic progress of the students reached the parents through report card. After the term examination, the parents would come and discuss about the achievement of the students. The parents were intimated if any problem occurred. She said that she had been working in the school for the last 22 years and that she had never seen the active involvement of parents in the school activities because they consider that it was a government school and that there was no need of parental involvement

EXTERNAL SUPERVISION AND SUPPORT

The Head teacher said “M.C.D. Commissioner, Deputy Commissioner are the officials who may visit for inspection any time. This is very rare but School Inspector visits regularly at least once in a month for supervision”. She expresses that “a School Inspector

comes for supervision once in a month. He is very negative in his approach. Sometimes he uses very foul language also. In his presence, my heartbeat increases. I cannot stand in his presence. Sometimes wrong replies come to my mind, which again irritate him”. The head teacher said “whatever work is left, it gets completed at the time of supervision. Cleanliness is also maintained. Regular supervision is beneficial therefore, it should be regular. However, if any fault is found during supervision, principal should not be held”

The Class V teacher opines “monthly meeting of all the M.C.D. authority, committees like Vidyalaya Kalyan Samiti and PTA and the staff of the school is necessary for the better functioning of the school”. The teachers and others are informed about the feedback given by the supervisors and inspectors. The teachers informed that the school is getting good support from SSA.

DISTURBING THINGS IN THE SCHOOL

Frequent government requirements like the list of the students belonging to SC/ST/OBC category, results of the students and visiting different places for other official purposes are disturbing elements while engaged in classroom teaching. Teachers also found that road-crossing was a major problem for the students and suggest that a security be posted to help children to cross the road. They said that administrative work and absence of sweeper are the most distributing things in the school. The teachers

had to do a lot of administrative work which prevented them from teaching more than half an hour continuously. The age group of the students was also different in the same class that we could see five year old and nine year old students in the same class. So, it is very difficult to handle the different age group in the same class. They expressed that it was very difficult to follow the period system.

DROPOUT

As for students, the elder child had to look after the younger siblings and they also had to do household works. Boys usually went for work to look after the family. Migration of the parents to the village also causes dropout.

STUDENTS' OPINION ABOUT THE SCHOOL

The students said that they liked to study, especially Hindi and English. They also liked to play in the school. The students expressed that since there was only one teacher teaching them throughout the day in the same class, she used to become tired. They were satisfied with the school. They thought that the experience they get from the school would help them to achieve their aims in life.

PARENTS' OPINION ABOUT THE SCHOOL

Parents opined that their children school infrastructure, atmosphere, classrooms, playground, teachers,

school friends, and the mid-day-meal. The parents said that their children are happy go to school every day. They like the teachers for their caring nature: the teachers ask children about work done at home, about the breakfasts they have, whether parents help them or not in their studies, how long they sit for study at home, and so on. One of the mothers pointed out that her child did not like the teaching methods used by the teachers in the classroom. One parent said, "The teachers usually write some matter on the blackboard and ask students to copy it without explaining. They do not even explain the word meanings or the crux of the texts, etc". They want the teachers to teach using various teaching methods and provide good atmosphere in the class. Parents want some improvements in the school like the renovation of the playground to be covered with grass beds to save children from getting injured, planting trees in the school premise, removal of garbage from the school campus, appointment of a specialised physical education teacher, and improving teaching styles and methods. Parents felt the need of some additional academic support for their children in subjects such as Mathematics, English and Hindi.

CONCLUSIONS AND SUGGESTIONS

It is evident from the above discussion that the children from poor income families are studying in the M.C.D. school. Seasonal dropout was the main problem faced by the school because

of the shifting of their family from one place to another for getting job. The Head Teacher played the key role in the management of the school. All the activities related to the management of the school were discussed in the zonal meeting conducted by M.C.D.. After the zonal meeting, a staff meeting was convened by the head teacher in every month to give information and to share the decisions of the zonal meeting.

Parent Teacher Meetings were held frequently. However, the attendance was very poor. Achievements of the students, disbursement of uniform, cleanliness of the students, and special problems like stealing, and quarrels among students, etc., were discussed in the meetings. There was no active involvement of parents in the school activities because they considered that it was a government school and there was no need of parental involvement.

The infrastructural facilities in the classrooms were good. The head teacher was very active and concerned about the classroom activities and health of the students. Most of the students who were enrolled in Class I did not have proper pre-school education and they faced problems in reading and writing. The head teacher and teachers opined that Hindi and English textbooks of Classes I to V was of high standard.

Teachers maintained a diary which included lesson plans and other preparatory works. The principal used to check the diary every week and also marked her suggestions on it. Parents were informed about the

poor performance of their children. Most of the low performing students were those students whose parents did not give time to their children. The teachers did not follow the time table strictly; activities were conducted according to the interest of the students. Physical education was one of the most neglected parts of the curriculum.

Library activities were good in the school and there was a separate room for the library. Maintaining of computers was another neglected part. The teachers also pointed out other disturbing things in the school like, various queries from the government, crossing the Adhchini road by children to enter the school, administrative work which prevented them from teaching more than half-an-hour continuously, difficulties in handling children of different age-group in the same class, chances for child trafficking since the school is situated near to the main road, etc.

Mid-day-meal is supplied by an NGO, "Ekta Shakti Foundation" and everybody was satisfied with the distribution of the meal. The teachers performed responsibilities related to keeping records of funds, maintaining of records of distributions of scholarship, free uniform of the students, etc. The students and parents had very limited role in the management of the school.

The school was evaluated systematically by the M.C.D. Commissioner, Deputy Commissioner and the school inspector. The school

inspector visited the school at least once in a month for supervision. The teachers tried to complete the pending works before the supervision. The school did not have much relation with the community. The Vidyalaya Kalyan Samiti did not play much role in the school. The school followed participatory management system. The teachers helped the principal in the management of the school and completion of the works like mid-day-meal programme, preparation of chart paper, paying bills, admission, etc.

The principal always encouraged teachers and gave suggestions to the teachers for the accomplishment of various duties assigned. A single teacher managed one class throughout the year so that the teacher-pupil relationship was always good and the teachers knew all the problems, strength and weakness of the students. Hence, they were able to plan strategies to solve personal and academic problems of the students. Most of the time, the students shared their personal problems with the teachers.

The teachers showed dissatisfaction in the overall management of the school. They said that a combined effort by the M.C.D. authority, committees like Vidyalaya Kalyan Samiti, the PTA and the staff of the school was missing in the school. The principal is overburdened with different kinds of work including the classroom teaching. There was an atmosphere of freedom in the day-to-day management of the school. Teachers had enough freedom

and the principal never interfered unnecessarily. The principal was always ready to accept the new ideas suggested by the teachers. Parents felt that additional academic support was necessary for their children in the subjects such as Mathematics, English and Hindi.

Based on the major findings of the study, it is felt that there is a need to chalk out strategies to involve parents, members of Vidyalaya Kalyan Samiti and local community members in the management and other activities of the school. It is better to conduct awareness campaign for the illiterate parents regarding the importance of education and also importance of parental involvement in the education of their children. The teachers need specific inputs and training for dealing with lateral entry students. It is also evident that most of the time the teachers used lecture method. Hence it is necessary to train teachers to enrich them with the innovative methods of teaching-learning process and also the use of teaching aids. Also, it should be ensured that these strategies are implemented in the classrooms through effective feedback mechanism. They may also provide adequate training to teachers for equipping them with skills required for handling computer and enhancing the use of educational technology in the schools.

For better functioning of the school, it is better to appoint supporting staff to address the issue of extra clerical and administrative duties of

the head teachers and the teachers, make a centralised system for the maintenance of computers, carpentry and plumbing works, etc., in the schools, and also to identify the disturbing things in a particular school and chalk out specific strategies to deal with it.

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