

Leading School Administration, Supervision and Management in Schools in J&K

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Learning Objective

- 1. To understand the role of various stake holders in educational administration and engagement of school leaders with all stakeholders.**
- 2. To understand current practices and procedures of Educational Supervision.**
- 3. To create sustainable influence to team members and foster team cohesion**

Keywords: SIPs, SDPs, SLDP,

Introduction

An effective leader has a toolbox full of skills and abilities that allow them to guide both their organization and their team members to any benchmark of success. The 21st century skill set, demanded from school leader. The changing times lead to following challenges;

1. There are Changes in inter-personal relationships among teacher and students, especially when there is Influx of crime and anti social activities.
2. There is a paradigm shift after NEP 2020 at all level, e.g., Curriculum goals changes, importance to Multi language and multi cultural student, Emphasis upon rights of students/ child; New generation of teachers with enabled ICT & ICE;
3. The Community in an adversary role in public schooling system.
4. After covid 19 pandemic there is Rise and fall of financial support by parents;
5. There is increasing accountability demands from Government and public to public schooling system.
6. Demand for removal of social injustice in education and otherwise;
7. Students unrest, violence, sex abuse and drug abuse

“the process of influencing others to achieve organizational goals” *Hersey and Blanchard.*

Shared leadership is a **leadership** style that broadly distributes **leadership** responsibility, such that people within a team and organization lead each other.

Section A

Leading School Administration

Reflective Questions

- 1. When the children in school are not learning, who is responsible?**
- 2. What determines best performing schools?**

The school leader as Administrator is usually posted in a various schools and offices and given assignments of purely secretarial nature or of technical / service delivery nature. But it is pertinent to mention that education service is a process based. The most important thing to do is to study and be well versant with the nature of rules/laws governing the functioning of the educational office, including the nature of its clientele i.e., students, teachers, and community members. This helps grasp the sensitivities of decision making and enables operating in a safe manner.

In order to develop a constructive relationship with teaching and non teaching staff at our disposal it is important to gauge the efficiency level of the people holding key positions by keenly testing their level of understanding of the issues by invariably interacting with them and seeking their advice on important matters.

The habit of making changes at the outset without taking time to assess the suitability of the people around, does often prove counterproductive. It is necessary to maintain a fair amount of cushion to bring people of the right abilities at a time when they are required most as frequent changes shakes the confidence level of the people working in the school or offices and creates uncertainty.

It is imperative to make the best use of the available resources particularly the manpower by assigning a role to each rather than arrogating the whole gamut of key functions to the chosen few. This removes the risk of monopolising the roles by the select few and ensures transparency as well.

Moving around in the jurisdiction is very vital to developing a fair understanding of the people as well as the field infrastructure. This directly contributes to the functioning of the

field officers and brings school administration closer to the public and promotes learning culture in schools.

Inspections and touring in school or cluster are an effective tool of sharpening the implementation and accountability in teaching and learning process, provided that these are carried out in a systematic manner. The school should have its inspections register in which noting about important observations should be made by every inspecting officers during each visit. This will serve as a document to seek compliance of these instructions and serve as a history sheet of the developments from time to time.

The disciplinary actions are an important task that senior officers have to perform. Though unpleasant, these tasks set the tune for the overall psyche of the subordinate staff. Before invoking the relevant provisions of CCA rules complaints should be obtained in writing and properly verified for a prima facie case/ preliminary action pending a detailed enquiry.

Decision making should not be delayed once the facts in a case have been ascertained and documentation completed. What is due to a person should be expeditiously delivered and should not ordinarily be delayed or refused. Matters of leave, GPF, Increment, pension, SRO cases, etc. should be monitored for quick disposal.

The HRD cells in the offices should be strengthened to have an upto date information on Service/Recruitment Rules, seniority lists and APR's to expedite holding of timely DPC's to order regular promotions rather than making stop gap arrangements.

The Audits are a main pillar of accountability and should be viewed supportively as a constructive mechanism to ensure knowledge of and compliance with financial rules by the administration at all levels. Pending audit paras should be replied on priority and audits due got conducted on time.

For strengthening communication and acquiring firsthand knowledge of events interaction with the staff should be encouraged by holding periodical reviews. Agenda should be circulated in advance giving time to the participants to come prepared and contribute to the discussions to ensure progress. Listed items should be discussed first.

The minutes/record note of the decisions/discussions should be invariably issued after every review giving sufficient time to the concerned to respond wherever necessary. Next

meetings' agenda be accordingly drawn to ensure continuity in the discussions lest no task remains unfinished.

An internal grievance redressal mechanism should be put in place school and offices to ensure minimum response time to the complaints filed about the service quality or the public relations, etc. The information thus gathered, especially from students should be stored in a data base to gauge the trend of complaints as well as their disposal rate.

Last but not the least the staff at your disposal should be taken on board in all your initiatives to deliver to the best of your ability and for this stakeholder consultations should be held to arrive at a consensus about the strategy. This will make things far easier to handle and improve the success rate.

Implications for Administrators

Provide adequate information to employees

- Use a combination of oral and written communication
- Encourage upward communication
- Promote a climate of trust
- Encourage communication among peers- grapevine
- Be precise
- Don't use emotion laden words
- Check for the load of information
- Cut back on the number of levels for passing message
- Repeat important parts of your message
- Solicit feedback to see if the message is understood

Section B

Leading School Supervision

The school supervision is a guidance process to achieve certain goals. It is direction and instruction tool to improve Teachers' and Students' performance in a system. It includes working in certain domain of guideline that is set under a consultative process. It is followed by expert technical service towards Education and its stakeholders with continuous critical evaluation.

In general educational Supervision means to co-ordinate, stimulate and direct the growth of the teachers in the power to stimulate and direct the growth of every individual pupil through the exercise of his talents towards the richest and the most intelligent participation in the civilization in which he lives. ” - T.H. Briggs & Joseph Justman.

Supervision is a creative and dynamic process giving friendly guidance and direction to teachers and pupils for improving themselves and the teaching-learning situation for the accomplishment of the desired goals of education.” –R.P. Bhatnagar & I.B. Verma.

The online monitoring web portal named “Shagun”launched on 18th January, 2017, by MHRD to monitor the qualitative and quantitative progress and achievement of the activities in the State under SSA is a remarkable mechanism to supervise. The Performance Grading Index (PGI) is another online monitoring mechanism where grades are given against performance indicators. The Joint Review Mission (JRM) is an agency to review the fund utilization against allotted activities and commitments made by the state government. In terms of academic monitoring State Level Achievement Surveys and NAS have been conducted. (Shaala Siddhi)- a school evaluation programme to evaluate both scholastic and non-scholastic activities. UDISE is another form of monitoring mechanism in terms of data collection and verification in a State.

State Level Educational Supervision & Monitoring

Under the School Education department the SCERT J & K along with 20 DIETs & regional Directorates form monitoring team with official from all three agencies including Samagra Shiksha. The State Commission for Protection of Child Rights or Right to Education Protection Authority also monitor, the various aspects including Distribution of Free Text Book(FTB) and assure of each child get FTB before commencement of academic year by the monitoring team

The grievance redressal- Toll Free cells including Guidance & Counseling are available at various stages.

The Block level Monitoring Committee to supervise district block level implementation of activities and supervises academic progress at block office and try to resolve the problems related to academic aspect. The DIET, as an District academic institutions takes part in both district level and block level meeting and reviews concerned with school academic functions. The DIET faculties regularly visits the school under assigned blocks of district.

The monitoring at SMC/SDMC/CAMS level to Whole School Development Plan and its both academic and administrative aspect. The Social audit is another mechanism of review the fund and its utilization in the School activities related to grant received by the school through SMC account. The Visit by CEO/Samagra Shiksha officials, e.g., block accountant and District MIS coordinator to update account system in another mode of supervision. The Mothers group, Parents Teacher Association are also works as part of school monitoring mechanism. The District Education Council/Zilla Shiksha Parishad will supervise the non-functioning or some cases mal-functioning of SCMC and SMCs of the school system in the district, and to enable the functioning and empowerment of the schools, school complexes, SCMCs, and SMCs.

The Panchayati Raj and other local self-governance institutions were empowered through the 73rd and 74th Constitutional Amendments, facilitating the three-tier system of governance at the State, district and village/ town levels. This devolution of power to the people was the direct route to addressing local concerns effectively and facilitating appropriate contextual responses. The SMCs/SDMC/CAMS will be empowered to have a voice to intervene on behalf of the school with the State and its bodies. To enable this, an IT-based grievance logging system visible to the public and easily useable on mobile devices will be set up, for addressing SMC issues and grievances, with specific timeline based escalation up the hierarchy of the State education system.

Section C

Leading School Management

Objectives

- ▶ To enable the participants to understand the importance of management techniques (Planning, organising, staffing, directing, controlling) and its usage in the institution (School) building.
- ▶ To improve managerial competence of participants by increasing their sensitivity and receptivity towards critical management issues.
- ▶ To provide the participants with managerial skills to enable them to meet the day to day challenges at workplace effectively.
- ▶ To analyse the decision making process through participative culture and managerial components.

To facilitate the participants to analyse their behaviour and adopt new techniques to improve their managerial skills.

Activity

- ▶ **Level of Self**
- ▶ Self mastery (Communicating, clear thinking, organising, coordinating, controlling, persuading)
- ▶ Self management of skills, attitudes, creativity, consciousness
- ▶ When, Why and How of Discipline
- ▶ Change management, managing self for organisational transformation
- ▶ - Self Esteem and Positive Management
- ▶ - Management at high tension
- ▶ - Coping with criticism
- ▶ - Positive Visioning
- ▶ - Disarming anger

- ▶ - Group Dynamics and Team Building

Sub Skills of Self Management

- ▶ Impulse control
- ▶ Stress management
- ▶ Self-motivation

- ▶ Goal setting
- ▶ Organizational-skills

Reflective Questions

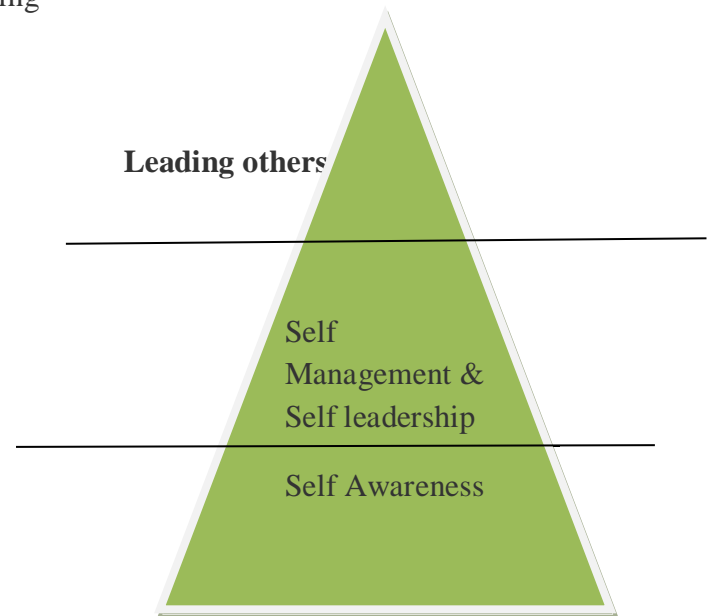
- ▶ I can control my emotions?
- ▶ I can be upset?
- ▶ I tend to be lazy?
- ▶ I set goals for myself.
- ▶ I can take responsibility for group projects?

Time Management

The Time management is in demand soft skill & secret sauce of all great men, who looking to prioritise and protect most valuable asset. if you want to live a life by design, then defeat the enemy within & protect your time. Busy man has all the time to do all things

Activity

The school leaders need to get clarity, What matters most, which is essential for productivity. The deep work technique is key in present circumstances, as multi tasking destroys clarity, & therefore protect your time. The doing more things by himself is not better, doing more for right things and from right people.



Eisenhower Matrix

	Urgent	Not Urgent
Important	Do it now	Decide a schedule a time to do it
Not Important	Delegate it to some one else	Delete it now

Activity -2

Identify and eliminate Distractions, so that you can focus, Its hard to be productive, when many things vying or your attention.

Planning the Time Logging, tracking of time wasters & Plan Utility like

Activity	Utility	Duration	Planned
Meeting with Authorities /SCERT/DIET	High	02 H	Yes
PLC	Medium	01 H	Yes
Social Media	low	03 H	Not

Turnoff your social media notification, WhatsApp, instagram is key for deep learning. The usage of Phone should be like using a toilet...only when need arises.

Reflective Questions

1. Am I allowing people the right to dictate my time?
2. Why did I spend so long on low utility tasks.

3. How many interruptions did I face today.
4. What proportion of any task were already planned
5. Did the planned tasks took longer than expected.
6. What part of my day was most productive.
7. Was I really Productive or busy all day.
8. What can I do to gain control over my time?
9. How can, I realistically plan my day better?
10. How can I spend more time on high utility tasks.

Tested Techniques

It is important to schedule time for your self *to rest, to refocus, to recharge, to re-energise*.

Time Blocking	Time Boxing	Time Batching	Flow Time Technique
Task based Fix time to tasks	Time based Time tabler	Batch routine tasks Combine similar tasks	Capacity based

Switching between various tasks, can make your projects upto 50% longer to complete

There is place for everything & everything must be in its place...

Checklist or organiser improves a productivity...

The school leader need to Leverage the power of ICT & ICE by optimally using website/social media pages for frequently asked questions.

References

1. Stephen R Covey, (1989)“The 7 Habits of Highly Effectively people” ...*self help book*

2. **Dale Carnegie, (1998) “How to Win Friends & Influence People”.**
3. **Cal Newport, (2016) “Deep Work”.** *Better outcomes in less time. Rules for Focused Success in a Distracted World.*
4. **Brain Tracy, “Eat The Frog”.** *Managing & Prioritising Strategies.*
5. James Clear, “Atomic Habits”. *Tiny changes remarkable results.*
6. **Richard Koch, () “Living the 80/20 Way”.** *Work Less, Worry Less, Succeed More, Enjoy More.*

Relationship of Time Management to effective functioning

Participative Management - Managing Human Asset

Management of Motivation

- ▶ Concept and theories of human motivation
- ▶ Management of motivation of office and school personnel
- ▶ Motivators and non-motivators in organisations

Organizational Communication Management

- ▶ Verbal and non-verbal communications
- ▶ (Symmetry...) 1. Access 2. Equity Principle
- ▶ (Differences are natural ... Child small Stature, tall. Gurez Bagath, Rich Poor, CWSN Specially abled), Quality Education,
- ▶ Oral and written communication
- ▶ Effective Communication
- ▶ Role of Communication in organisational effectiveness

Effective leaders use all the inherent and learned senses available to them.

Common sense may be, in fact and in practice, the most important.

Where does one get common sense?

Can it be learned in the classroom? From books? From mentors?

Devito (1978)- “Communication refers to the act, by one or more persons, of sending and receiving messages distorted by noise within some context, with some effect and with, some opportunity for feedback.”

Little(1987)- defines it as “Human Communication is the process by which information is passed between people by means of previously agreed symbols, in order to produce a desired response.

Barriers to Effective Communication

- Filtering
- Selective Perception
- Information load
- Distortion (Sharpening, Levelling, Resisting ambiguity)
- Emotions
- Language (Contextual, Confusion of Inference, Emotional laden words)
- Communication Apprehension

Management of Human Resource

Inter Personal Management (Team Building)

- ▶ Basic tenets of inter-personal relation
- ▶ Its importance in organisation
- ▶ Role of rapport in organisational management at various levels

Conflict Management

- ▶ Nature and type of conflicts
- ▶ - Genesis of conflicts and factors affecting them
- ▶ - Methods of conflict resolution
- ▶ - Personal styles of administrators and choice of conflict resolution methodology
- ▶ - Presentation of case-studies

Conflict is a process that begins when one party perceives that another party has negatively affected, or is about to negatively affect, something that the first party cares about.

- Traditional view – Harmful must be avoided

- Human Relations view – Natural & Inevitable
- Interactionist view – Positive Force for effective group performance

Types of conflict, Task Conflict, Relationship conflict and Process conflict.

Conflict Process

Stage I	Stage II	Stage III	Stage IV	Stage V
Potential Opposition or incompatibility	Cognition & Personalization	Intentions	Behavior	outcome

Over efforts to destroy the other party

Conflict Intensity Continuum

Conflict

- Aggressive physical attacks
- Threats and ultimatums
- Assertive verbal attacks
- Over questioning or challenging of others
- Minor disagreements or misunderstanding

- No Conflict

Conflict Resolution Techniques

Problem solving

Face to face meeting of the conflicting parties for the purpose of identifying the problem and resolving it through open discussion.

Superordinate goals

Creating a shared goal that cannot be attained without the cooperation of each of the conflicting parties.

Expansion of resources

When a conflict is caused by the scarcity of a resource – say, money, promotion opportunities, office space – expansion of the resources can create a win-win solution.

Avoidance

Withdrawal from, or suppression of, the conflict

Smoothing

Playing down differences while emphasizing common interests between the conflicting parties.

Compromise

Each party to the conflict gives up something of value.

Authoritative command

Management uses its formal authority to resolve the conflict and then communicates its desires to the parties involved.

Altering the human variables Using behavioral change techniques such as human relations training to alter attitudes and behaviors that cause conflict.

Altering the structural variables

Changing the formal organization structure and the interaction patterns of conflicting parties through job redesign, transfers, creation of coordinating positions, and the like.

Stress Management

- ▶ Concept of stress
- ▶ Sources of stress
- ▶ Strategies of managing the stress
- ▶ Impact of stress on performance of individuals

Activity

In the light of NEP 2020, let understand Examination Stress.

The examination stress is a state of mental or emotional strain or tension resulting from adverse or demanding circumstances. The positive stress is Stimulus to Growth & Development, energises & keeps alert, where as the negative stress adversely effects all domains of students life.

Reflective Question

1. Why examination is synonym to worry, tension, fear, Anxiety, headache.
2. Identify the symptoms of examination stress in your respective school.
3. What are the causes and effects of examination stress?
4. How to manage examination stress.
5. What is your role during examination days.

Guide

Symptoms

1. feeling moody, cranky, low or overwhelmed
 2. having trouble making decisions
 3. losing your appetite or over eating
 4. sleeping poorly and struggling to get out of bed
 5. losing touch with friends & the activities you enjoy
-
1. difficulty getting motivated to start studying
 2. tense muscles or headaches

3. clammy hands or feeling butterflies in your stomach
4. a racing heartbeat or feeling sick
5. fidgeting, nail biting or teeth grinding
6. feeling confused, or having your mind going blank during the tests.

Causes

1. Pressure of getting high marks
 2. Rat race competitiveness (focus on competitor more than competition)
 3. Fear of rejection , **(fail)**
 4. Feeling of unpreparedness or haven't had time to study
1. Exams (question papers) always have an element of uncertainty about them
 2. High expectations from family to succeed
 3. Comparison with others (mates, peers, neighbours, relatives)

Effects

1. Sleeplessness,
2. Nervousness (emotional disturbances: affects feeling towards self)
3. Depression (alters relationships & ones beliefs)
4. Mood swings
5. Cranky / short tempered
6. Loss of concentration
7. Increases carelessness
8. Digestive issues (chest pain)
9. Cheating
10. Suicide & suicidal tendency

Managing exam stress: Strategies

1. **Take examination season as festival (Eid/Diwali/Gurupub)** all have great spirit of anticipation
2. **Study ideas:** Make a **clear plan** of what you want to cover in each study period. Break it down into small tasks and work on one task at a time, so it doesn't feel too overwhelming. **(Time table lead to self discipline, make effective & organised schedule)**
3. **Identify all distractions ...then no distractions (mobile...with high speed internet with netflix)**
4. Have a clean, **quiet space to work**, with ready access to any materials you need.

(Table chair rather bed)

5. Find out exactly what the exam involves—are there **past exam papers** you can look at to help you understand what to expect? **(Drill on /previous year/model/guess paper)**
6. Ask your teacher/senior if you're unsure of what to expect or what will be tested
1. Create a **mind map, a diagram** to help you visually organise information. Use it to collect ideas and summarise thoughts, and use bright colours to help remember important links. **(Revise & become wise) use multi colouring technique**
2. Ask a friend or your parents for help. Sometimes it may be useful to have someone hear you summarise points or to practise an oral presentation. **(Discussion & debates with friends, peers & family)**
3. Exercise & sports, preferably outdoor (body circulation improves, increases concentration & stamina)
4. Request to Parents: be calm and relaxed (as child sense stress) ..

Practical Tips

1. Go to bed at a reasonable time, eat regularly and make time to have fun & exercise **(proper sleep aids the memory & breath in & out)**
2. Cut back on energy drinks, coffee or any other stimulants as these can make you feel agitated; drink water instead.
3. Avoid junk food—it provides a sudden burst of energy which will disappear, leaving you feeling worn out.
4. Reward yourself when you achieve your study goals,
5. Stay focused on your study; try not to get distracted.
6. Realise the power of positive thinking
7. Work out what you need to take with you into your exam the night before and have everything ready—water, calculators, pens, pencils, comfortable clothing, admit card/roll no. slip etc.
8. Eat a light breakfast—this will help with your energy and concentration.
9. Make sure you know where you are going and how you plan to get there, and don't forget
10. Visit the toilet before your exam starts.
11. stay away from students, (people) who may be feeling anxious or make unhelpful comments that increase your anxiety.
12. When you first sit down to do your exam, take time to slow your breathing and

relax.

13. Read through the exam paper carefully. Underline key words and instructions to ensure you're answering what is being asked.
14. Work out how long you have for each question or section and stick to it. If you have time at the end you can return to complete unfinished questions.
15. Work on the questions that you find easiest first.
16. Allow time before the end of the exam to re-read answers and make any necessary changes.
17. Presentation is key,(icing a cake)
18. Diagrams/flow charts
19. Remember when you finish your exam, take time out to relax a bit before you start preparing for the next exam. Do something you enjoy or have a chat with your friends.

Core Content (includes practical exercises, brief case studies, Simulation/ hypothetical exercises, reflective questions, video clippings, photographs, discussion questions etc)

Let's sum up

References (references to be for each section, the ones that are used in the running text)

Assessment for the Module: Either MCQ or True and False: 5 to 7

Additional Reading to be given for the Module and not for sections: (max.2-3)

1. Schleicher, Andreas (edited) *Preparing Teachers and Developing School Leaders for the 21st Century LESSONS FROM AROUND THE WORLD*
2. **Tuohy, David and David Coghlan** (1997), "*Development in Schools A Systems approach based on Organizational levels*". Educational Management and Administration, Vol. 25(I), 65-77.
3. **Virmani, K.G. and Rashmi Diwan** "Effective Educational leadership", Module prepared for Management Handbook for Kendriya Vidyalaya Principals, NIEPA, New Delhi.

