
UNIT 8 SCHOOL MANAGERS AND GOVERNING BODIES

Structure

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Educational Administration
 - 8.3.1 Levels of Educational Administration
 - 8.3.2 Areas of Control
- 8.4 Relations with the Ministry of Education and National Parastatals
- 8.5 School and Other Bodies — Role of the Head Teacher
- 8.6 Role of Planning
 - 8.6.1 Decentralized Decision-making
 - 8.6.2 Financial Resource Planning
- 8.7 Let Us Sum UP
- 8.8 References and Suggested Readings

8.1 INTRODUCTION

Education plays a major role in national development, consequently governments and the public have a vital interest in the management, working and development of institutions that impart education. In any society, it is through the system of education that deliberate attempts are made to introduce developmental inputs. No doubt, many other sub-systems of the society, viz., polity, economy, religion, etc., will necessarily have considerable influence on individual and social development and many a time, these influences could be contradictory. But sub-system of education shall have to be designed in such a manner that it channalises the influences of the other sub-systems to realize the developmental goals. For this, the educational system will have to reconstruct itself continually and develop linkages with other subsystems too so that the total educational endeavour thus evolved would respond positively to national developmental needs. In this endeavour the state has the specific role in accelerating the process of education as the constitutional responsibility of educational provision rests with the state, and the government as an agency of the state has the authority to formulate policies and enact laws concerning education, raise revenues and operate government schools or devolve powers to other agencies or individuals to open and operate aided or private schools. To ensure the interest of all the stakeholders in the educational process, governments exercise control over the functioning of schools through a number of methods. Local school boards, management committees and boards are set up to exercise control over the management of schools.

In order that a manager or head of an institution relates to and works effectively in the interest of the society it serves, it is important that a school head understands the role and powers of different bodies so that an effective and useful interface is created and maintained.

8.2 OBJECTIVES

By the end of this unit, you will be able to:

- describe the hierarchical set up of the bodies that exercise control over schools;
- identify the powers of the bodies;
- explain the rights and duties of a school in its interaction with these bodies;
- describe the nature of the control to be exercised;
- identify areas where control is exercised;
- demonstrate how relations between the school head and these bodies can be developed and maintained especially with the help of resource planning;
- understand the role of school head and take steps so that the relationship is maintained and the school is managed effectively;
- find how these controls can be converted into opportunities for the benefit of the school and the society.

8.3 EDUCATIONAL ADMINISTRATION

Education has been recognized as a basic human right by all the countries as per the Declaration at Dhaka summit and The EFA movement at Jomtien (1990) aimed at transformation of educational values, structures and procedures in many parts of the world. World Declaration on Education for All (WCEFA, 1990) has emphasized that education should ensure a safer, healthier, more prosperous contributing to social, economic, and cultural progress, tolerance and international co-operation. Every person - child, youth and adult - must be able to benefit from educational opportunities designed to meet their basic learning needs. The satisfaction of these needs empowers individuals in any society and confers upon them a responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of other, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that community accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an independent world. Hence it is the responsibility of the Governments of the world to educate its people as their first priority and there is a mounting pressure on Governments to universalize education as the target year has been fixed is 2010. WCEFA (1990) puts forward the global resolve of achieving EFA which had a positive impact not only on education policies in countries of the world but also on implementation strategies.

The importance attached to education has expanded multifold depending on the stage of development of the country. Appreciating the challenges of globalization and liberalization as a reality, we have to learn to live together internationally and to practice it within the communities and societies nationally. It is upto the Governments to carry out this responsibility in a befitting manner treating it either as the federal or the state subject. In most countries the administrative machinery has geared accordingly to affect these changes.

Activity

Are schools under the direct control of the national government or under the provincial control in your country? Discuss the administrative structure that obtains in the context of school education in your country?

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The national government of a country addresses major issues like achieving universal literacy, including in its purview, the children's, youth's, adult's, women's education and job oriented higher education. Hence its role in the formation of such bodies that will plan, implement, evaluate and improve the educational system of the country is vital. Depending on the need, it delegates the responsibility of reaching the masses to the state/provincial governments as the task needs a large administrative setup which is easier for the state machinery to achieve. As a head of an institution it is necessary for you to understand the nature and role of agencies which play an important role in educational administration at various levels.

Figure 8.1 indicates some of the agencies who may exercise their responsibility for establishing procedures and standards in schools.

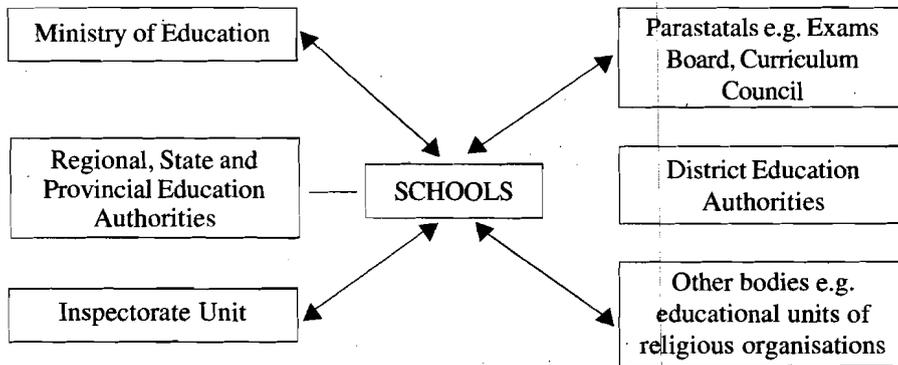


Fig. 8.1: Schools and Other Agencies.

Activity

Who are the officers at the district headquarters of the Department of Education or the block and the village level in your area?

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Where is the office of the Department of Education and how are you related to it?

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8.3.1 Levels of Educational Administration

Two clearly distinct levels of operation characterize all educational systems: (i) Ministry of Education and various national agencies at the highest level; (ii) schools where the actual teaching and learning take place at the individual.

Between these two extremes are intermediate levels, and the number and range of these depends on the nature of the political administration of each country. We could have levels involving state, regional, provincial, district, sub-district, municipal and local administrations. Heads have to deal with authorities at each of the various levels in the effective and meaningful functioning of their schools.

Figure 8.2 explains the common educational administrative structure followed in some countries

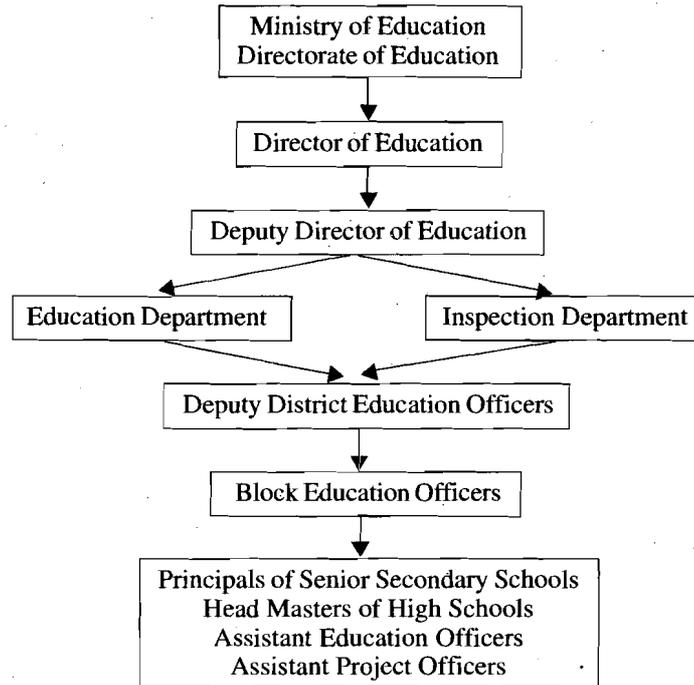


Fig. 8.2: Educational Administrative Structure in use in some countries.

The size and the length of the line of authority and span of control depend on the geographical size and the population of the countries. Most of the countries follow their own hierarchical administrative setup.

The powers of the Ministry of Education at the national headquarters level with regard to school governance are mainly normative, that is they establish norms of standards for the operation of schools. By defining principles setting standards and establishing guidelines for the operation of schools the Ministry of Education is able to direct the educational system towards the national goals. This norm setting role is often described as *strategic management*.

The powers are vested in the Department Of Education through Acts, Codes, rules and regulations and special notifications made for the purpose from time to time. The Government has a two - pronged method for controlling schools. The first is called the Education Department and the other the Inspection Department. Although the rules and regulations remain the same for all kinds of schools, the Government schools are more closely controlled than the private sector schools. The reason is because in most cases, the finances of government schools are allocated from the state budget.

8.3.2 Areas of Control

The areas of control can be classified into four major heads and Fig 3 explains the areas.

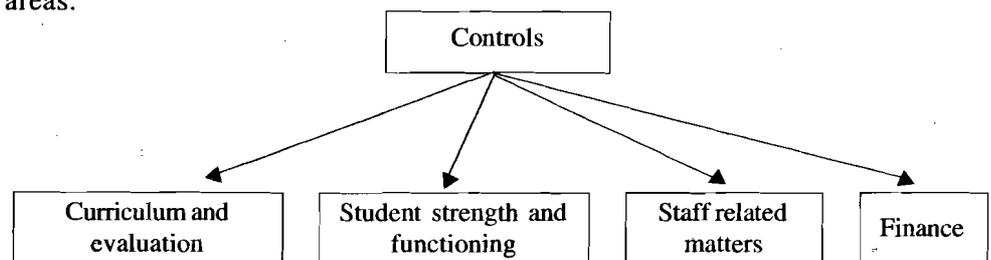


Fig. 8.3: Major Areas of Controls.

Can you outline other areas of control?

Activity

Describe the mechanism by which the curriculum and finance related matters are exercised?

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How do school heads come to know about the rules that are to be followed by them?

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In identifying the nature of controls you would have listed the following:

- Notices issued by the department
- Letters received from the office
- Clarifications given for queries raised Circulars
- Gazette notifications
- Letters
- Conditions laid down at the time of recognition
- Conditions laid down at the time of grant aids for private institutions.

In case these rules are not followed, the school heads have to

- Explain in writing the reason for failure to comply
- In case the reason is unsatisfactory, recognition or grant can be withdrawn for private institutions
- In extreme conditions the school can be taken over by the Government in the interest of employees and students.
- In the case of Government schools, the concerned official can be suspended or subjected to departmental enquiry leading to dismissal in case the non-complier is unable to defend himself suitably about his innocence.

The school heads will have to in their interest obtain a copy of the financial rules, service rules and other rules applicable to Government employees.

Activity

- *What are the areas covered under each of the four categories of controls?*

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- *Why are investigating committees formed?*

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- *What are aided schools?*

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- *Are there any special rules for aided schools?*

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Rules framed for administrative control of the schools are of two types:

- Rules applicable to all schools
- Rules applicable only to Government schools.

8.4 RELATIONS WITH THE MINISTRY OF EDUCATION AND NATIONAL PARASTATALS

In view of the importance of education in the development of human resources of a country, every government has, to a varying extent, a direct involvement in the education of its people. The involvement of government in the provision of education is normally through its Ministry of Education and through national parastatals.

Activity

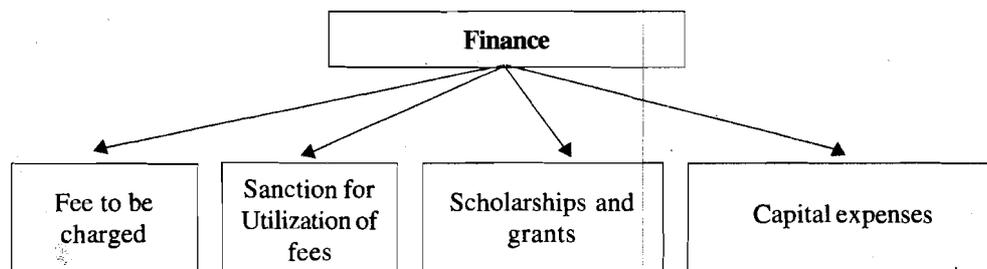
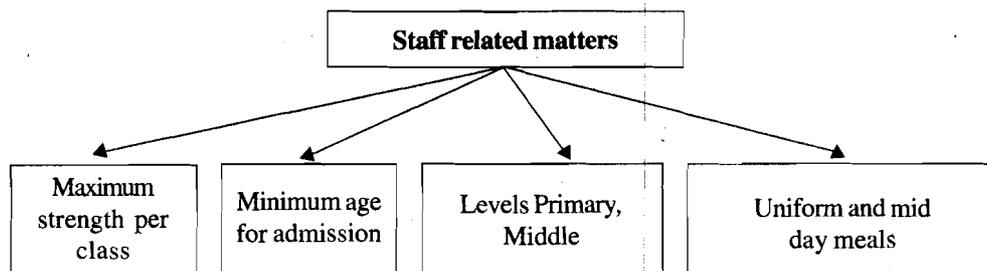
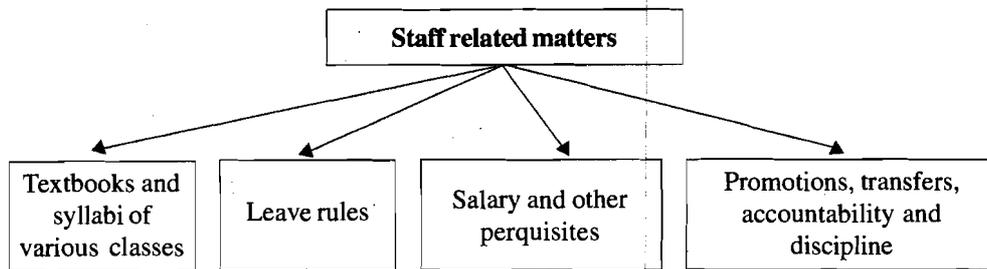
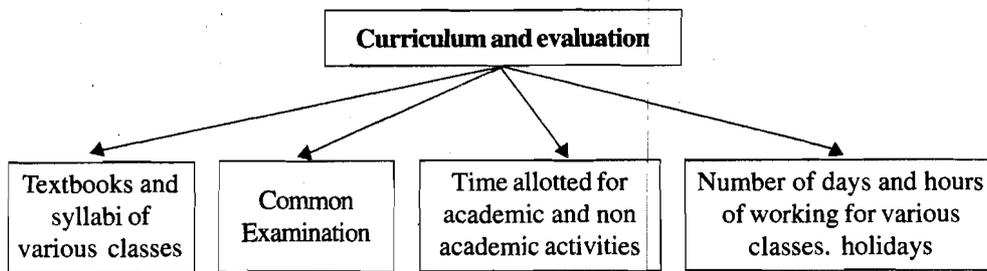
How are the following national bodies involved in the provision of education in your school?

- *the National Advisory Council on Education (if your country has one)*
- *the Planning Unit*
- *the Ministry of Finance*
- *the Curriculum Unit*
- *the Directorate/Inspectorate*
- *the Examination Board*

The involvement of National Governments in the provision of education takes many forms and might include the following:

- in some countries there is a permanent council, a National Educational Advisory Council, made up of senior representatives from a range of departments and bodies involved in education, which helps to determine and establish policies and may guide the implementation of educational programmes.
- a Planning Unit is likely to provide an analysis of educational data which may be used to determine the age for entering formal education, the duration of schooling at different levels, the location of schools, student enrolments, etc the Ministry of Finance will probably control the flow of government resources to education
- a Curriculum and Educational Research Institute may oversee curriculum developments and the evaluation of the educational processes and outputs
- an Inspectorate Directorate which monitors the government educational policies, practices and standards in schools, and advises teachers, heads, managers and policy-makers on ways to improve.
- an Examination Board provides appropriate techniques of pupil assessment in an efficient and reliable way.

The following graphical presentation will help you in understanding various matters relating to curriculum and evaluation, staff, students and finance.



Since government intervention in the provision of education is normally through the Ministry of Education or through a national parastatal, you need to know, as a school head, the different bodies and agencies within the Ministry of Education which deal with the different policies and regulations affecting the operation of your school.

Activity

1. Consider each of the 15 items included in Figure 8.4 given below and indicate at which level- national, regional, district, school - the responsibility lies for its provision. Note that in some areas the responsibility may be shared.
2. To what extent would you judge that dealing with matters at the regional, state or provincial level of educational authority is more beneficial for the efficient and effective operation of your school than with the central government? State your reasons.

	National	Regional	District	School
1. Location of schools				
2. Size (enrolment) of schools				
3. Employment of teachers				
4. Posting, promotions of teachers				
5. Choice of curriculum				
6. Choice and purchase of textbooks				
7. Operation of exams				
8. Inspection of schools				
9. Appointment of board of governors				
10. Payment of teachers' salaries				
11. Budget allocation and control				
12. Organisation of parent Teachers' Association				
13. School calendar				
14. School rules and regulations				
15. Educational management training				

Fig. 8.4: Levels of responsibility

Examining bodies

The Government decides the examining body to which a government school shall affiliate. But private and non - aided institutions can be affiliated to any of the bodies and may change their affiliation when found suitable. A school may also be affiliated to more than one examining body with groups of students preparing for examinations conducted by different affiliating bodies.

Activity

- *How does a school get affiliated to a particular examining body? Discuss this with an example from your own school?*

- *What are the powers of affiliating examining bodies?*

- *What are the benefits of affiliation?*

A school seeks affiliation by application and payment of requisite fee. Affiliation is granted to schools after inspection by competent authority who certifies that the required facilities are available in the school. Affiliation makes schools follow the instructions and rules of the affiliating body. Inspections are carried out at regular intervals so that the affiliating body is satisfied about the quality and standard of education carried out in the school. Affiliating bodies charge an annual fee from schools based on number of students enrolled.

Responsibilities of Examining Body

- An affiliating body conducts common examinations on the prescribed syllabus.
- It arranges evaluation of answer books and declares results along with the Merit List.

Powers of Examining Bodies

- Fix the syllabi of various classes
- Issue instructions to institutions on the rules and regulations to be followed in the teaching methodology.
- Issue instructions to the affiliated schools on the qualifications of teachers for teaching various classes.
- Take action against non-complying schools

Textbook Preparation Bodies

Many Governments have created a national body for preparation of textbooks based on the syllabi prescribed by the examining bodies. Apart from these special textbooks are prepared for Government schools based on the curriculum that can be followed in these schools. These bodies undertake research on the content of the subject and the depth of coverage of the various subjects and prepare suggested syllabi for various state and central examining bodies.

The examining bodies analyse the syllabi in greater detail and in consultation with experts in the field finalize the syllabi to be used in various classes and the common examinations.

The schools can have two kinds of benefits from these textbook-preparing bodies. .

- Get assistance for teacher selection and training
- Experiment and research on innovative teaching methodologies.
- Interact with experts in the field and bring the latest information to school.
- Participate in the research work carried out by the body, which helps in professional improvement of teachers.

Educational research is an important activity which helps the school, society and the Government.

Educational research may be on:

- Content of courses
- Teaching methodologies
- Evaluation techniques
- Educational administration and planning

All of these help in the effective curriculum transaction in the schools. These also help government in planning and policy formulations. Schools are the beneficiaries of all the types of research. Hence it is their duty to cooperate in the process and provide full and detailed information whenever and wherever needed.

Activity

- *List and name the educational research bodies?*

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- *How do they help schools?*

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- *How can schools benefit by them?*
.....
.....

Relations with the District Education Authority

In what ways and to what extent would you say that in your system the district is the key level of authority influencing the ability of heads to manage their schools effectively?

The process of decentralization of educational administration in many countries accords more importance to the office of the District Education Officer. Very often it is the office of the District Education Officer which actually has to deal with issues affecting the implementation of educational programmes in schools. Generally speaking, the degree of decentralization of functions from the centre to intermediate levels diminishes as one moves from the primary level, through secondary, to the higher levels of education. At the primary school level, issues relating to planning and statistics, the management of teaching and supporting staff, the management of financing and budgeting, the management of facilities and equipment, the management of pedagogy and curricula and issues of school welfare, are dealt with at the municipal or district levels. At the secondary and higher levels of the education, most of these issues are dealt with at the state, regional or provincial levels. As a school head, you need to be aware of the distribution of these areas of authority and develop skill to deal with each appropriate authority.

Relations with the Inspectorate Directorate

It is intended that the effectiveness of schools should be enhanced through the monitoring and evaluation activities of inspectors or directors. For this reason, most countries have set up Inspectorate Units Directorates or divisions and have charged them with the responsibility of conducting the periodic inspection of schools with a view to evaluating the quality of their work.

The function of the Inspectorate Unit or Directorate is quite complex since it exists both to ensure the maintenance of minimum standards as well as the attainment of the highest possible standards in all schools. These include the following:

- standards of accommodation and equipment
- standards of teaching
- standards of achievement of pupils and students
- standards of management, discipline and the overall ethos of the school

Given that the Inspectorate has this function to promote higher standards of operation in schools, it is essential for heads to maintain a close liaison with local inspectors so that they may be assisted in setting minimum standards and working for even higher standards in their schools.

Relations with other Bodies involved in School Management

The history of the development of education in Africa and Asia shows clearly that the Christian missionary churches and Islamic organizations played pioneering roles in establishing schools in Sub-Saharan African and some of the Asian countries. As a result of this, there are still many schools and institutions at all levels which are managed by these bodies.

In some countries religious bodies are involved in recruiting teachers for the schools they established even though the teachers' salaries are paid by government. In addition, they may provide other resources, including buildings, furniture and other physical facilities.

For the above reasons, school heads, particularly if they happen to be working in a school with religious affiliations, must relate with the education authorities of the religious body concerned and be conversant with their present and past roles in the provision of education.

In more recent times local communities have fulfilled a similar function.

Decentralization

Education administration is increasingly being decentralized in line with the decentralization of public administration in most countries of the world. In countries with a federal type of government, but also in unitary states which are rather large or have a great diversity in their territories, the responsibility for formulating and implementing educational policies devolves to State, Regional or Provincial

Authorities (or further, to district level). For example, standards for the type of physical facilities in schools, or the minimum and optimum numbers of students per class, may vary as amongst the states, regions or provinces within the same country. In some countries, like India, the 'district' was considered a unit for planning and management of schools for achieving universalization of education and realizing the objectives of literacy mission. This 'home grown' idea is actually the basis of the emergence of the District Primary Education Programme (DPEP). Launched in India in 1994, it provides an excellent example of decentralization of education policies to the district levels in the context of elementary education.

Furthermore, funding for school operations may be provided both by central government through the Ministry of Education, by state, regional or provincial administrations as well as by district administrations. School heads should therefore be in a position to relate adequately with each level and type of educational authority.

The main argument for decentralizing the management of education is to allow communities to decide what they want for themselves. Centralized systems may appear to promote fairness in the distribution of resources, but, in fact, the large bureaucracies which are created are often inefficient and slow to react to change and local needs. Decentralization aims at experimenting ideas and innovations at the local specific levels which may have wider applicability in certain situations. Its success and sustainability depends upon on how realistic, the individuals involved in it are, in designing its various activities and how careful they are in executing and implementing them. The ultimate success of any decentralized plan will be determined by the effective leadership provided by the head and implemented by his/her teachers. Decentralizing does have problems in ensuring local accountability, otherwise the inefficiency of the centre may be replaced by local corruption. A lot of training in management skills is required to ensure that regional and local administrations are efficient and effective.

Any education system needs universal acceptance. It depends not only on the management of institutions run by it but also on the quality of students who benefit and are turned out of it. Hence it is very important that standards are created and maintained. To meet this end, the Governments create bodies that decide the curriculum and tests whether the students turned out of the system are attaining the level of education expected of them the knowledge imparted to students are useful to the society they live in, in terms of employment, business, governance, and service.

There is also a need for bodies that carry out research in the field of education. These bodies have a very important role to play in creation and maintenance of standards. They also bring about uniformity in the teaching learning process and the knowledge content of education.

8.5 SCHOOL AND OTHER BODIES — ROLE OF THE HEAD TEACHER

In order to reinforce the relationship between the school and the external bodies, the school heads need to identify their strengths and weaknesses in the form of resources and capabilities and manage them to their advantage. Heads of schools need to share their experiences in negotiating the difficulties that arise in translating the Government policies, while focusing on excellence with equity. Towards achieving these objectives a school will be required to understand and discuss about certain major facts of the role and functions of the school heads as well as the problems they face in their role performance in the context of Resource Utilisation. The major areas of concern for school heads are

1. Personnel Resources Management
2. Physical Resources Management
3. Financial Resources Management
4. Academic Resources Management

Effective leadership and its behaviour dimensions revolves mainly around three main aspects namely inter-personal relations in the organisation, behavioral dimensions of the management and communications.

Inter-personal relationship is a great need of the Heads of Institution to function as the eyes and ears of the organisation. Management at every level requires an appropriate human relationship.

Besides interpersonal relationship, communication plays an important role in the functioning of any organization and it is very essential for creating an effective interface with the Government. Answering letters on time and providing information as and when required are some of the most important facts to be kept in mind.

As discussed in the earlier units, the main task of the head of each school is to provide and deliver effectively an appropriate curriculum using all the resources - human, material and financial - which are readily available in the community and then ensuring their full and effective use. The different aspects of curriculum management includes time tabling, curriculum development, transaction, assessment and resource management including the provision of text books library and media resources and their control. In dealing with different agencies, these aspects need to be kept in mind.

Types of Organisations

The current status of any organisation can be classified into three broad categories:

- (1) The organisation which is making effort to be constantly improving itself irrespective of where it is presently. This may be called the "*on the move*" organisation, which is looking for greater excellence all the time.
- (2) Organisations, which have settled down and are content with just maintaining their current status. These may be called as "*Status Quo*" organisations.
- (3) Organisations, which have started declining and are likely to become sick soon. These may be called the "*down the hill*" organisations.

In the organisational context, the one aspect, which is permanent, is change. Hence, organisations can change from one status to the other. There is a need for constant renewal not only for an organisation to be moving upwards but even to stay where they are. A crucial step in this direction is to positively reinforce the interface with different bodies.

In the management systems, the opinion that slowly an organisation has to move from down to the top, changing its system of management, keeping in view the change of

time and functioning has gained acceptance. Depending upon the nature of task given, one may have to change the management functioning for achieving the desired objectives. However, the aims adopted should be acceptable and also be useful for bringing in a general social transformation in society. Secondly, there is a struggle between harmony and progress the more the progress the less the harmony and vice versa. One has to draw a line between these two and ensure that the institution functions in a most useful and effective manner. While appreciating the ideals cherished one has to take into account various practical considerations at the time of taking decisions.

A good head in a school can surely make use of minimum resources for producing maximum objectives or output whereas another head can waste the resources or the inputs given to him. In other words we can say that there are good managers and bad managers and there is a need for careful planning.

8.6 ROLE OF PLANNING

PLANNING is a very important aspect of resource management for any institutional head since in the present times resources are rather scarce and because nothing will ever come to the manager according to his/her choice. Planning involves various steps to begin with.

- The school head or principal should understand the objectives and also be convinced about them. The commitment to objectives is very important.
- One should work out the actual requirement of resources required for the smooth functioning as well as the achievement of specific objectives.
- The next step should be mobilisation of resources and a clear cut idea about how much can be mobilized through various agencies. For example, in terms of resources, one could know how much Government will give and how much money/material will come from the Non-Governmental funds.
- A good manager/principal should constantly monitor the use of resources to avoid any delay. For instance, the principal could have meetings of the faculty members regularly and discuss the weekly progress report as far as the objectives are concerned. The element of uncertainty should be reduced as well as reduction of ambiguity and vagueness to avoid any delay.
- Next step should be the plan of operation as to who will do what. For instance, one could prepare a table or a work plan giving column-wise names of various personnel along with clear-cut area of responsibility along with another column regarding the finances involved in each plan/area of activity keeping in view the objectives.

8.6.1 Decentralized Decision-making

Decentralization should be adopted in any organisation whether school or college for the best utilisation of resources. The institutional head should play only a passive role after he/she has assigned various responsibilities to his colleagues. When we speak of educational management, we should keep in mind the human element since we have to manage a large group of human beings both children and adults.

Decision-making and being decisive and impartial goes a long way in managing the education system effectively and efficiently. Someone has rightly said, "By pleasing all, you please none". Further, it is quite possible that a good decision-maker will not be able to satisfy all his team members.

Resource Planning

The idea of resource planning is a new one in the field of education and is crucial in determining the nature of the school's interface with other agencies. Irrespective of the fact whether there exists any system of resource planning in the institute or not, some kind of planning activity goes on within an institution. Every member of the teaching community prepares his/her course outline and every student has her/his programme 'of study. Every institution prepares a time - table and also an annual budget.

Resource planning may be described as a systematic approach to prepare comprehensive plans for educational development at the institutional level. In this context, it is necessary to understand the institution where it stands? What are the different types of resources available? What it wants to be and how it can achieve its goals with the given resources. The plans, thus prepared, provide a blue print for an institution for improving and developing its activities within a framework. This framework is based on the well identified needs and resources with full participation of all the concerned parties i.e. the head of an institution, its teachers, parents, students and community to which it caters.

Resource planning should be done at all those levels of administrative set up where decisions are taken. No comprehensive programme of educational development can even be put across unless systematic planning is done at all these levels. And the most important level at which all the plans are operationalised or which serve as a foundation stone for all other levels, is that of an institution. In fact, institutional planning is recognition of the role of practitioners of education in the process of educational planning in a country.

<p>Activity</p> <ul style="list-style-type: none"> ● <i>How do school heads identify problems? Give illustrations from your own experience as a head teacher.</i> <p>.....</p> <p>.....</p>

After the aims and objectives of the school have been defined, the next step is to identify the problems and needs of the institute to achieve those objectives. For this purpose various objectives have to be linked to various programmes and aspects as anticipated enrolments, staff requirements etc., need to be projected. The important steps are

- Making of Projections including enrolment projections
- Staff requirements; and
- Building requirements
- Identification of problems and needs with respect to the various programmes and projects to improve upon the existing situation and to meet the future requirements.

Enrolment projections should be based on the past trend and on the future requirements in accordance with the objectives of the school for various classes, subjects and courses with detailed break-up into sex, community, area, full-time and part-time courses and programs etc. These projections should be done at least for the next five years. On the basis of these projections, the size and number of sections is worked out for various classes. The second step at this stage is to prepare *sub-plans* for various programmes on the basis of the objectives of the school and future requirements of enrolment, teachers and spaces. It is suggested that the teaching staff of the institute

be divided into groups to prepare sub-plans separately for various programmes areas. These groups should make an assessment of the existing situation with respect to the facilities already available, extent of their utilisation, need for further improvement etc. It is a good idea to set up a coordination group so as to avoid any overlapping or duplication of work among various groups.

Determination of Priorities

After knowing the direction of development and having identified the possible resources, the next step is to proceed to determine priorities based on alternative choices. For example, one may be faced with the alternative of having more books for the library or more equipment for the laboratory. For this purpose it is suggested that a Working Group of teachers and students may be set up which can go into various aspects such as:

- allocation of resources among various programmes;
- allocation of resources to various projects within a programme;
- working out year-wise phasing of project proposals, etc.

8.6.2 Financial Resource Planning

Planning and management of finance is an activity, which is concerned with the judicious and optional use of the financial resources of a school. Like it or not, a school head or principal can in no way escape from financial management. In fact, a headteachers' method of receiving, allocating and controlling funds affects the very efficiency of a school. Such methods and techniques are all the more important in pace setting institutions.

Financial resource management has become a very crucial aspect of every educational administrator or manager's normal responsibility, because of the increasing cost of education, especially in the face of declining resources and inflationary spirals. Increasing demands are now being made on every one connected with finance to make their financial transactions precise and clear. Under such a critical climate Head of a school can no longer afford to surrender financial matters wholly to their "Accounts Clerk" or secretarial staff.

8.7 LET US SUM UP

In this unit we have examined the relations which the school head needs to establish with the different agencies which play some part in the governance and functioning of schools.

The role of the Ministry of Education in setting standards and norms for school operations has been explained and the different levels of educational administration have been identified. The reasons why the school head should relate to the units in the Ministry of Education have been stressed.

The relationship of the school head with Regional, State or Provincial Authorities as well as the District Education Authorities, and the functions each performs have been stated, specifying the levels and areas of interaction between them.

The role of the Inspectorate Unit in promoting both the minimum and the best standards in teaching and learning, as well as the overall management and ethos in schools, has also been emphasized. The need for heads of schools with religious affiliations to relate with the religious authorities, has been identified.

The unit also examines the significance of resource planning in the context of reinforcing a positive interface with external agencies dealing with education in a country.

8.8 REFERENCES AND SUGGESTED READINGS

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