

**M.Ed. SEMESTER-IV**  
**Paper; CC14 Education Management, Administration and**  
**Leadership**

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**Chapter-3, Unit-I**

Dear Students,

Today, we got some idea about **Institutional Management, Management at Elementary Level.** Now, we will move on to **Management at Higher and Higher Secondary Level.**

**Management at Higher Secondary Level**

Secondary Schools play a very important role in every student. Students spend their most crucial and adolescence years in it, so there are different needs and different aspects as according to their course choices, interests etc.

All the things are same, in school and class structure but, some important buildings like laboratories, libraries, and gymnasium are on addition. Here we will discuss them.

**Different Types of Designs for Secondary Schools**

Following types of designs are in vogue for secondary schools in our country:

- 1. The I type ( i-type)**—consisting of a row of class-rooms.
- 2. The L type**—I type (i-type) with an extension on one side.
- 3. The T type**—I type (i-type) with extension on one side both ways.

**4. The U type**—Two I's (i's-type) joined on one side.

**5. The E Type**, and

**6. The H type.**

Any one of the-above six types can be selected for a Middle or High school which does not need more than 25 rooms. The selection depends upon following factors:

1. The size and shape of the site.
2. The number of rooms needed.
3. The possibility of future expansion.

If more expansion is expected, we can select H type as expansion will be possible by lengthening the vertical side-rooms. At the same time, erecting the second storey will not entail much difficulty.

The above types of designs will not suit a multipurpose school which is supposed to provide a number of elective groups and a number of departments like the science section, the technology section, the art section, the commerce section, the agriculture section, the humanities section. A full-fledged residential multipurpose school also needs an extension campus, the hall, the hostel, the staff quarters, the agricultural farm, play-grounds etc.

## **School Architecture**

An ideal school building should be planned spaciouly, functionally and with pleasing architectural features. It should stand out in the village or city as something of which the local community can be proud of.

### **Essential Qualities**

**1. Simple but elegant and beautiful design.**

**2. Low cost.**

**3. Comprehensive Plan:** A comprehensive plan is necessary in which function and space are so harmonized that the soil from which the synthesis grows, will be enriched by such a pattern

**4. Maximum Utility:** It must give the maximum utility to the pupils, as regards accommodation, protection from weather, maximum light, maximum ventilation, free movement and comfortable stay in the room for longer hours.

**5. High standard Material:** The material used for the building must be of high standard to enable them to stand the great load put on its use.

## **Solutions to Shortage of Accommodation**

**I. Reducing the Cost:** The total cost of an elementary school building can be reduced by paying attention to the following:

- (i)** Proper space requirements.
- (ii)** Proper design and specifications.
- (iii)** Use of local material.

Simpler the design, less the cost. Ornamental designs resulting in unnecessary cost increase should be avoided. Rectangular designs of rooms with open verandah on one side are, economical. A two storeyed building is less costly than one storeyed building, as there is no cost of laying the foundations.

Attempt should be made to make the design economical as well as beautiful. The designs of primary and secondary schools at Chandigarh designed by La Corbusier, who designed Chandigarh, combine the essential qualities of maximum beauty with minimum labour and cost.

**(2) Raising Funds:** Funds shall have to be raised by the following methods for providing the minimum essential of built-up space:

**(i) Loans:** The loans facilities are available in different banks, these banks can be approached for loan along with it government also gives large amount of grant for school maintenance and construction.

**(ii) Donations:** The philanthropists from the local area can be approached to lend a helping hand in constructing school buildings or help by giving rent free accommodation and accommodation on nominal rent for school purposes. The community can be approached for help in cash, kind and labour.

**(iii) Non-Lapsable Funds:** The method of raising a non-lapsable fund can also be tried. A primary school building's fund can be created in each district. All the grants and loans and public donations can be credited into it. The fund remained permanently and there will be no usual risk of annual grant, being lapsed.

## **Class-Rooms in School Plant**

In a secondary school each section of students should have a room, though, two sections or more can be accommodated in one big room designed to seat about 70 pupils. Some rooms should accommodate as many as 70 and others 30 — 40 students. About one fourth to one fifth of the rooms should be larger and smaller than the average.

Each room should have its individual character. The new tendency is to have a longer period, a portion of which is to be utilized for directed study. There is also a tendency towards more

informal small group activities and therefore, more space is needed for books, reference books etc. Twenty-five to 35 sq. ft. of space per pupil is desirable. The class-rooms should be further provided with adequate storage cabinets, shelves and filing cases for teaching supplies, materials and books. Sufficient tack board at eye level and black board should be provided for the teaching programmes.

The class-room should present a pleasant and inviting look. The walls should be painted with some light colour. The rooms should be tastefully decorated. Rooms with northern and eastern light should have warm colours such as red, yellow, orange, etc. Rooms with southern and western light should have cool colours such as green blue and certain compositions of grey. In dark coloured wall-rooms, ceiling should be white, in others, it should be cream coloured.

The walls of the room should be utilized to the fullest advantage. One wall should have writing Notes surface throughout its length and green is preferable to black because the latter causes glare. One wall should have wooden surface covered with flannel for pinning notices, news sheets, charts, maps etc. The other walls should have built-in cup-boards for keeping books, equipment and other teaching aids. The class-room should have one door opening outside.

### **Requirements of a Classroom**

**1. Space:** A classroom needs plenty of area, lighting, ventilation, furniture of good taste and decoration of atmosphere. A room should be large enough to accommodate 40 to 45 pupils. The dimensions should be 22 x 23. The Secondary Education Commission recommends that with a view to establishing personal contact between the teacher and the taught and to exert a wholesome influence on the pupils the optimum number that should be admitted to any class should be 30 and the maximum should not exceed 40. On general principle each pupil must have a space of ten square feet. The height of the room must not be beyond 15 feet. A very high room will mean more cost without any commensurate advantage in the educational effort. Moreover, a very high room is hard to ventilate or decorate easily.

**2. Lighting:** Proper means of lighting should be provided. Every room should be well-lighted. Light should be well diffused and should not fall directly on the eyes of the students. It should come from the left. Where light from the left is not possible, light from the right may be allowed. Direct front light will be injurious. The desks, therefore, should be arranged in such a manner so to take full advantage of light coming from the left; otherwise the light will either shine in the teacher's face or dazzle the children. Windows serve two purposes: admission of light and admission of air. The window area should not be less than one-fifth of the floor area. The window sill should be placed at not more than four feet and not less than three-and-a-half feet above the floor of rooms in which the students are seated.

**3. Ventilation:** Ventilation can be done by natural and artificial methods. Natural ventilation depends upon natural forces while artificial ventilation is brought about by the use of fans etc.

**4. The Blackboard:** The blackboard is a very necessary equipment of the class-room and a handy apparatus in hands of a teacher. A teacher who does not use the blackboard properly is not a good teacher. There are usually two types of blackboards — wall blackboards and easel blackboards. The latter are better as they can be moved to any part of the room and their angle changed to suit the light. The blackboards should never be placed between windows. Its back should not be towards the light, otherwise the surface would be dark and it will tax the eyes of the students in trying to read what is written on the blackboard. The blackboard should be either black or green in colour.

**5. Furniture:** The Secondary Education Commission observes: The whole of the furniture and equipment of a school can be divided into two sections—movable and immovable. The latter are usually provided during the courses of the building and since they are fixtures, great care should be given to their design. Movable furniture should be given equal thought and because it can be moved, there can be variety in design, the school furniture and equipment is a very prominent feature in the child's environment. It should be pleasing the design and efficient in function.

The child spends a good deal of time at desk, it is but obvious that right postures can be maintained only when good seats are provided. A comfortable child will pay more attention and concentration to his work.

The following points should be borne in mind while providing furniture to the students in the classroom

(i) There should be as far as possible single desks with slight slope towards the seat.

(ii) The seat should be supported by a back.

(iii) The maximum length of the desk should be twelve feet.

(iv) The desks should be suited to the size of the students.

(v) The desks should not be arranged more than six-rows deep.

(vi) 18 inch of space should be provided to each pupil.

(vii) There should be sufficient space between the row of desks as well as between desks and walls so as have free movement

The class-room should have not only space for good study but adequate space for using maps, charts, pictures, specimens, models, exhibits, reference books, tools, craft materials, experiment apparatus and the like. Every instructional room should provide a healthful living and working environment for pupils and teachers

## **Special Rooms**

**1. Library and Reading Room:** Library is the hub of the academic life of a school. With the new techniques of teaching, library should be the centre of the school educational programme. When

resources permit, reading room should be separate from the library hall, otherwise the square hall preferably 24 × 80 sq. ft. can serve both the needs. The secondary school library should be easily accessible to all class-rooms and near those departments that use it most, but remote from centers of noisy activities, such as the street or athletic field.

**2. Assembly Hall:** The hall can be used as a multi-purpose room, as an auditorium with a combination of functions such as gymnasium and refreshment room, or as the audio-visual room. Its size will be determined by the local needs, but the hall should have a suitable stage of not less than 20 by 30 feet with green rooms and other equipment and furnishings. It should be located on the ground floor and possibly in a wing isolated from the quieter areas to ensure safety of crowds, easy access for both pupils and the public, reduced sound interference and accessibility to parking.

**3. Medical Examination Room:** Every secondary school should have a room set aside for medical and dental services, equipped with running water and electric power outlets.

**4. The Office Room:** To serve as a good co-coordinating centre for the school. The office room should be centrally located. It should be easily accessible to visitors, teachers and pupils.

A good office in a large secondary school requires four things.

(i) A room for the Headmaster.

(ii) A waiting room for the visitors.

(iii) An office room for the clerk, and

(iv) A store room with shelves and wall cupboards for office and educational files.

Alternatively a part of the Headmaster's room may be used for receiving visitors while office and educational files may be stored in wall cupboards in the clerk's room.

The school office should be equipped with modern equipment. It should have timesaving devices as the type-writer, duplicating machine, desk calendar and rubber stamps, clock for the bell system storage space for instruction and office supplies. They must be telephone, book-keeping machine, sorting equipment and computing machines etc. A fire proof vault or safe is a 'must' in every office for the safe keeping of cash and confidential records.

**5. Staff Room:** A room should be made available to teachers where they can meet each other, may work together or individually. It should have cupboards in the walls or lockers may be there where the teachers may keep their things.

**6. Storage and Supply Rooms:** Some rooms should be provided for storing the tools, unused furniture, laboratory, workshop and office equipment athletic supplies etc. These stores should be at a fairly safe place.

## The School Play-Grounds

The play ground and few other smaller areas for different games are as important for educational purpose as school building with their class-rooms and other paraphernalia. When play is to be accepted to be the natural agency for the education of the child up to the age of puberty, then school must have playgrounds for activities, games or projects which can be conducted only in the open. Hence schools must provide open spaces garden plots areas, sufficient ground spaces under shady trees and so on for different types of school work.

## **Management at Higher Level Education**

Colleges or higher education institution are made for giving job oriented information, they prepare students in a particular field in a specialized way. So many things are same as secondary schools and some are different.

### **College Structure**

There is no big difference between secondary school and college building structure, but as the college has different faculties, a huge quantity of students of various courses, there is larger and bigger building structure. There are big laboratories as compared to schools, big halls, theatres, music rooms, as according to the courses in which they enroll.

**Classroom structure** Rooms are big and airy in which students of college may study in a better environment.

Dear students,

While explaining about Higher Level Education, you need to write similar to Higher Secondary Level but elaborate it and in place of Higher use Higher Secondary.

Sources:

Different Books and different Websites.