



TEACHER ADMINISTRATION AT SCHOOL LEVEL

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Introduction

Teacher Quality is a function of several factors: teacher's status, remuneration and conditions of work, teacher's academic and professional education. The teacher education system through its initial and continuing professional development programmes is expected to ensure adequate supply of professionally competent teachers to run the nation's schools. Initial teacher education, especially, has a major part to play in the making of a teacher. It means the initiation of the novice entrant to the calling and as such has tremendous potential imbue the would be teacher with proper motivation, knowledge, skills and attitudes.

Initiatives for UEE

National curriculum Framework (NCF, 2005) requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct her knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabus, textbooks and teaching learning materials. Such roles demand that teachers be equipped with a better understanding of curriculum, subject content and pedagogy on the one hand and community and school structures and management on the other.

The launch of Serva Shiksha Abhiyan (SSA) in 2002 and the recent financial commitment and education cess to augment the UEE mission have underscored the need to adequately prepare teachers to address the growing demand for quality education. A similar demand may arise in the context of the impending universalization of secondary education in the coming 5 to 10 years. The continued fragmentation of the school system poses, by far, the severest challenge to the national declaration of catering to the basic learning needs of all children in the 6-14 age group through the elementary education system in an inclusive setting.



Knowledge Perspectives

Educationists are of the view that the burden arises from treating knowledge as a 'given' an external reality existing outside the learner and embedded in textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. This view of education points to the need to take a fresh look at teacher preparation. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers need to be looked at a critical mediating agents through whom curriculum is transacted. Textbooks by themselves do not help in developing knowledge and understanding. Learning is not confined to the four walls of the classroom. We need to connect knowledge to life outside the school and enrich the curriculum by making it less textbook-oriented.

Inclusiveness

There is a dire need to equip teachers to overcome their biases in the exclusion of the child with disabilities of different kinds and the social exclusion of children who come from socially and economically deprived backgrounds. Scheduled Castes (SCs) and Schedule Tribes (STs) and from minority communities. Inclusive education refers to a philosophical position as well as an arrangement of institutional facilities and processes to ensure the composition of leaning communities which includes in terms of access to condition of success in education for everybody including in the margins, either with learning difficulties because of physical or mental disabilities or because of their social position. It is necessary that teachers who teach and manage the classroom are sensitized and made aware of the philosophy of inclusive education.

Professional Teacher

The whole approach to the teachers Professional needs as a professional continue to be determined, planned, implemented and monitors extrinsically, compromising on the concept of the teacher as a professional with little or no basis for the design of the interventions.

As a professional, teacher seeks for avenues for their self development:

- To explore, reflect on and develop one's own practice.
- To deepens , one's knowledge of, and update oneself about one's academic



discipline or other areas of school curriculum

- To research and reflect on children and their education
- To understand and update oneself on education and social issues
- To prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counseling etc.
- To break out one's isolation with others as well as intellectuals in the immediate and wider society

Teachers as learners

Teachers are adults and have already formed a working professional identity and already has experience of teaching and associated beliefs about learners, themselves as teachers and of the teaching-learning process.

Use of Media

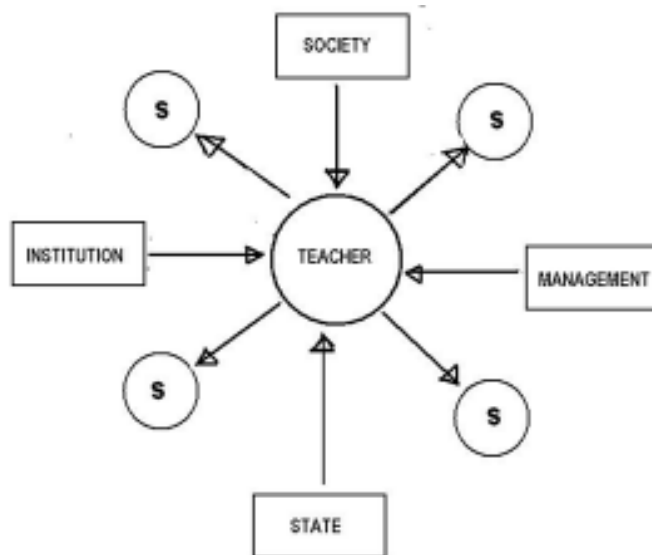
ICT including TV, Radio and Internet are useful as resources and providing access to ideas or for the wider dissemination of information

Teacher of Administration & Teacher in Administration and Teacher Administration

Teacher of administration refers to a teacher who is a nut and bolt of the whole administration whereas teacher in administration designates the involvement of teacher in administration. Teacher administration is a concept that revolves around the knowledge (pedagogic), skills (Techniques) attitudes (Beliefs) of the teacher. It is like a teacher education, teacher preparation and teacher duty.

Teacher administration/management is of recent development. Institutions have been administered from vogue. Teacher stands as an independent input that can be manned or moulded by the various apex bodies like NCTE, NCERT etc. This is only an external push from outside as a result there is no perceptible or perceptual change in the teachers. It is the only the internal pull that activates the teacher working in an institution. It is not the only internal pull that matters but the external push from the outside is also necessary. It makes the teacher dynamic and vibrant. This is a self-driven mechanism. The teacher is influenced by various factors such as head of the institution, learners, management, community, state, society. The teacher is not

only responsible for the higher officials under whom he/she is working. The teacher is responsible for himself. It comes from within not from outside. This is the hallmark of commitment with social responsibility. This can be explained through the following diagram:



Model for effective Teacher Administration

T (Teacher) stands in relation to S (students) whom he/she teaches in the classroom or outside the classroom. Society and state are external agencies that pressurises the teacher to be active in his/her role. The Institution is built by the management of the school. The Institution is eternal whereas the management is changeable according to the needs of the people involved in the institutional building. It is the teacher who builds the institution under the leadership of head of the institution.

Conclusion

Society, State, Institution and management are the pushing factors and Students are the pulling factors. These two types of factors work in opposite directions where the teacher has to manage himself/herself to continue as a model for creating an effective classroom institution.



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