

6. MANAGEMENT FUNCTIONS AT GPS AND GOVERNMENT SCHOOL.

Effective management has assumed great importance in all types of organizations – business or non-business, private or public, small or large, or any educational institution. Though for a long time, the conventional wisdom in organizations was that, managers should do little else but keep a close eye on what their subordinates were doing, that is: monitor, supervise, control. Making sure that things below were proceeding properly - that's all that managers were supposed to do. "Not to inspire. Not to give junior managers the chance to do things on their own. Not to have direct contact with the men and women who actually are responsible for the final output of the organization. However, each institution has their own way of functioning.

6.1 MANAGEMENT FUNCTIONS AT GPS

Gujarat public school is the self finance school and came into being during the most competitive era in the education industry of Vadodara. Feeling the pulse of the city, the school rightly recognized that the traditional way of running the school will not help. Any organization needs to be managed effectively and schools are no exception. Following the same, each and every important function is deliberately dealt with.

6.1.1 Setting objectives and planning

GPS accepts the fact that planning is an essential managerial function and should be given adequate emphasis. Therefore the managing director takes adequate precautions to make planning activity more effective to gain its real contributions in realizing the school's objective. Though planning takes place at each level in the school, however, the top management takes the initiative. After all, it is the top management which is responsible for the overall success or failure of the school. No doubt, GPS follows a participative style of management and hence all the managers at different levels are given opportunities to contribute towards the planning process and each individual associated with the school are welcome to give their suggestions for the same.

The present study is about the effective management of the self-finance school and any organization can be called effectively managed only if it meets its objectives. Thus with this view it becomes important to know the planning process of GPS, its objectives and policies to accomplish the objectives. After all, all the managerial functions like organizing, directing and controlling are designed to support the accomplishment of the school's objective. Though planning is frequently considered as the prime duty of the top management only, however, every manager at any level of the school has to devote time for planning in their respective departments.

As far as the long term objective of GPS is concerned, it is mainly about nurturing, enriching and helping children in all ways possible and create a better work culture. Gujarat Public School aims at providing sound education and multidimensional development of students with a commitment to excellence in teaching, which is responsive to regional, national and international challenges. GPS wants its students to be well equipped to face various challenges of the future.

Keeping in mind these long term objectives, the school's management frames various short term objectives. For example, in the first year of inception, GPS aimed at offering a balance between academics and activities to fulfil its objective of the multidimensional development of the students. Other examples of short term objectives include increase in the strength of students, improving the performance of students, etc. Though not formally, but short term objectives are formed every year. GPS recognizes the need for proper infrastructure for helping children in all ways possible. And for this, a sound financial back up would be of prime importance. Again, satisfying the individuals working in the school is also one of the important objectives of the school.

As far as the heads of different departments are concerned, they too do their planning work and set objectives. The academic head plans about how to carry on the academics in the school throughout the year while the other departments like marketing head plans the overall budget to be allocated towards marketing. Planning however, does not end here. Planning is an essential component for even

the teachers in the school. For example, the teachers does their planning at the beginning of the week, or the day to list things that they have to do and spend some time thinking about the actions to be taken, problems to be solved, decisions to be made, and the relative priorities that should be attached to these activities.

Gujarat Public School, in order to accomplish its objectives has adopted some set of policies which are as follows:

- a) Its policy is to provide state of the art infrastructure to the students and keep on adding facilities to the school whenever and wherever possible.
- b) The school being an educational institution has adopted the policy of personalized service. Every person who comes to the school is treated as the guest. An attempt is made to develop sense of belongingness among the customer by emphasizing the concept of “our school” instead of “my school”.
- c) The school as considered to be one of the elite schools of Vadodara, charges comparatively a higher fee than the schools in the nearby area of Atladara. But at the same time, the fee would include the nasta charges which would work as an additional benefit of the school as none of the school in the same area offers this facility.
- d) Its policy is to have a tolerant and a moderate approach towards its employees, at the same time getting the work done in an easy atmosphere in order to ensure employee satisfaction. It is clear from the fact that right from the top management to the employees at the extreme bottom recognizes themselves as the member of Gujarat public school family.

6.1.2 Organizing the group

Organizing basically involves analysis of activities to be performed for achieving organizational objectives, grouping them into various departments and sections so that these can be assigned to various individuals, and delegating them appropriate authority so that they can carry their work properly.

One way to learn something about any organization is to look at its organizational structure. From an organizational structure, any one can learn about the organization's size, how it organizes its staff, how many locations it has, how it is structured and how it divides the work that must get done. This may sound like a lot of information, but it is only the start of understanding how an organization works. Thus organizational structures play a vital role in any organization, be it a large corporate house or an educational institution like a school.

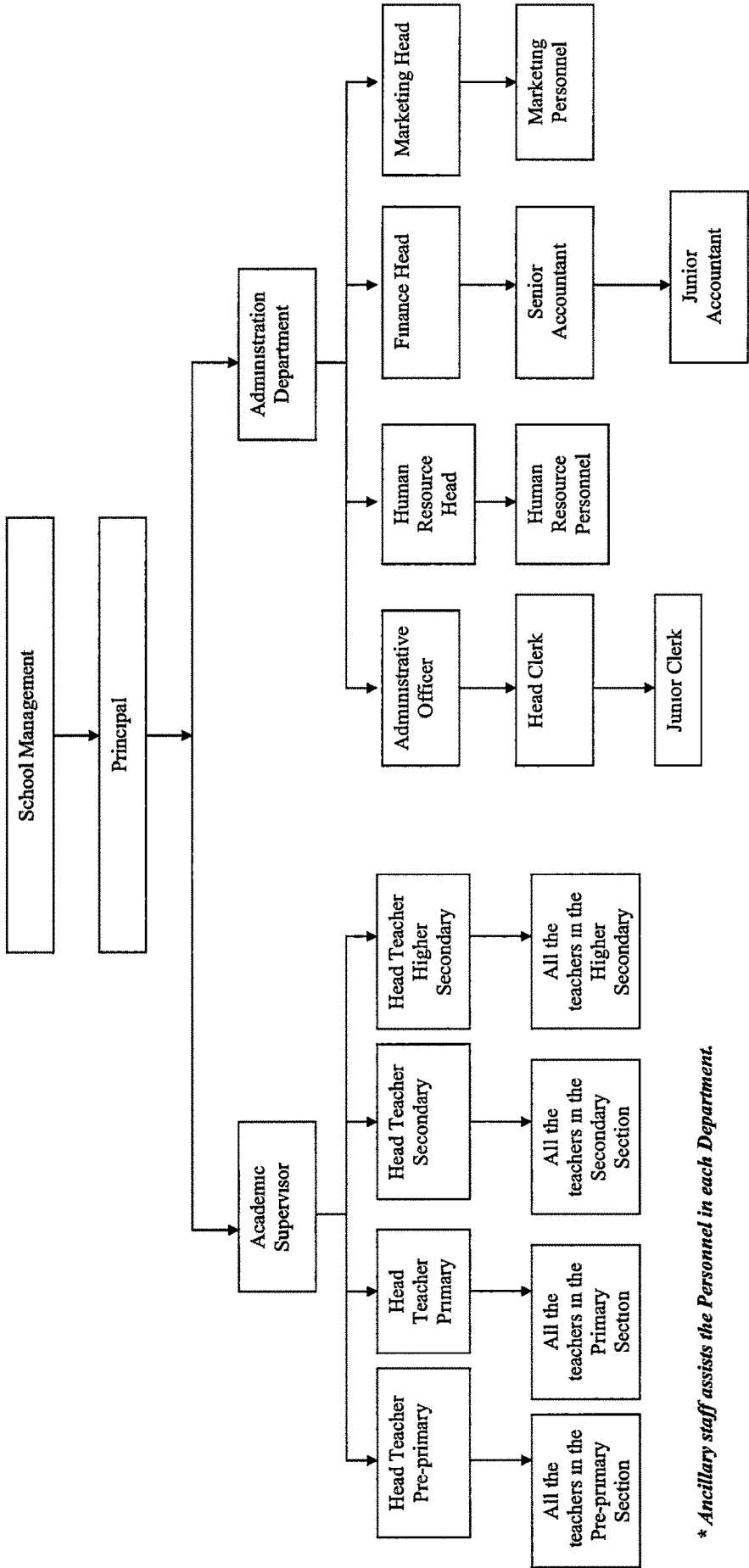
The school is the centre of many activities. In order to carry out these activities, several people are appointed. In accordance with the roles and responsibilities given to each, they occupy different position, thereby forming certain hierarchy in the school system. In fact, this hierarchy in the organization represents the formal procedure through which the school is managed. In short, an organizational structure in school is being set up in order to divide the work among the various members of the organization.

- **Organizational structure of GPS**

Organization structure gives concrete shape to the organization. The structure specifies division of work activities and shows how different functions of activities are linked. It also indicates the organization's hierarchy and authority structure, and shows its reporting relationships.

Gujarat public school is not only one of the elite schools of vadodara, but also one of the biggest schools of vadodara. Apart from large number of students studying in the school, there are more than 100 employees working in the school. Managing 100 employees, communicating effectively with all of them, assigning clear job profile and at the same time ensuring job satisfaction for each employee is not an easy task. Thus, a proper organizational structure is followed for smooth functioning.

ORGANIZATIONAL CHART OF GUJARAT PUBLIC SCHOOL



* Ancillary staff assists the Personnel in each Department.

GPS is departmentalised on the basis of various functions carried on in the school. For any school, there are two main important functions, i.e. academics and administration. GPS is no exception.

- **Organizational chart of GPS**

As far as GPS is concerned, the school management/ trustee are at the top of the hierarchy. Under him, is the principal of GPS, who manages and takes care of all the responsibilities of the school and reports to the management. The principal at GPS, takes care of two main departments namely academics and administration. The academic staff is responsible for curriculum transaction, while the administrative staff helps the academic staff in the conduct of various activities by procuring and providing various materials and other resources and facilities needed for smooth conduct of different activities. The administrative head looks after the human resource department, finance department and marketing department. There are four head teachers working under the academic supervisors each for pre-primary, primary, secondary and higher secondary. All the teachers are supposed to report to their respective section head teacher. These head teachers take care of all the responsibilities of their section and reports to the academic supervisor who in turn keeps the principal informed about curriculum transaction at each level of the school. GPS is a growing school and it needs special knowledge in each field. It is a private, self finance school which needs to have a separate human resource department, finance department and marketing department. Thus the administrative section of the school is responsible for all these departments.

GPS follows a tall structure, wherein there is scope for increased personal contacts between superiors and subordinates. Though the communication process takes a longer time in a tall structure, and may be the level of inaccuracy also increases, but the supervision becomes much easier because a particular head has only a few numbers of subordinates working under him. Thus closer control and monitoring is possible. Again every individual working in GPS, whether teaching or non-teaching is clear about his/her role.

Though the managing director is at the helm of affairs of GPS, he need not indulge in day to day management. The principal is responsible for all the work going on in the school and she has the authority to get the work done according to individual expertise. She can discharge her responsibility properly only if she has commensurate authority. The principal is expected to take care of the whole school and ensure smooth functioning of all the departments. Though she assigns most of the work to the academic head and the administrative head, she is however responsible for the performance of total work. In the similar way, each department head is expected to ensure the smooth functioning of their particular department and they too delegate their responsibility to their subordinates. Thus each head is responsible for their work as well as for the work performed by his/her subordinates. This means that even though the primary head teacher is responsible about the conduct of the teacher in the primary section, however, the final responsibility of the conduct of any teacher or employee of GPS lies with the principal.

6.1.3 Manpower planning process

Every year the school, on the basis of the organization chart, determines how many people, at what level, at what position, and with what kind of qualification, experience and training would be required to meet the school objectives during the year. This forecast is made for various categories like supervisors, teachers, clerks or class IV employees. The Human Resource head at Gujarat public school (in consultation with the principal) prepares manuals of job description with specific reference to individual jobs, be it teaching or non-teaching staff. Most of the requirement is usually fulfilled by the existing manpower and internal promotions. However while formulating its final requirement plan for teachers and other staff, the school takes into consideration the fact of increased hopping of teachers due to a number of schools in Vadodara.

6.1.4 Recruitment and Selection

As far as **recruitment** at Gujarat public school is concerned, most of it is done through the advertisements in the newspaper. The school believes that in a city like Vadodara, newspaper advertisement is the only widespread source to

communicate to the people about the vacancies in the school. Again it becomes easier to publish the brief statement of the nature of jobs, the type of people required and procedure for applying for these vacancies. In the last couple of years, the school have also tried on campus recruitment from the Navrachna Bed. College and recruitment through naukri.com. However the school is more satisfied with the newspaper advertisements usually published in the The Times of India, Ascent.

Gujarat public school considers **selection** of proper candidates as the most important event because teachers are considered to be the pillars of any school that in turn creates good students. Therefore the school adopts a systematic and integrated selection process to select the best possible candidates. The selection process of GPS can be broken into 4 steps: screening of application forms, preliminary interview, main selection process, final selection and interaction with the Human Resource Head.

- Screening of application form

The school usually receives large number of applications for the positions advertised or through campus interview. Such applications are screened keeping in mind the minimum qualifications prescribed to ascertain the eligibility of candidates. Such applications contain usually brief information about the candidates. The selected candidates are then required to fill in a detailed application form (appendix 3). This form is quite elaborate and seeks factual information about the candidate like his personal details, achievements, experience etc. and also about his attitudes and personality. A stricter screening of applications is made at this stage by the academic supervisor in case of applications for the post of teaching staff and by the administrative head in case of non-teaching staff. However, GPS, believes that mere application form may not be very reliable source for selecting or rejecting candidates, it tries to give a brief preliminary interview to as many candidates as is administratively possible.

- Preliminary interview

After the screening of application forms, the same are then considered for preliminary interview which is again conducted by the academic supervisor and the administrative head. The basic objective of this interview is to decide whether the candidate is worthy of further consideration. During this brief personal contact, some time is spent in discussing the nature of the job, the future career possibility for the applicant, and the school's policy in this regard.

- Main selection process

This selection stage is quite elaborate. Group discussion or written test depending upon the requirement is taken by the management and the principal

- Final selection

After the group discussion or the written test, a final interview is conducted by the school management. The interview is structured along the information given by the candidate in this application form. The applicant's past performance and attitudes revealed in the form are explored here more specifically. (Discussion of salary, time to be spent in school, other duties etc) and then arrive at a consensus.

After the final selection, the candidates are required to have an interaction with the HR head wherein they can discuss about the joining date, references, documentations etc.

Usually the selection procedure at GPS ends in two days so that the candidates don't have to come again and again. Again, they are provided refreshments, and are made at ease.

6.1.5 Training & Development

Teachers occupy a pivotal position in any nation as it is they who prepare the citizens of tomorrow. While the quality of nation depends to a great extent on the quality of school, the efficiency and effectiveness of schools lies in the hands of teachers. If teachers are trained for the job they are supposed to do, they will be in a position to educate pupils placed in their charge.

Now the goals of education has gradually moved beyond the narrow purposes of basic literacy and number skills and come to include health, command of fundamental processes, development of character, etc. All these made a teacher's task more and more complex.

Today more than ever before, teachers are expected to have adequate knowledge and to use this knowledge in their day-to-day instruction. Teacher training should ensure that teachers fulfil the requirement of at least a minimum of the knowledge base as a pre-requisite before certifying the individual's competence to teach.

Societal and national expectations of education are increasing and teaching has acquired a professional status. They should be able to provide remedial and compensatory teaching. They should be able to communicate with students clearly and precisely, to identify student concerns and needs and to maintain favourable and co-operative interaction with them. Similarly, a teacher of today needs to pick up the art of motivating and inspiring pupils for good performance through proper feedback, reinforcement and rewards.

In addition to the above competencies, the present day teacher is expected to exploit different human, material and community resources to create a productive classroom atmosphere through careful planning, to promote a proper classroom climate setting – serious, relaxed or enjoyable – as the situation demands. He should also know how to structure his teaching in relation to pupils whom he is teaching, curriculum that he is transacting, resources available and teaching methods that encourage learning by doing rather than by listening.

To be an effective teacher, an individual has to develop several; personal qualities and professional competencies. These competences, are too many and too complex to be acquired by a teacher on this own. An individual who wishes to be a teacher needs to be trained not only initially but also from time to time so that he/she will keep himself abreast. Thus training and development of teachers is very important and perceived as a continuous process.

GPS recognizes the need for the training and development of teachers as they are the ones who are going to prepare citizens of tomorrow. Thus a lot is expected from them. However, knowledge, skills and attitudes needed to perform all these tasks may not come to a person spontaneously or easily. Unless he has been adequately trained, he would not be in a position to carry out effectively all the tasks expected of teacher. Thus apart from giving induction training at GPS, time to time, in-service training is also given to the teachers.

GPS gives **induction training** to the teachers to help them gain better understanding of classroom realities and become familiar with tricks of the trade. The induction phase usually attempts:

- To acquaint a new teacher with school organization and its policy
- To acquaint him with general and specific duties and responsibilities
- To inform him about equipment, materials and facilities available in the institution
- To provide him help in the conduct of various recreational and social activities.

GPS believes that proper induction training given to the teachers can serve several purposes. It can provide a new teacher with the required knowledge, understanding and skill necessary to begin and help him develop right values towards the school and his new job. Further, the new teacher's realization that school is concerned about his success and welfare can boost his morale. Proper induction also benefits a school as it paves the way for necessary knowledge, understanding and skills and with a high moral will be able to devote his/her full energy to his/her duties in hand as he/she does not have to waste his time hunting for information or resorting to trial and error.

GPS believes that to continue working effectively, apart from induction training, a teacher requires continuous personal and professional renewal in knowledge and teaching skills and redirection of tasks and expertise as the changing society necessitates. Hence a teacher requires **in-service training** to move forward in expertise and specialization. It is also required to equip a teacher with competencies required for taking up new responsibilities. Again, in-service training of teachers while in jobs is essential for helping them to teach pupils more effectively for continuing professional growth of teachers and for helping teachers absorb and adjust to change and innovative approaches.

Keeping in mind the importance of in-service training, GPS organizes workshops and seminars every two months for all the teachers of different sections and experts of respective fields are called for the same.

6.1.6 Performance Appraisal

In a work group, members, consciously or unconsciously, make opinion about others. The opinion may be about their quality, behaviour, way or working etc. Such an opinion becomes basis for interpersonal interaction. In the same way, superiors form some opinion about their subordinates for determining many things like salary increase, promotion, transfer etc. In large organizations and schools, this process is formalized and takes the form of performance appraisal.

As far as performance appraisal in schools is concerned, the quality of educational services depends ultimately on the quality of the people who provide them. Teachers comprise a major force in the school system. The quality of teachers has therefore a direct bearing on the quality of education imparted in our schools. It is not at all unreasonable that increasingly educated public should expect teachers to be accountable for performance of school and students. Therefore, teacher appraisal is high on education agenda and is of considerable concern to teachers.

As compared to other professions, evaluation of teachers is of greater significance. The main reason is that the clients with which teacher's deal are young. Society entrusts them to a teacher's care. Thus, monitoring the activities of teachers

becomes essential if we want to protect our young ones. Again performance appraisal offers various opportunities to the teachers. Appraisal can bring about renewal of motivation, more effective classroom teaching, improved relationships with pupils and colleagues, more sharing of ideas and problems, and a general improvement in the atmosphere of a school. Again it gives an opportunity to the teachers to get their contributions appreciated. Appraisal process can also increase the sense of belonging to a school because a teacher can feel that he has a contribution to make towards the policy-making of the school.

The need of teacher appraisal from the school management's point of view, the process can greatly enhance the level of institutional awareness. Information about staff-feeling, achievements, strengths and difficulties, constraints and problems can mean increased sensitivity to working atmosphere and improvement in decision making and communication. Training needs of the teachers become more clearly apparent and this has implications for provision of resources and in-service initiatives.

In Gujarat public school, teachers are given due say in appraisal policy. Thus the appraisal report consists of periodical self assessment report (appendix 4) which is written by the teachers themselves. Based on the day to day evaluation and observation, the half yearly report (appendix 5) is exclusively prepared by the principal which is to some extent judgmental.

6.1.7 Directing the team

Direction is a function of management which is related to instructing, guiding and inspiring human factor in the organization to achieve organization objectives. Directing is not merely issuing orders and instructions by a superior to his subordinates, but it includes the process of guiding and inspiring them through motivation, leadership and communication.

There are several individuals working in GPS and they have assumed their positions as created through the organizing process. Various individuals, right

from the top management- the managing director of GPS, the principal to all the teachers, clerk and the ancillary staff are arranged in the organizational hierarchy, and they become superiors and subordinates. Thus all the individuals in the school are both, superiors and subordinates except the managing director who is at the extreme top and all the teachers of various sections, junior clerk, junior accountant and the marketing personnel who are at the extreme bottom. Though from the organizational structure, it is clear that the ancillary staffs, i.e. the class IV employees are at the extreme bottom, but their job profile is completely different. Though the personnel in each department is responsible for the work of the class IV employees too, however, they are not expected to direct the ancillary staff on a continuous basis.

The importance of direction in GPS can be viewed by the fact that every action is initiated through direction. All the individuals in the school handle either the physical resources, e.g. money, materials etc., or little children to accomplish certain functions by which the school's objective of the overall development of the students is achieved. Directing starts from the managing director and flows right up to the bottom. Thus, telling each individual in the school what he should do, how he should do and when he should do becomes an important factor for the school's efficiency and effectiveness. The school management does the whole yearly planning according to the objectives to be accomplished and communicates the same to the principal who in turn directs the academics and the administrative department in order to accomplish the goals. GPS being a large educational institution, it becomes difficult for an individual to lead or communicate effectively with a large number of subordinates. Thus the hierarchy is divided further. The academic head directs the head teachers of various sections like the pre-primary, primary, secondary and higher secondary and communicates about what is expected from them. In the same lines, each section head teacher directs individual teachers of their particular section. As far as the administrative department is concerned, it directs various departments like the human resource department, finance department and the marketing department who in turn directs their subordinates.

Every individual, right from the principal to the class IV employees of GPS, has some potentiality and capability which in the absence of proper motivation, leadership and communication, may not be utilized fully. Direction provides the way to utilize these capabilities and also it helps in increasing these capabilities. There are a number of good schools in Vadodara and the city being an educational hub, there is more scope of schools in Vadodara. Thus the problems of instability, hopping over to different schools and job dissatisfaction can be a common feature for the individuals working in the school. In such a circumstance, effective leadership, communication and motivation to the employees provide stability in the school and increases satisfaction as they get personal attention and recognition in the school.

Thus it can be said that as in other organizations, even in the educational institution like a school, directing can be called as the heart of administration, and there can be high correlation between direction and work performance.

6.1.8 Effective controlling and monitoring

Control is a process that guides activity towards some predetermined goals. Control is the process of analyzing whether actions are being taken as planned and taking corrective actions to make these to conform to planning. Thus control process tries to find out deviations between planned performance and actual performance and to suggest corrective actions wherever these are needed. In the planning stage, managers decide how the resources would be utilized to achieve organizational objectives while at the controlling stage; managers try to visualize whether resources are utilized in the same way as planned. Thus control completes the whole sequence of management process.

Every function in the school begins with plans which are goals, objectives, or targets to be achieved. In the light of these, standards are established which are criteria against which actual results are measured. If the standards are in quantities, such as volume of products, man-hour or in monetary terms, then it becomes easy to measure the performance, however, school being an institution

dealing with young children, this is not possible. Most of the objectives are qualitative in nature. For example, GPS aims at overall development of the students, which is not possible to measure. However, some standards are prepared as to what kind of performance will be regarded as good or satisfactory. For example 100% participation is expected from the students at the time of any function which can be considered as the first step towards the overall development of students. As against this, the other objective of increase in the strength of students is easy to measure.

Once the desired performance is known and actual performance measured, they both are compared and in this way any variation is easily revealed. With some limit of variation, most of the time the desired standards are achieved. However, standards may not be achieved in all cases and the extent of variations may differ from case to case. When the deviation between standard and actual performance is beyond the prescribed limit, an analysis is made of the causes of such deviations. For example, it was expected that there should be 100% participation in any function, but actually, the participation in each function ranged from around 90% to 95%. But for this, none of the specific department can be held responsible because most of the students who did not participate had some unavoidable reasons for the same. Thus there was no specific need of control to ensure increase in the participation, rather it can be said that while setting standards next time, it would be worthwhile to expect 90 to 95% participation only. However in some other cases, where the school aimed at a better work culture and satisfied employees, it was noted that in the year 2003-2004 nearly 12 teachers changed their job. This turnover of teachers led the management to think of various alternatives which would satisfy its employees thereby reducing the turnover.

Controlling and monitoring is one of the most important functions of management because it is only through control that one comes to know whether the organizational objectives are fulfilled or not. However, it goes without saying that everybody in the organization not only resents the idea of being controlled but also objects to being evaluated.

6.2 MANAGEMENT FUNCTIONS AT GOVERNMENT SCHOOL

In the government school, the mission and vision are not very clearly demarcated as a result of which clear-cut management functions cannot be devised. Moreover there is a slackness of pace with regard to setting of goals. Due to this the relevance of management functions in such institutions are less. Routine tasks go on as per the directions given by the authorities and the schools carry out the directives given. But the management concepts are not deliberately incorporated in the operational system of government school.

6.2.1 Setting objectives and planning

The long term objective in a government school is very much the same as in other educational institutions may it be granted, non granted or private because these objectives are set objectives. So the government schools also have the prior objective of grooming the overall personality of the child and inculcate values in the child, to give him the knowledge of history, heritage and culture of the country, according to which the curriculum of all the schools is framed. The school has a bigger responsibility towards the community and the society which is more of a compulsion to these schools. They incorporate the community programs in their planning process for which they keep their building and staff free. They also train their staff for such social welfare programs like election, vaccination programs, comprehensive literacy program etc.

However, the difference lies in short term objectives. The school authorities have to set the short term objectives according to the mission and vision of the school charting out the progress route of the school. This is what is lacking in government schools. Since the objectives are ambiguous and less, the school is not very clear about the system of planning to achieve the objectives. Moreover the schools are not very keen into analyzing the existing system; they find themselves direction-less in terms of planning. They take macro view of the entire system and follow the given directives by the educational departmental circulars.

6.2.2 Organizing the group

The process of organizing in the government school is not at all elaborate because of the simple reason that the school lacks in terms of staff strength. Here the assignments are taken and the work is accomplished as a unit by all the members including the principal, teachers and the sub staff as there is no concept of division of labour. Organizing is only possible when there is enough staff strength. In government school however, even the separate departments does not exist. Everything is taken care of by the principal. Delegation of work is not possible. Thus the principal along with his team of other 6 teachers and other non teaching staff assures that the assignment given reaches its logical conclusion.

6.2.3 Manpower planning

It is an established fact that in government schools with less of manpower; even the short term planning is not possible. Due to lack of staff strength the system of planning is multitasking where the leader takes the lead and rather than delegating work to the next rung, does the work single handedly. Moreover there are government bindings in terms of number of people to be taken. The school has to follow the recruitment norms given by the government. Thus the assignments delegated to the schools is again taken and done as a close knit single group where one person does lot many work. One important aspect which is being observed in the government school is, in case of emergency leave of any staff the school is unable to fill up the gap immediate due to long procedure.

6.2.4 Recruitment and selection

In the government school, the rules of recruitment are very stringent and closely watched by the education authorities. The school has to abide by the recruitment process laid by the system. In government school in case of

vacancies, or new recruitment, clear cut laid out norms are flashed in the local newspapers and employment news by the education office or the school.

The selection process in the government school is very much structured and clear. The interview process is very closely monitored in person by the education office. The panel includes the members of education office, educationists and the content experts. However the government schools follow one shot selection process instead of going through rigorous and long schedule involving multiple rounds of interviews. Once the selection process is over, minutes of the meeting is drafted and the report of the procedure is submitted to the education office for the final approval.

6.2.5 Training and development

The government schools accepts and follows the need for the training and development of the teachers as it is imperative that the persons involved in education should keep themselves abreast of the happenings. And this responsibility is a collective responsibility of the employer as well as the employees. The training objectives of the teachers in the government schools is chalked out by the state education department and then passed on to the respective education offices. Education departments then chart out the training schedules for the faculties of the government schools. Here all the government schools are being given the same circular pertaining to one program. Thus the training program is very elaborate and widely attended by the teachers of all the government schools of the state. For example the *karm yogi taalim* of Gujarat government. The subject related training imparted to the teachers continue for days together to hone the skill of the teachers and to update them regarding the curriculum, evaluation and the teaching learning process.

6.2.6 Performance appraisal

Performance appraisal in government school is also strictly according to the norms laid by the government authorities. The performance appraisal Performa comes from the educational office which is to be filled by the principal very cautiously. On the basis of the annual confidential report submitted by the

principal to the education office the staff is made permanent and considered for further increments. Thus the annual confidential report is very important document in a government school. Self appraisal report is not a part of performance appraisal in government school. Rather the principal only takes the single handed decision and submits the report annually.

6.1.7 Directing the team

Though the process of directing and motivating the team depends on the individual who is leading the group, in school no. 17 as the staff strength is mere 7, all the members work as a unit. The advantage of this is there are less complications and complexities in the work process. Thus directing is not a formal process and not much thought about. However the principal takes all the members together and more or less the things move as per the consensus.

6.1.8 Effective controlling and monitoring

In school no. 17, only general goals are set. As the specific goals are lacking and so is the planning, the work also goes on as per the routine and stress is rather laid on the minimum expectations. Though the planner is being given to the school no. 17 like all other schools in the beginning of the year and the school no.17 does follow and observe the days given in the planner but it is more for the name sake. Planning implementation and execution, is not much stressed nor the process properly evaluated. Thus the planning and monitoring processes do not go hand in hand.