



HEAD OF INSTITUTION AND HIS DUTIES

Sushil Kumar Dadhwal, Ph. D.

Principal Shanti P.G. College of Education Kailash Nagar Nakroh Tehsil Ghanari Distt. Una(H.P)

Abstract

In this article, an attempt has been made to focus on the head of institution and his qualities. The head of the institution is considered the mirror of the institution. It means that if the head of the institution will be qualitative person then his school will also be qualitative in the field of education and other co-curricular activities. Head of the institution should have good qualities because head is model for teachers, students as well as for the members of society. In this article researcher has focused on the head of the institution and his qualities. The researcher have not only hope but also fully faith that this article would be very helpful for those person who are going to become the head of the institution.



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Introduction

It has been rightly said that school become great, not because the magnificent building, but because of the magnificent Principal. the tone and efficiency of the school largely depends on the ability and skill, personality and profession competence of the principal. **RYburn**, said that, “*The Principal holds the key position ,in a school just as the captain of a ship holds a key position on a ship*” .**P.C. wern**, states that “*What the main spring is to the watch, the fly- wheel to the machine or the engine to the steam, the principal is to the school*” .**Dr Jaswant singh**, says that ,“*The Principal of a school is the hub of the educational process. On his ability and skill as a sound and effective educational leader depends the success of a school system*” **Mohyudden sultan**, has rightly said that” *No school can succeed, if the teachers in it work as individuals and not as a group. But just as every group needs a leader, so also a school must have a leader who would stimulate and direct its work.*”**Balkrishan joshi**,”*By virtue of his office he has to be a nexus between the Government and the school authorities, the management and staff, the masters and pupils and the parents and the teachers-character rather than capacity, fact rather than authority, sympathy rather than severity are his forte.*”**The central advisory Board of Education states**,”*no scheme of educational reconstruction will produce the desired result unless it is administered with vision and efficiency person who with vision and executes with responsibility is virtually the Principal. The school is aptly called the lengthened shadow of the Principal because the character of the school reflects or proclaims the character of the Principal.*”. **Wisdom**

persons of the society, says that Great principal has been great friend of his pupils. **Ravindera Nath tagore** ,has been rightly said that”*A lamp can never light another lamp unless it continues to burn its own flame*” On this basis we can says that ***a principal can never truly control over his staff and pupils unless he is still under discipline himself.***

The principal controls the school affairs by planning, executing and evaluating the educative process. He is an organizer, friend, philosopher, guide and advisor. He is just like a flywheel of school machine. He is the steam engine that moves the ship. He is the principal who, who inspires and motivates to the teachers to achieve the goals of the school. The leadership provided by the Principal should be constructive, balanced and devoid of all suspicion. He must inspire confidence and evoke respect and discipline. His words carry weight, his manners are affable and his disposition is amiable as a liaison, he keeps the balance and ensure the harmonious development of the whole institution. He is the co-coordinating agency, between the society and the school and the various human elements of the development of the whole institution. He has to deal with both the external and internal agencies controlling the school, and is the connecting link between.

“*As the Headmaster, so is the school*”. There is no denying the fact that everything in the school, the staff, the curriculum, the method of instruction the discipline, the co-curriculum, activities, the daily schedule and the general atmosphere and the tone of the school is fashioned the mould of the Headmaster. It may be recalled that some schools in England are still named after their reputed Headmaster, i.e. Harrow School, Rugby importance in the school programme. The whole programme of school either grows or remains sterile according to equipment, training and competence of the Headmaster. Everything in the school, Buildings, Furniture, Library, Laboratory, Methods & Techniques of Teaching, Co-curricular activities and human relationships bear the impact of the personality of the head and reflect his leadership.

The role of the Headmaster as a man is perhaps the most important. He is both human and human. He is also both trustful trustworthy. He should always carry a young heart.

WHAT IS THE HEAD LIKE?

1. The head is the hub of the education process
2. The head is the key-stone.
3. The head is the leader of the school.
4. The head is the link

5. The head is the seal and the school is the wax.
6. The head is the solar orb.
7. The head is like the main spring of the watch.
8. The head is the strategic centre.
9. The head is like the flywheel to the machine.
10. The head is a liaison.

QUALITIES OF THE HEAD

Education is the shared responsibility . The headmaster is the key figure in the school hundreds and thousands of eyes watch him.

In view of his supreme position, the head enjoins in the school, he is expected to possess certain qualities to discharge his functions effectively and efficiently and do justify his position. These qualities are :-

1. **Cooperative Attitude** :- “The leader of the school can be successful only when he secures willing cooperation from his co-workers; when he makes those co-workers feel that the problems of the school are theirs and not his own.
2. **Considers the Administrative Machinery as an Instrument of Social service** – “An educational administrator is more than an official punctilious about administrative routine; he is a leader guiding and directing a sacred undertaking. The official apparatus that is at his disposal, the education department that is under his control, is more than a bureaucratic machine. It is an instrument of social service.”
3. **Democratic Attitude** – “ A democratic administrator should look upon the personnel as socially equal to himself; he should not take decisions by himself, but with his colleagues; he should make them feel responsible and share in administration; he should have a code of set rules of administration which he and his colleagues should follow rigidly, making no discrimination in their application; and lastly, he should want no special privilege.”
4. **Educational Statesman**- In the words of E.P. Cubberly: “ He must learn to lead by reason, by his larger knowledge and courageous enthusiasm rather than to drive by reason of his superior power.... He must reach up out of the routine of school supervision and executive duties into the higher level of educational statesmanship.”
5. **Expert in human Psychology**– “An ideal head always remembers that all people cannot be equally intelligent and hard working. A trouble shooter needs to be handled

firmly in the very beginning. Praise and appreciation sometimes help even if a person does not deserve it. Sometimes sympathetic hearing is all that is needed to blow off the steam of emotions. Sometimes valuable suggestions help in easing the tension.

6. **Faith in Human Nature-** “ It is essential, therefore, that he be a man of faith, faith in his vocation, faith in his pupils, faith in human nature, and faith in his staff.”

“ He must have unlimited faith in himself and his creator.

7. **Recognition to Good Work Done-**Ryburn writes, “Nothing will more encourage a man or woman, a boy or girl, to greater effort, than an encouraging recognition of good work done, of sincere effort made, or good qualities shown. If those in-charge of institutions, and those carrying on the administrative work of department wish to enable those working with them to do their best, they should always realise the value of ungrudging recognition of all that merits such recognition. “

8. **Judicious Decision** –Making – (i) Decides cases promptly. (ii) Gives judgments only after weighing and considering relevant evidence. (iii) perceives true nature of cases. (iv) Decides cases on the basis of principles rather than expediency. (v) Makes decision without bias and prejudice.

9. **Headmaster not by Appointment but by Superior ability-** It must not be known by his staff and scholars that he is their headmaster by appointment but felt that he is their master by superior ability, energy and character.”

“He is the organiser, leader, governor, business director, coordinator, superintendent, teacher, guide, philosopher and friend.”

10. **Life one of Immolation** – In the words of S. Balakrishna Joshi: “The progress of the school community is his thought by day and dream by night, and his aching passion is to wear himself out in the service of the shrine in which he feels spiritually wedded. It is his conviction that while the life of a teacher is one of consecration that of the headmaster should be one of immolation.”

11. **Health:-** “A person with indifferent health and poor stamina will not be able to discharge the multifarious and heavy responsibilities of his office.

12. **Leader by courage and Reason and not by Power-** ‘He must learn to lead by reason, by his larger knowledge and courageous enthusiasm rather than to drive by reason, of his superior power..... He must reach up out of the routine of school supervision and execute duties into the higher level of educational statesman.

“The successful administrator gets people to work with him, not primarily because he has power over them and can order them but because he is the kind of leader for whom they want to do their best.” –

13. **Man of integrity**- He fights all temptations to pad his purse with money to which he is not entitled. To quote S. Balakrishna Johsi : “ He does not try to exploit school influence for private gains because he realises that if he does it, he signs his moral death-warrant. The result is that no amount of pressure can wean him from the path of duty and justice. Authority, cannot coerce him, nor can temptation reduce him into any course of conduct not conducive to the highest interests of the school”.
14. **Optimistic Outlook** – He has unlimited faith in himself. He does not accept defeat. He always think of success all the time. Ryburn stresses, “It is essential , therefore, that he be not only a man of high character but also that he be a man of faith; faith in his vocation, faith in his pupils, faith in human nature, and faith in his staff.”
15. **Patience**- “Patience is a virtue that will pay very generous dividends to assists, not to control the educative process.”
“Go slow the first day, the first week, the first month, and even the first year ,make changes slowly and always with the cooperation of the faculty.”
16. **Philosophy of education** – “A good Headmaster needs to have a sound philosophy of Education
17. **Planning Capacity** – “If a principal is not careful, he will find himself spending much of the time in answering telephone, running errands for teachers, signing excuses, making repairs to the buildings, handling money, raising campaigns, and performing other minor duties and then budget his time accordingly.”
18. **Professional devotion**- “He should derive the same satisfaction from working for institutions as the artist or the sculptor derives when working late hours over his handiwork, fully attentive to the smallest details, never tiring.”
19. **Progressive outlook**-“It is reasonable to expect that a headmaster should be progressive in his outlook.”
20. **Sense of Humour** – Dr. Jaswant Singh writes about this quality: “It will enable him to get over an impasse with the help of a smile, a light hearted chuckle, or a jocular remark which will ease the tense atmosphere. The sense of humour will help break

resistance, overcome opposition by injecting a spirit of comraderie into the situation. Many a difficult situation can be resolved by a witty remark.’

21. **Sensitive to he Needs of the community** – “In whatever community the principal finds himself, he should study the characteristic social conditions and needs of his pupils and endeavour in appropriate ways to secure increased cooperation between the school and the community in meeting these needs.
22. **Sensitive to the Needs of the students** – A good headmaster should be profoundly sensitive to the physical, mental ,moral, intellectual and spiritual needs of his pupils and should know how to minister to them.”
23. **Sensitive to the Needs of Teachers-** The principal should not interrupt classes, unless invited to do so.”
“If the principal stays to the end of the class period, he should observe good manners by expressing in a sentence or two his pleasure on visiting the class.
24. **Sensitive to the needs to the Parents** – “He should always treat parents with scrupulous courtesy.”
25. **Source of Inspiration** – The members of staff should look to him for guidance, help and inspiration. “Under any authoritarian regime, where basis of relationship is fear of one sort or another, it is often possible to get certain routine done efficiently. But under such conditions, it is impossible to bring into rapport the best elements in the personality of the teacher- thus education loses its formative influence.”
“He gives up the time-old tradition of checking his teachers, frightening his teachers, weakening his teachers and examining them; but manipulates things so as to train his teachers, inspire his teachers, encourage his teachers and trust them.”

Conclusion

Qualitative person can develop qualities among the people directly and indirectly. Quality can change the destiny of the people. It has been rightly said that the Headmaster is the mirror of school as well as the society. He should take all the steps after deep thinking and understanding. He should bear all the responsibilities honestly. He should have dedication and devotion to the school. It has been observed that some principals do not care the duty and responsibilities. They always dance on the tone of the politicians. They never come to school in time and nor go in time, even they do not bother who are coming and who are going. They bother about their salary. The appointment of the principal should be based on the API

(Academic performance indicator). No doubt, some people have become Principals based on the seniority, but in actual sense they are not entitled to sit on the chair of principal because they have no knowledge about the rights and duties of the principal. It is the prime duty of the centre and state government to join the hands to train the persons who want to become the principals and training should be not just formality, but quality based. It has been observed that government has started various programmes to train the principals and teachers, but not completed in all respect. it is my opinion that that training period should not be less than one month. The programmes should be highlight through media and opinion of the educationists and public should be taken. Training should be under strict discipline like the army training of new recruits. It is the opinion of the mostly people that programmes are started in the DIETS, but all the lecturers not fully trained and experts in the concerned fields. They are sitting in the DIETS, on deputation only. Various programs and trainings should be launched to develop good qualities among the heads of institutions. It has also said that if the mirror will not also neat and clean then mirror is useless. Based qualities,a head can provide good and right direction to the school teachers,students and members of the society.

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