**A STUDY ON THE MANAGEMENT OF RESOURCES IN SECONDARY SCHOOLS**

**IN KERALA**

**FINOJ.P**

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**INTRODUCTION**

The wealth of a nation, is undoubtedly its human resource and natural resources are passive factors of production. Human beings are active agents, who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development. Development of human resources is a particular country is of paramount importance for the economic development of the country and also for enhancing the quality of life of the people inhabiting it. The Changing structure will have to provide opportunities for the individuals to continue to develop.

“Human resources are the energies skills, talents and knowledge of the people, which potentially can and should be applied to the production of materials”.(Herbinson)

It is the efficient use of this resources that largely sets the pace of development of a nation. It is the human capacity which transforms the passive natural resources in to active agents of production.

**Education and Human Resources Development**

Education is an effective means for the transformation of the society manpower, if properly developed through education and made use of can help the country to meet challenges of the time, there by hastening the pace of its development .The national policy on education 1986 visualised and significantly realized the role of education for the development of human resources.

Education is itself a basic need because the enhances the peoples understanding of themselves, their society and their natural environment and gives them access to their cultural heritage it improves living skills and increasing productivity by improving work skills. It makes people more adapted by giving them a base of knowledge, skills, attitudes and values.

**Social Capital Approach to Education**

The notion of social capital is said to have first appeared in Lyda Judson Hanifan’s discussion of rural school community centres. He used the term to describe those tangible substances count for most in the daily lives of people (1916). He was particularly concerned with the cultivation of good wile, fellowship, sympathy and social intercourse among those that make up a social unit.

For John Field (2003) the central thesis of social capital theory is that ‘relationship matter’ The central ideal is that ‘social networks are valuable assets’. Interaction enables peoples to build communities, to commit themselves to each other, and to knit to the social fabric. A sense of belonging and the concrete experience of social networks can, It is argued, bring great benefits to people.

To Bourdieu, social capital is the aggregate of the actual or potential resources which are linked to possession of a durable networks of more or less institutionalized relationship of mutual acquaintance and recognition.

[ Bourdieu 1983]

Social capital allows citizens to resolve collective problems more easily. People often might be better off if they co-operate, with each doing here share social capital greases the wheels that allow communities to advance smoothly. Where people are trusting and trust worthy, and where they are subject to repeated interactions with fellow citizens, every day business and social transactions less costly.

**The Present Scenario**

In a world shrinking fast in to a global village characterized by knowledge, technology and industries taking off at top speed and information highways opening new vistas of prospects, the profile of education would be quite different. Our educational system has been criticized on many accounts, particularly for its quality.

Todays our country engages nearly 55 lakh teachers spread over around 10 lakh schools in 2005 to educate about 2025 lakh children. While 82 percent of habitations have a primary schools with in a radius of one kilometer, there is an upper-primary school with in 3 kilometer for 75 % of habitation. At least 50 percent of our children who appear at the school learning examinations pass out of the secondary school system. Despite these trends, 37 percent of India lack literacy skills, about 53 percent children drop at elementary stage and over 75 percent of our rural schools are multigrade.

[NCERT : New curriculum Frame work 2005]

The basic concerns of education to enable children to make sense of life and develop their potential, to define and pursue a purpose and recognize the rights of others to do the same stand uncontested and valid even today. Educational needs like family improvement, community improvement and skill development received only marginalized important.

The development of any economy depend on the quality of its human resource and its different utilization. Rights type of education is pre-requisite for the development of quality human resources. So it is high time, to redesign the educational system. The economy demands and educational system, which transforms the men in to productive human resources.

**NEED AND SIGNIFICANCE OF THE STUDY**

Present trends of globalization and perceptions of social inequality are critical aspects in human development. Every individual has it rights to enjoy life and this become possible when he is educated – educated influence wider perspective. Socio economic cultural context a determines the process and nature of education.

The educated in turn, is expected to discharge his duties to the immediate society of which is an integral part. Thus the mutual depends of the educational institutions and the community is established.

The community invest much in educating and transforming it citizen in to productive individual this may be through direct or indirect influences. The social contextual dealing actually determines what type of knowledge is to be perpetuated and which mode of transmission is to be selected for the same. Education to be meaningful should be in ‘Egagement’ with the society. Educational institution due have the right to tap the resources from the society. The government, other agencies and association and even individual serve as the sources or this purpose in terns of infrastructural, financial and human support project like Sarva Shiksha Abhiyan, Rashtriya Madhamic Shiksha Abhiyan.and association like Parents Teacher Association and local panchayath have proved that community support can being up the quality of education. Mani reviews studied have reveled that such projects are successful in Kerala .In this juncture the investigator felt the need for connecting first hand experience from the heads of institutions on the different types of resources availed by secondary schools in Kerala and to collect their suggestions for better utilization of such resources with the success of Sarva Shiksha Abhiyan at the primary level. The Rashtriya Madhyamic Shiksha Abhiyan is expected to be the target. Hence the study “A study on the management of resources in secondary schools in Kerala.”

**STATEMENT OF THE PROBLEM**

The present study is entitled, **“A STUDY ON THE MANAGEMENT OF RESOURCES IN SECONDARY SCHOOLS IN KERALA”.**

**DEFINITION OF KEY TERMS**

**RESOURCE MANAGEMENT**

**Operational Definition**

Resource management is the efficient and effective deployment for an educational institutions resources when they are needed such resources may include Financial resources, infrastructural facilities and human development.

**Secondary Schools**

Secondary schools include the third stage of school education in kerala.It consists of standard VIII, IX and X for the present study 40 secondary schools heads of Palakkad districts are taken as representatives.

**OBJECTIVE OF THE STUDY**

1. To identify the resource allocation in secondary schools
2. To study the utilization of resources in secondary schools in Palakkad districts.
3. To collect suggestions form the heads on the management of resources in secondary schools.

**METHODOLOGY IN BRIEF**

Methodology deals precisely with sources of data, tool employed for the study and method adopted for the study.

**Sample**

The study was conducted on 40 secondary school heads in Palakkad Districts.

**Tools Used for the Collection of Data**

An interview schedule on utilization of community resources in secondary schools was prepared by the investigator with the guidance of supervising teachers. So as to understand the role of community resources and utilization of community resources for secondary schools

**Statistical Technique Used**

Simple percentage analysis was carried out for the analysis of data collected through interview schedule.

**SCOPE AND LIMITATIONS OF THE STUDY RELATIONSHIP**

The present study specified direct towards the utilization of community resources and involved activities in school functioning. The study is confined to the 40 secondary school heads of Palakkad District. It is expected that the result obtained would be helpful in revealing the present status of utilization of community resources in educational programmes of secondary schools and involvement of community in school functioning. This study expects to also highlight the hurdles on the way of utilization of community resources and involvement of community is school functioning removal of which will be helpful in strengthening the home school community relationship which in turn will utilize local community through facilitating and participating and of secondary schools.

The study was conducted on a sample 40 secondary schools heads. Togather and measure the required information of the interview schedule were used.

The following are the important limitations

1. Although the most of Kerala the study were limited to only one district Palakkad. The selection for the study consist of only 40 secondary schools due to time factor.
2. With the help of more sophisticated tool, the study might have been done at an in depth level.

**ORGANIZATION OF THE REPORT**

The research report has been organized in to five chapter.

**Chapter I** of the report contains a brief introduction to utilization of community resources, definitions need and significance of the study, statements of the problem and objective of the study, Methodology in brief and brief discussion of the scope and limitations of the study.

**Chapter II** describes related literature, studies related to the functioning of extent of utilization of community resources in secondary schools.

**Chapter III** The methodology of the study, the method adopted, tools used to collect data and statistical techniques used for analysis.

**Chapter IV.** Details of statistical analysis of data, and interpretation are given.

**Chapter V** Present the summary of the study, major findings, and conclusions arrived at educational implications of the study, followed by suggestions for further research in the area.

**REVIEW OF RELATED LITERATURE**

Review of related literature is an important component of any research. It has a vital role in planning a research study. Hence an investigator has to review carefully the research journals, dissertations, theses and other sources of information on the problem.

By the review of related literature the following purposes pointed out by Barr and Scates are fulfilled (1) to provide ideas, theories, explanations or hypothesis valuable in formulating the problem. (ii) to avoid the risk of duplicating the same study already undertaken. (iii) to suggest methods of research appropriate to the problem. (iv) to locate comparative data useful in the interpretation of results (v) to contribute to the general scholarships of the investigator.

The review of literature provides some insight regarding strong points and limitations of the previous studies it enables us to improve our own investigation and conduct the research study very effectively. The study of utilization of community resources is a review of study in the theoretical overview is needed.

Review of literature has been presented in two sections.

1. **Theoretical overview and**
2. **Review of related studies**

**THEORETICAL OVERVIEW**

**Community Involvement in Education**

Desired development in education cannot be made without the active co-operation of community. Local community can play an active role in promoting enrolment, retention, achievement and school effectiveness. This process would be institutionalised through the village education committees and bodies like Mother Teacher Associations and Parent Teacher Associations. It is envisaged that popular participation through village education committees will lead to community ownership of the programme enhancing its effectiveness and ensuring sustainability.

Community participation and community empowerment work towards bridging the increasing gaps in between the teacher, community and education. Department constituting common of an imaginary. The school where the child studies is a government institution. Where as the teacher has been rendered as a mere salaried government employee inconsequence a teacher does not find adequate accountability towards the community. It is doubtful whether the department of Education too has failed in the discharge of its responsibility towards the community finds itself. Completely ahenated and disappointed from all the government scheming and programs.

At present, school are managed by the agencies such as government, local authority and voluntary organisations. In so far as finances are concerned, the state supports not only its own institutions but also those of local authorities and voluntary organisations to a substantial extent. In fact it may be said that the bulk of expenditure on school education comes from state funds and fees and that only a small and relatively less significant contribution is made by local authorities or private sources.

It is high time the authorities thought of involving the local community in the running of the school, at least, at the elementary stage since they best admister their schools. Step should be taken to associate the local community in the administration of education in an effective manner. This will bring the school and community together in a programme of mutual service and support regional imbalances, which survey exist, shall have to be removed and areas which are deficient in school will have to be taken care of on a priority basis.

Community participation would investigate short-term infrastructural needs and motivate parent groups to send their children to schools. The educated youth of the community could, also be enthused to assist the teaching. Through education, to with increased capacity for logical thinking. The child becomes increasingly efficient in selecting, developing, and applying cognitive operations in relation concrete objects. Courage and loyalty increase an high ability to generalise is also shown by children in such open-learning environment. When the learning activities match the personal interests of the child, he becomes more enthusiastic and interested in the learning process and there by achieves learning effectiveness.

Some is the case with the parental involvement in the educational process of young children. It is how universally agreed that the welfare of children is best served by the close co-operation of the two groups, the parents and the teachers many related studies prove the positive relationship between the parental involvements on the school level achievement of the child. The child feels secure in the presence of parents. I.e., young children thrive when their families are part of the life of school. Many historical obstacles in communicate between home and school have been highlighted by recent research in childhood education stress and frustration have been show to affect both parents and teachers making each insensitive to the caring and concern of the other. Now in modern day, certainly parents have and will probably have, as great deal to say about the school functioning.

**UTILIZATION OF COMMUNITY RESOURCES**

Utilization of community resources in secondary schools, a facility that houses a traditional and a charter schools, as well as a community services. The traditional class room are typically undersized and crowed. The character classrooms are some what better impending issues for shared spaces and inadequacy of the school library. Community use cost are illustrated in charts, other teaching material, library books, cost recovery, scheduling building support, free text books, free uniforms and developing fee structured is offered, based on successful practice observe in field, increasing financial burden on operating staffs and budgets is the growing use of school facilities by the community.

Educational professional recognize that the use of schools facilities by the community must be supported, they also must acknowledge that some of these related costs must be recovered. Maximising opportunities its duties regarding their organization desires and current policies concerning community use of school building. To utilise the facilities for extra curricular events, and most shared a common goal to fully maximise the use of facilities to better service their committees. These committees taking to build support with school level administration is important and their governing support for a district wide approach to community use.

The school of community resources and developments has an expansive network of community partners that contribute to the education and success in students. In many of partners contribute to the school success through the financial and collaborative support they provide to the school and community, schools, parents and communities working together. Community resources can help parents and committees work more effectively with schools that severe the community members, principals, teachers and other school leaders will find resources that can help stronger community partnership.

Community resources intends to encourage discussion among professionals in education, the parents, students, and the community to stimulate new approaches to nation wide and initiate reform. The sense of community shared by teachers and parents who are active as a school is affected by systematic efforts by the school to involve parent in their child’s education.

The various community resources enrich classroom instruction by providing direct learning experiences. Use of community resources in teaching helps in the cultivation of self-reliance co-operation, spirit of scientific enquiry and respect for dignity of labour. The proper utilization will generate some pride in the past achievement and a reasonable degree of faith in further possibilities.

**THE SELECTION FORM OF SCHOOL PARTICIPATION IN ACTIVITIES IN THE LOCAL COMMUNITY**

In endeavouring to bring about an interaction between the school and the community, it was indispensable to provide for the participation of the school in the whole life of the community. The presence of the school in the everyday life of the community is no longer exception but rather completely normal aspect of one of the activities of the local community –the development of a man. some of the aspects of the participation of the school in the activity of a community; the first aspect of concern the degree of participation of teachers and other members of the school collective various organs and bodies of the closest community. The participation of members of the school collective in the organ of the local community gives theses bodies on insight in to the problems of the school.

The second aspect of the presence of the school in the narrower local community is thus its participation in various celebration and festivals that organised for the population. This accords with wishes of the pupils, of the citizens, and also of the school, as the preparation of the performance of the children is meaningful and aimed to stimulate pupil personality development. An integral part of these manifestations is the pupils visits to workers in economic enterprises of such occasion as victory day, the day of the town liberation, women’s day, the first of may or the anniversary of enterprise.

The third form of school participation in communal work is neighbourhood improvement. This is based on pupil’s psychophysical characteristics. The first step in a project of this kind is to draw up a contract with the council of the local community signed by the representative of school, the representative of the pioneer organisation of the school, and the chairman of the local community, and setting of the duties and obligations of both sides.

For the purpose of co-operation the signatories of this self management agreement determine the content and the forms of co-operations in activities of mutual interest namely; order and improvement, maintenance of cleanliness, as a pre-requisite for the cultural life of citizens and workers. Arrangement and maintenance of school ground building sites, maintenance and extension of the drainage system of the water supply and of the electricity system, by financial resources. Associate of common financial resources of the school, of local community and of the common for the construction of sport and recreation grounds.

**FINANCING OF THE SCHOOL**

Financial resources for the work of the school are provided by the so called community of education a new types of self management organization composed of members of society who are interested in and responsible for the development of school and its efficiency. The community of education includes all schools in the commune. Its assembly and executive committees take decision on financial resources from which fund of the community are drawn by law. The community of education manages financial resources for schools. On the basis of stated standards it determines criteria for the allotment of financial resources to school. It takes decision on the use of made of these resources; it states and applies its requirements for scholarships and other awards to pupils from less well-off families.

The cost of education consists of the following items.

* School staff salaries
* Material expenditures, building and equipment, expenditure for teaching supplies, and for the maintenance of building.
* Find for medical care disability insurance and pensions.
* Funds for annual vacation, food, cultural and recreational needs, needs for profession, development and further educational development.

The beginning of school year, the contract between the school and the community of education is made on the basis of preliminary estimates of the cost of education. The end of the school year, the community of education, through its professional educational services, assess the achievements of each individual school. On the basis of this assessment the rank of the basis of this assessment the rank of the school in commune is determined and final settlement and allotment of financial resources is made. For good results both in educational work and in-cooperation with the local community the school receives an additional allowance. Financial resources made available to the school by the community of education are allotted with in the school collective in accordance with regulation governing the allotment of income and personal income.

On the provision of total financial resources for education and their spending. The resources that not spent in one year are transferred to the next year without regarding the amount of new resources for the school in the current year. knowing that the efficiently of instruction can be raised by modernisation of equipment and teaching aids.

The teachers collective make important investment for the improvement of working conditions and;

Through better result the school strengthens its claim on the resourced awarded by the community of education.

Following are the important agencies involved in the curriculum and co-curriculum and administrative programs of a school in Kerala, they are; Parent Teacher Association, Sarva Shiksha Abhiyan, and Rashtriya Madhyamic Shiksha Abhiyan.

**PARENT TEACHER ASSOCIATION (PTA)**

Parent Teacher Association (PTA) is a grassroots organisation made up of parents, teachers and others around the state that have a special interest in children, families and schools. In Kerala we have Parent Teacher Student Association. Any person who supports the objective of the PTA is welcome to become a member. To support and speak on behalf of children and youth in the school, in the community and before governmental bodies and other organisations that make decisions affecting children. Also to assist parent developing the skills they need to raise and protect their children and to encourage parent and public involvement in the schools.

**OBJECTIVE OF PTA**

Following are the major objectives of PTA;

* To promote the welfare of all children in home, school, community and place of worship. To raise the standard of home life.
* To secure adequate laws for the care and protection of children.
* To create a closer relationship between home and school, which parents and teachers may cooperate efficiency in the education of children.
* To develop between educators and the general public such limited efforts as will secure for all children the higher advantage in physical, mental, social and spiritual education.
* PTA’s and PTSA’s work for children meet together, study problems, support teachers volunteers in schools, attend workshops on parenting and become informed on issues regarding children. The benefits received a PTA member are opportunities to meet and talk with other parents who have the same worries and concerns. PTA also provides educational opportunities at the local and state level.

**SARVA SHIKSHA ABHIYAN (SSA)**

Sarva Shiksha Abhiyan (SSA) is a time bound programme practiced in every states and union territories in order to make universalisation of elementary education and was adopted by the central government. The SSA will cover the entire expire of the country before March 2001 and the duration of programme in every district will depend upon the District Elementary Education Plan (DPEP) prepared by it as per its specific needs. However, the upper limit for the programme period has been fixed as ten years; i.e. upto 2010.

A programme with a clear time frame for universal elementary education to a response to the demand for quality basic education all over the country. An opportunity for promoting special justice through education, an effort effectively involving the panchayathraj institutionsm, school management committees village and slum level education committees, Parent Teacher Association, Mother Teacher Association. An expression of political will for universal elementary education across the country, a partnership among the central, state and local government. An opportunity for states to develop their own vision of elementary education.

**OBJECTIVES OF SSA**

* All children in school, education guarantee centre, alternate school, ‘Back to School’ camp by 2003.
* All children complete five years of primary schooling by 2007.
* All children complete light years of schooling by 2010.
* Focus on elementary education of satisfactory quality with emphasis on education for life.
* Bridge all gender and social category gaps at primary stage by 2007 and an elementary education level by 2010 and
* Universal retention by 2010.

SSA is an effort to universalize elementary education by community ownership of the school system. It is response to the demand for quality basic education of the country. The SSA programme is also an attempt to provide opportunity for improving human capabilities to all children, through provision of community owned quality education in a mission mode.

Improving the quality and efficiency at school, classroom level is a major thrust area of SSA, since it categorically highlights the need to provide education of a satisfactory quality in achieving the goal of education for all and the SSA donates 40 computers to area classrooms.

**RASHTRIYA MADHYAMIC SHIKSHA ABHIYAN (RMSA)**

Following the success plan of SSA, and the improvement quality of education for secondary school, the implementation of centrally sponsored scheme to universalize access to and improve quality of education at secondary stage, called Rashtriya Madhyamic Shiksha Abhiyan (RMSA) during the IInd five year plan.

**OBJECTIVES OF RMSA**

* To achieve a general enrolment ratio (GER) of 75% for classes IX-X with in 5 years by providing a secondary school with in a reasonable distance of every habitation.
* To improve quality of education.

Imported at secondary level through all secondary schools conform to prescribe norms:

* To remove gender, socio-economic and disability barrios, universal access to secondary level education by 2017, i.e. by the end of 12th five year plan and universal retention by 2020.

Interventions approved include providing infrastructure in schools such a new classroom with furniture, library, science laboratory, computer room, disabled friendly provisions etc. recruitment of additional teachers with emphasis on science, mathematics and English teachers, in-service training of teachers, teaching aids such as ICT and special focus on SC/ST minorities girls. Step such as priority for opening on up gradation of schools in areas of SC/ST/minorities weaker section concentration and enrolment drives and special coaching classes in those areas are also envisaged under the scheme.

**STUDIES RELATED TO UTILIZATION OF COMMUNITY RESOURCES IN EDUCATIONAL PROGRAMMES**

During the period of secondary schooling children are pleased with their competence, are curious about the world around them. When they grow they learn to discriminate the relationships and inter-relationships in the local community. In the concluding stage of secondary schooling they are more flexible in their thinking, look at what is familiar and gradually link about past children always constructs bridges between their classroom learning and real world living. In such a situation direct experience can be provided to children through the utilization of community resources in educational programs. There by teachers can engage children as active and as eager learners. Experiences are meaningful to children when they build on each other and lead to new experience and for further learning children need to experience things first.

Bauch P (2001) conducted a study entitled “A study of school community partnership” in rural school. School community partnerships in rural schools, leadership, renewal, and sense of place.

Kapadia Kaul (1997) conducted a study entitled. ‘A study of the childhood education programme for children’. This was undertaken with the major objective of studying the approach, curriculum, learning media used and the organisation of various programmes catering to the secondary school children. Teacher who belonged to local community and familiar with local resources, customs, and tradition of the community worked well.

Abraham Lexum (1991) of Oxford University conducted an experimental method of investigation about the impact of direct experiences through utilization of local resources on secondary school learning.

Biswas (1986) conducted an investigation to the “curriculum implementation for secondary schools in Bangladesh”. The main objective of study was to determine the extent of utilization local resources in implementing curriculum, (1) The schools did not implement the curriculum approximately as prescribed by the national curriculum and syllabus committee by providing direct and living experience to student through utilizing local resources.

Sahasarabuhe, D H (1980) conducted a study of ‘community living programme’ launched by the central government of India, as implemented in schools of Dharmapeth, in Nagpur district. The main objective of the investigation were (1) to collect information regarding the daily programmed of community living in respect of time allotted ,activities undertaken, and the method of implementation. (2) To find out which days and anniversaries were observed in secondary schools and the ways they were celebrated.

**STUDIES RELATED TO INVOLVEMENT OF COMMUNITY IN SCHOOL FUNCTIONING**

Studies related to involvement of parents in the school functioning is related to the idea that the young children when their families are part of the life school individual teachers can initiate efforts to involve parents by extending classroom activities parents are a teachers most important resource in reinforcing what teachers and children top learn.

Studies in this area are mainly related to the concept of “participating planning’. Participators planning refer to instances of formulise planning activities in which members of the schools and the community take part in the formulation of planning proposals.

Sadhanandhan (1999) in his work on an evaluation of the functioning of the District Primary Education Programme (D.T.E.P) In Wayanad district found that ; this strategies in the elementary education sector under D.P.E.P is implemented in 95% of the total institutions in the primary sector. The proper functioning of the class level PTA meeting facilitates proper guidance in the organisation of teaching learning activities.

Heck (1997) stress the vital role to be played by the head of institutions he says “as perceived influence of participatory group at the local school level has been found to be related to the openness of the principal or head teacher to the community.

Stormquest. (1995) with respect to parental involvement in school activities states that “Participant tend to become more active when the perceive that educational authorities will be responsive to their recommendations.

Bevi, Azad, V.K. (1994) conducted a cross sectional study on the effectiveness of home involvement in school functioning and on the learning capabilities of the child.

Regarding home-school community relationship Weisberg (1992) in his study reveals one of the rare instances about the community between the home and the school. He suggested the main function of school is to reinforce the values of the home and the community. Most studies minority group education found the home-school and common relationship is world apart.

Kalia (1986) conducted a study entitled “the impact of parental participation in school functioning on Tribal areas”. His main finding was that the parental involvement in tribal area schools, reduced dropout rates and the rate of wastage and stagnation on primary level. He suggested making a diversification of curriculum and school timings.

Kunavo (1985) proposes an idealistic definition of a participating planning as “a programmed designed for the participation of people and group of people who are likely to benefit or be affected by the decision and when it is clear that the participant have a direct and well defined role in controlling or influencing the decision making process”. To the cynic, participatory planning offers one important benefit increased community support for the school.

Pant, Y.R (1984) of Punjab University conducted an investigation on “People’s participation in education: a socio personal study of village community of Nepal”. The objectives of the study were examines: (1) the historical perspective and environmental setting of community participation in education. (2) The socio-personal factors related to participation in education. (3) There was an information gap between the school and the community.(4) Most people in the village communities considered the school committees as moderately effective in the management of their respective schools.

Satit Sannakit (1984) conducted a comparative study under ICCSSR about administrative problem perceived by school administrators in the Bangkok Metropolitan Areas and the provincial areas of Thailand. One of the major objective of this study was to determine the magnitude of school community relationship and Lis findings are; (1) the community does not appreciate the philosophy and purpose of school. (2) The community feels the difficult and inconvenient to contact the school authorities.

**CONCLUSION**

The review of the studies has revealed that community has a major role on the functioning of schools. Where is governmental and local agencies provide support through financial and human resources with this back ground the investigator took up the study on “A study on the management of resources in secondary schools in Kerala”.

**METHODOLOGY**

The procedures and techniques used for conducting a study are known as methodology is a set of system of methods, principles and rules for regulating a given discipline, as in the arts or science. The role of the methodology is to carry out the research work in a scientific and valid-manner. Research methodology consists of procedure and techniques for conducting a research study. All the researches are carried out by properly trained workers using proper methods and tools, systematic procedure and suitable techniques. The method to be adopted depends upon the nature of the study and the type of the data required.

The present study is an attempt to find out “A study on the management of resources in secondary schools in Kerala”.

The methodology followed in the study is described under following heads.

**OBJECTIVES OF THE STUDY**

1. To identify the Resource allocation in secondary schools
2. To study the utilization of resources in secondary schools in Palakkad Districts.
3. To collect suggestion from the heads, on the management of resources in secondary schools

**DESIGN OF THE STUDY**

For the present study the investigator followed interview cum document analysis method because the study was intended to anlayse existing social and economic conditions. Survey method was the suitable means through which the investigator could understand the utilization of community resources valued by secondary schools.

**SELECTION OF THE SAMPLE**

The present study concentrated on the extent of utilization of community resources in secondary schools. For this purpose, the investigator collected data from 40 secondary schools in Palakkad district. Among them 23 were Government secondary schools, 17 schools Government aided. 40 Headmasters from the selected schools were interviewed for the present study. The next major decision to be taken regarding sampling was the factors to be represented in the sample selection. The investigator decided to give represented to the following factor in the same sample selected.

1. Locality of schools

[Urban, semi-urban, Rural]

1. Type of management

[Aided secondary schools, Government secondary schools]

**TOOLS USED FOR COLLECTION OF DATA**

The tools selection is an important aspect of any research work. For the present study the investigator prepared an

**1. Interview schedule**

The investigator schedule is an important data gathering tool, the interview gives the information face to face. Interviewer must have clear idea of what information they need. So they must clearly outline the best sequence of question and stimulating comments; so as to bring out the desired responses.

The main task in interviewing is to understand the meaning of what interviewers say a qualitative research interview seeks to cover both a factual and meaning level, though it is usually more difficult to interview on a meaning level. Interviews are particularly useful in getting the story behind a participant’s experiences. The interviewer can pursue in – depth information around the topics. Interviews may be useful as follow-up-to certain respondents to questionnaires.

In-depth interviewing is a qualitative research technique that involves conducting intensive. Individual interview with a small number of respondents to explore their perspectives on a particular idea program or situation. In- depth interview are useful when we want detailed information’s about a person’s thought and behaviour or want to explore new issues in-depth interview are offer used to provide context to other data, offering a more complete picture in the program. The primary advantages of in-depth interview is that they provide much more detailed information that what is available through other data collection methods, such as surveys. They also may provide a more related atmosphere in which to collect information.

The main purpose of interview are; firstly, it is for the interviewer to see if you much the requirement of the job. This will naturally vary with different jobs but are likely to include our personal qualities well we express our self. Out motivation and enthusiasm. The recruiters will already have indication of these forms our initial application but new the interview will access in person.

The format of the interview are importants to the format are; learning objective; it is recognize the areas that comprise the format of an interview; the opening; the opening clearly identities and our subjects and the topic. The opening can give location to establish a local tie- in or explain background raises; and the body; the body is the interview itself- the actual questions an answers. At this point the interview takes shape and become a reality and final format of the interview is the closing; the closing is an abbreviated from the opening .During the closing researcher can summarize briefly.

The content of the interview and once again identify it .The opening and closing may be the most important parts of the program, since the opening grabs the audiences attention and the closing provides a conclusion to the story being told. After its have determined the focus of the interview and format questions and may write and recode the opening and closing.

**STAGES OF INTERVIEW INVESTIGATION**

There are different stages of interview investigation. Firstly; Thematizig; the interviewer should already know the subject, so that they can tell if the interview is discovering something new. The purpose of the study should clarified. The means of gathering the information should be considered as well as the mode of analyzing .The second is designing; think about the number of subject and the time involve and the resource available think through the ethical dimension of the report.

The third stage of the interview investigation is interviewing; the researcher interview is an interpersonal situation, a conversation between two partners about a theme of mutual interest. It is a specific form of human interaction in which knowledge evolves through a dialogue. Have a interview guide indicating the topics and the order they are to addressed keep the question dynamic providing positive interaction and follow –keep the questions brief and simple transcribing is the another stage of interview investigation. It involves translating from an oral language, with its own set of rules, to a written language with another set of rules.

The final stage of interview investigation is analyzing and reporting; communicate findings of the study based scientific criteria. Structured forms of question are provided in order to get important and relevant responses. The response should be noted.

The interview is a sense and oral questionnaire. Here open –ended interview schedule as used in open-ended interview the subject is encouraged to answer in his own words at some length is likely to provide depth of response.

The researcher designed an interview schedule as a tool for colleting relevant data on fund for the community resources which will help by proving to get fund for community resources.

There were altogether 9 questions in the schedule. The head of the institutions responded differently. The investigator ensure active participation of the interviewee in answering to the question. The 9 questions and the response of interviewees are discussed below.

First question could develops rapport and enter the topic with a general question on the role of community in school activities

Community plays an important role in school activities it may be direct or indirect .The direct role of community can be seen in organizing and managing the youth festival and sports. They become the active viewers of the programmers. The indirect role of community can be viewed in the form of participation of government, local bodies and Parent Teacher Association.

Question 2 & 3 were intended to different sources of community resources available in this institution. Head of the institutions gave clear cut responded to the questions. The major types of available community resources in the institutions are Parent Teacher Association, Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyam Shiksha Abhiyan (RMSA), Government and Punchaths. The common sources of the community resources are library facilities, lab maintenance, reading materials.

Question 4 goes to role and programs of Parent Teacher Association (PTA) Parent Teacher Association (PTA) plays active role in school activities. The important role of PTA including managing school programs, especially discipline.

Question 5 & 6 were based on role and programmes of Sarva Shiksha Abhiyan, Rashtriya Madhyam shikha Abhiyan and Punchayaths Sarva Shiksha Abhiyan allots to government schools a good amount of improving the quality of education. Intension of library facilities, grants for teachers, grants for schools.

Question 7 was intended to collect information regarding utilization of community resources regarding utilization of community resources is conducting interview, seminar, exhibition and study tours etc. All these school organize different club activities with the help of community resources most of the schools provide classes of subject experts to the children.

Question 8 was on special committees are there for effective utilization of community resources Generally there are special committees for effective utilization of community resources like the important members in the committee are;

* Head of the institution
* PTA President
* Work Experience Teacher
* Physical Educational teacher.
* Head of the Department

9th Question was an open-ended one which aimed at collecting suggestions for better utilization of community resource.

**DATA COLLECTION PROCEDURE**

The study was conducted in Palakkad Educational district. After having and idea of the sample the investigator made necessary arrangement with the selected schools and sought permission for data collection. Finalizing the sample and tools to be used, in this matter for testing was arranged after visiting the selected secondary schools. The investigator met the heads of schools and had discussion with them. Headmaster’s co-operation during the study was assured.

The investigator gave a short explanation of the aim and scope of the study to the subject and appeared to their participation and co-operation. The investigator visited the selected secondary schools and schedule administered to the utilization of community resources for the selected secondary schools.

**Basic Details of Sample Selected For the Study**

The breakup sample selected for the analysis is presented below.

**TABLE 1**

**Break up Final Sample (Secondary School) Selected for the Study**

|  |  |  |
| --- | --- | --- |
| **Sl.No** | **Type of Management** | **No. of Schools** |
| 1 | Government Secondary Schools | 23 |
| 2 | Government Aided Secondary Schools | 17 |
|  | Total | 40 |

**TABLE 2**

**Break Up of the Sample (Locality) Selected for the Study**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Type of Management** | **Locality** | | | |
| **Rural** | **Urban** | **Semi- urban** | **Total** |
| 1 | Government Secondary Schools | 7 | 7 | 9 | 23 |
| 2 | Government Aided Secondary Schools | 5 | 7 | 5 | 17 |

**STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

Statistical analysis of the data were undertaken using procedures appropriated for the purpose of the study. The present study used the statistical techniques are;

**Percentage Analysis**

Based on the objective of the study, Percentage analysis, a method of converting raw data in to percentage forms is used.

**ANALYSIS AND INTERPRETATIONS**

“The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and desires to derive from the data, the inherent meanings in their relation to the problem”. Analysis of data means studying the collected and tabulated materials in order to determine and reach the conclusion about the inherent facts or meaning interpretation call for a critical examination of the results of the one’s analysis in the light of all limitations of his data gathering. (Sukhia, 1974)

The data collected have been analysed statistically and scientifically with regard to the aims and objectives of the study. The present study “A study on the Management of Resources in secondary schools in Kerala” has following objectives.

**OBJECTIVES OF THE STUDY**

1. To identify the Resource allocation in secondary schools
2. To study the utilization of resources in secondary schools in Palakkad Districts.
3. To collect suggestion from the heads, on the management of resources in secondary schools

**ANALYSIS OF THE DATA BASED ON INTERVIEW SCHEDULE ON UTILIZATION OF COMMUNITY RESOURCES FOR SECONDARY SCHOOLS**

Detailed analysis of the data collected through the interview schedule on utilization of community resources.

**ROLE OF COMMUNITY IN SCHOOL ACTIVITIES**

Details of the role of community in school activities are given below.

**TABLE 3**

**Details the Role of Community in School**

**Activities in Secondary School Based on Type of Locality**

|  |  |  |
| --- | --- | --- |
| Sl.No | Locality | Rate of Community School Activities |
| Percentage |
| 1 | Urban | 57 |
| 2 | Rural | 64 |
| 3 | Semi-urban | 50 |

Table 3 reveals that in 57 percentages of the urban schools community plays an important role. In the case of rural schools 64 percentages of the schools get active participation of community in school activities. In semi-urban areas 50 percentages of the school ensures role of community in school activities.

**TABLE 4**

**Details the Type of Community in School**

**Activities in Secondary School Based on Type of Locality**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Locality | Items and Percentage | | | |
| PTA (Percentage) | SSA (Percentage) | RMSA (Percentage) | District Panchayath (Percentage) |
| Urban | 92 | 85 | 23 | 57 |
| Rural | 85 | 90 | 15 | 69 |
| Semi-urban | 77 | 77 | 38 | 38 |

Table 4 reveals that PTA 92 percentage has role in urban school activities in school activities. Whereas in rural area secondary schools, 85 percentage of PTA has role in school activities. But in the semi-urban areas only 77 percentage of role is there for from PTA in school activities.

In secondary schools, 85 percentage of the urban schools have role of SSA in school activities. In rural areas, 90 have role of SSA in School-activities. But in the semi-urban areas SSA has only 77 percentage role in school activities.

RMSA has 23 percentage roles in the activities of urban schools. In Rural areas, RMSA has 15 percentage roles in school activities but in the semi-urban schools the participation of RMSA is only 38 percentage

In secondary schools, Panchayath has 57 percentage role in the activities of Urban schools. In Rural areas, Panchayath has 69 percentage role in school activities. But in the semi- urban schools the role of panchayath is only 38 percentage in school activities.



**FIGURE 1:** **Percentage of Type of Community Resources for Urban and Rural Schools**

**DETAILS OF PTA ROLE AND PROGRAMS**

Details of PTA role and programs in secondary schools are given below.

**TABLE 5**

**Details of PTA Role and Programs in  
Secondary Schools on the Basis of Type of Locality**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Locality | Items and Percentage | | | |
| Maintenance | Student Welfare | Youth festivals and Sports | Grants |
| % of ‘Yes’ Response | % of ‘Yes’ Response | % of ‘Yes’ Response | % of ‘Yes’ Response |
| Urban | 64 | 71 | 50 | 15 |
| Rural | 38 | 38 | 62 | 23 |
| Semi-urban | 31 | 38 | 69 | 23 |

Table 5 reveals that in the government/aided secondary schools, 64 percentage urban schools get maintenance grant for their school activities. Whereas rural schools get, 38 percentage maintenance grant for their school activities. But semi-urban schools get only 31 percentage maintenance grant for their school activities.

In the government/aided schools, 71 percentage urban schools get student welfare grant for their school activities. Whereas rural schools, get 38 percentage student welfare grant for their School-activities and semi-urban schools, get 38 percentage student welfare grant for their school activities.

In the government/aided schools, 50 percentage urban schools get youth festival grant and sports grant for their school activities. Whereas in the rural schools, get only 62 percentage youth festival and sports grant for their School-activities. But semi-urban schools get 69 percentage youth festival and sports grant for their school activities.

In the government/aided schools get only 15 percentage of the urban schools grants for students for their school activities. Whereas rural schools, 23 percentage grants for students for their School-activities. Whereas semi-urban schools get 23 percentage grants for student for their school activities.



**FIGURE: 2** **Graphical Representation of PTA Role and Programmes for Urban, Rural and Semi-Urban Schools**

**DETAILS OF SSA ROLE AND PROGRAMS**

Details of SSA role and programs in secondary schools are given below.

**TABLE 6**

**Details of SSA Role and Programs in   
Secondary Schools on the Basis of Type of Locality**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Locality | Items and Percentage | | | |
| School grant | Teachers Grant | Maintenance | Compound Wall and Toilet |
| % of ‘Y’ Response | % of ‘Y’ Response | % of ‘Y’ Response | % of ‘Y’ Response |
| Urban | 73 | 85 | 29 | 29 |
| Rural | 85 | 85 | 38 | 38 |
| Semi-urban | 69 | 69 | 31 | 45 |

Table 6 reveals that in the government/aided secondary school, 73 percentage urban schools get school grant for their school activities. Whereas rural schools get 85 percentage school grant for their school activities and semi-urban schools, 69 percentage schools grant for their school activities.

In the government/aided schools, 85percentage urban schools get teachers’ grant for their school activities. Whereas rural schools get 85 percentage teachers’ grant for their School-activities. But in the semi-urban schools get only 69 percentage teacher grant for their school activities.

In the government/aided schools, 29 percentage urban schools get maintenance grant for their school activities. Whereas in the rural schools get 38 percentage maintenance grant for their School-activities and semi-urban schools get 31 percentage maintenance grant for their school activities.

In the government/aided secondary schools, 29 percentage urban schools get compound and Toilet grants for their school activities. In rural areas of secondary schools get 38 percentage compound wall and Toilet grants for their School-activities. But in semi-urban areas get 45 percentage compound wall and Toilet grants for their school activities.



**FIGURE :3** **Graphical Representation of SSA Role and Programmes for Urban, Rural and Semi-Urban Schools.**

**DETAILS OF PANCHAYATH ROLE AND PROGRAMS**

Details of Panchayath role and programs in secondary schools are given below.

**TABLE 7**

**Details of Panchayath Role and Programs**

**In Secondary Schools on the Basis of Type of Locality**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Locality | Items and Percentage | | | |
| Grants | Library | Lab | Maintain |
| % of ‘Y’ Response | % of ‘Y’ Response | % of ‘Y’ Response | % of ‘Y’ Response |
| Urban | 57 | 29 | 7 | 43 |
| Rural | 55 | 45 | 38 | 55 |
| Semi-urban | 45 | 38 | 31 | 38 |

Table 7 reveals that in the government/aided secondary school, 57 Percentage urban schools get students grant for their school activities. Where as rural schools get 55 percentage students grant for their school activities. But in the semi-urban schools get only 45 percentage students grant for their school activities.

In the government/aided secondary schools get 29 percentage urban schools get library grant for their school activities. Whereas rural schools get 45 percentage library grant for their School-activities and semi-urban schools get 38 percentage library grant for their school activities.

Regarding the lab facility in the government/aided schools, 7 percentage urban schools get lab grant and sports grant for their school activities. Whereas rural schools get 38 percentage lab grant for their School-activities. But in the semi-urban schools get 31 percentage lab grant for their school activities.

In the government/aided schools get 43 percentage urban schools get maintenance grants for their school activities. Whereas rural schools get 55 percentage maintenance grants for their School-activities. But in the semi-urban schools get 35 percentage maintenance grants for their school activities.



**FIGURE: 4** **Graphical Representation of Panchayath Role and Programmes of Urban, Rural and Semi-Urban Schools.**

**DETAILS OF RMSA ROLE AND PROGRAMS**

Details of RMSA role and programs in secondary schools are given below.

**TABLE 8**

**Details of RMSA Role and Programs in  
Secondary Schools on the basis of Type of Locality**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Locality | Items and Percentage | | | |
| Maintenance | Lab facility | Library | Water and Electricity |
| % of ‘Y’ Response | % of ‘Y’ Response | % of ‘Y’ Response | % of ‘Y’ Response |
| Urban | 29 | 29 | 29 | 29 |
| Rural | 31 | 31 | 31 | 31 |
| Semi-urban | 45 | 45 | 45 | 45 |

Table 8 reveals that in the government/aided secondary school, 29 percentage urban schools get maintenance grants for their school activities. Whereas rural schools get 31 percentage maintenance grant for their school activities. In the semi-urban schools get only 45 percentage get maintenance grants.

In the government/aided schools get 29 percentage of the urban schools lab facility for their school activities. Whereas rural schools get only 31 percentage lab facility grant for their School-activities. But in the semi-urban schools get 45 percentage lab facility grant for their school activities.

In the government/aided schools get 29 percentage urban schools library grant for their school activities. Whereas rural schools get only 31 percentage of the schools library grant for their School-activities. In the semi-urban schools get 45 percentage schools library grant for their school activities.

Regarding water/electricity facility in the government/aided schools 29 percentage urban schools get grant for their school activities. Whereas rural schools get 31 percentage of schools water/electricity grants for their School-activities. In the semi-urban schools get 45 percentage of school grants for their school activities.

**FIGURE: 5** **Graphical Representation of RMSA Role and Programmes of Urban, Rural and Semi-Urban Schools.**



**DETAILS OF MANAGEMENT ROLE AND PROGRAMS**

Details of Management role and programs in secondary schools are given below.

**TABLE 9**

**Details of Management Role and Programs**

**In Secondary Schools on the Basis of Type of Locality**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Locality | Items and Percentage | | | |
| New building and Maintenance | Lab facility | Library facility | Water facility |
| % of ‘Y’ Response | % of ‘Y’ Response | % of ‘Y’ Response | % of ‘Y’ Response |
| Urban | 45 | 36 | 29 | 43 |
| Rural | 38 | 38 | 45 | 38 |
| Semi-urban | 31 | 23 | 31 | 31 |

Table 9 reveals that in the government/aided secondary school, 45 percentage urban schools get new building grants for their school activities. Where as in rural schools get 38 percentage of the schools new building grant for their school activities. In the semi-urban schools get 31 percentage of schools new building grant for their school activities.

In the government/aided schools 36 percentage urban schools lab facility grant for their school activities. Whereas rural schools get 38 percentage of school lab grant for their School-activities. In the semi-urban schools get 23 percentage of schools lab grant for their school activities.

In the government/aided schools, 29 percentage urban schools get library grant for their school activities. Where as in the rural schools get 45 percentage of schools library grant for their School-activities. But in the semi-urban schools get 31 percentage of schools library grant for their school activities.

In the government/aided schools 43 percentage urban schools get water facility grants for their school activities. Where as in the rural schools get 38 percentage of schools water facility grants for their School-activities and semi-urban schools get 31% of schools water facility grants for their school activities.



**FIGURE: 6** **Graphical Representation of Management role and Programmes of Urban, Rural and Semi-Urban Schools.**

**DETAILS OF INTERVIEWS, SEMINARS, EXHIBITIONS AND STUDY TOURS CONDUCTED FOR EFFECTIVE UTILIZATION OF COMMUNITY RESOURCES.**

Details of interviews, seminars, exhibitions conducted in secondary schools are given below.

**TABLE 10**

**Details of Conduct Interviews, Seminars,**

**Exhibitions in Secondary Schools on the Basis of Type of Locality**

|  |  |  |  |
| --- | --- | --- | --- |
| Do you conduct Interviews, Seminars, Exhibitions, Study Tours for Effective Utilization of Community Resources | Urban  % | Rural  % | Semi-urban  % |
| Interview | 50 | 38 | 62 |
| Seminar | 86 | 92 | 100 |
| Exhibition | 43 | 31 | 46 |
| Subject experts | 29 | 23 | 46 |

Table 10 reveals that in government/aided secondary schools, 50 percentage of the urban schools have conducted interviews for quality improvement of students. Whereas in rural schools, 38 percentage schools have conducted interviews. In the semi-urban schools, 62 percentage schools have conducted interviews for quality improvement of students.

In government/aided secondary schools, 86 percentage of the urban schools have conducted seminars for the improvement of education. Whereas in rural schools, 92 percentage schools have conducted Seminars. But the semi-urban schools 100 percentage schools have conducted seminars.

In government/aided secondary schools, 43 percentage of the urban schools have conducted exhibitions for the improvement of education. Where as in rural schools, 31 percentage schools have conducted exhibitions. In the semi-urban schools 46 percentage schools have conducted exhibition for the improvement of education.

Regarding the subject experts in the government/aided secondary schools, 29 percentage urban schools have conducted class for the improvement of education. Whereas in rural schools, 23 percentage schools have conducted class. In the semi-urban schools 46 percentage schools have conducted class for quality improvement of education.



**FIGURE: 7** **Graphical Representation of Conduct Interviews, Seminars, Exhibitions and Study Tours for Effective Utilization of Community Resources.**

**SPECIAL COMMITTEE FOR THE EFFECTIVE UTILIZATION OF COMMUNITY RESOURCES**

Details of Special committee in secondary schools are given below.

**TABLE 11**

**Details of Special Committee Role and Programmes**

**In Secondary Schools on the Basis of Type of Locality**

|  |  |  |
| --- | --- | --- |
| Locality | Items and Percentage | |
| Special Committee for the Effective Utilization of  Community Resources | |
| Percentages of “Yes” Response | Percentage of “No”  Response |
| Urban | 77 | 23 |
| Rural | 85 | 15 |
| Semi-urban | 86 | 14 |

Table 11 reveals that in the government/aided secondary schools 77 percentage urban schools have special committee for the effective utilization of community resources. Where as in rural schools, 85 percentage schools have special committee for the effective utilization of community resources. In semi-urban schools, 86 percentage schools have a special committee for the effective utilization of community resources.



**Figure: 8 Graphical Representation of Special Committee for Effective Utilization of Community Resources.**

**DETAILS OF FINANCIAL SUPPORT**

Details of Financial Aid availed by of secondary schools are given below.

**TABLE 12**

**Details of Financial Aid Availed by   
Secondary Schools on the Basis of Type of Locality**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sources | Amounts | Urban | Rural | Semi-urban |
| School Grant | 2000-4000 | 70 | 62 | 85 |
| 4000-6000 | 30 | 38 | 15 |
| Teachers Grant | 2000-4000 | 22 | 46 | 31 |
| 4000-6000 | 50 | 31 | 54 |
| 6000-8000 | 14 | 23 | 15 |
| 8000-10000 | 14 |  |  |
| Maintenance Grant | 15000-20000 | 30 | 77 | 46 |
| 20000-25000 | 43 | 15 | 38 |
| 25000-30000 | 22 | 8 | 15 |
| 30000-35000 | 7 |  |  |
| Furniture Grant | 15000-20000 | 22 | 38 | 23 |
| 20000-25000 | 50 | 46 | 38 |
| 25000-30000 | 28 | 16 | 38 |

Table 12 reveals that in the government/aided secondary school, 70 percentage urban schools are getting student grant for their school activities. Whereas in rural schools, 62 percentage are getting school grant for their schools activities. The semi-urban schools, 85 percentage schools get student grant or their school activities.

In the government/aided schools, 50 and above percentages urban schools are getting for teachers grant for their class learning materials. Whereas rural schools only below 50 percentage are getting teachers grant. But in semi-urban schools, above 50 percentage of schools are getting for teaching grant.

In the government/aided schools, below 50 percentage urban schools are getting for maintenance grants. Where as in the rural schools, above 50% are getting maintenance grants for their school activities. In semi-urban schools, below 50 percentage of schools are getting maintenance grant for their school activities.

In the government/aided schools, in urban schools 50 percentage are getting furniture grant for their school activities. Whereas in the rural schools, below 50 percentage are getting amount for furniture grant for their school activities. In semi-urban schools, below 50 percentage are getting furniture grant for their school activities.

**SUMMARY, CONCLUSION AND SUGGESTIONS**

This chapter provides a retrospective view of the study, major findings educational implications and suggestions for further research.

**STUDY IN RETROSPECT**

The present study is entitled “**A STUDY ON THE MANAGEMENT OF RESOURCES IN SECONDARY SCHOOLS IN KERALA”**

**OBJECTIVES OF THE STUDY**

1. To identify the resource allocation in secondary schools
2. To study the utilization of resources in secondary schools in Palakkad districts.
3. To collect suggestions form the heads, on the management of resources in secondary schools.

**METHODOLOGY IN BRIEF**

Methodology deals precisely with sources of data, tool employed for the study and method adopted for the study.

**Sample**

The study was conducted on 40 secondary school heads in Palakkad Districts.

**Tools Used for the Collection of Data**

An interview schedule on utilization of community resources in secondary schools was prepared by the investigator with the guidance of supervising teachers. So as to understand the role of community resources and utilization of community resources for secondary schools

**Statistical Technique Used**

Simple percentage analysis was carried out for the analysis of data collected through interview schedule.

**MAJOR FINDINGS**

The Parents Teachers Association, Sarva Shiksha Abhiyan, Rashtriya Madhyamic Shiksha Abhiyan and Panchayath provide financial and human support for to secondary school in Palakkad district.

The present study has revealed that community plays has an important role in activities of schools. Community plays direct and indirect role in the activities of school. The direct role of community in school activities can be seen in youth festivals, sports, discipline and other activities. Indirect role of community is seen in the involvement of government, local bodies and Parents Teacher Association [PTA]

Study has revealed that community resource are available to school form Parent Teachers Association, Sarva Shiksha Abhiyan, Rashtriya Madhyamic Shiksha Abhiyan and Panchayaths.

The study has revealed that P.T.A has significant role in school activities . P.T.A’s role is seen in managing school activities, academic matters and public functions. An amount of membership 50 rupees is collected form students as P.T.A Fund .This fund is utilized for sports, Youth festivals scholarships and electoral works etc.

**Implications of Intervention Programs Under SSA**

School intervention programs under SSA has been implemented in almost all schools. SSA have been successful in implementing school intervention programs at its highest level in Government schools there are certain intervention programs which are not at all implemented in any schools

**The Extent to which the Implementation have been Done.**

School plan construction have been implemented 100 percentage level in almost all schools .Most of the heads and teachers of Govt. schools have received 20 days in service course. Teachers grant and school grant are received. The activities for special focus group (Sc / St student and girls ) are done.

The programes under SSA are implemented in the programes for family management and for earning while learning have been implemented negligible number of schools. The supply of their equipment, awareness for their parents, their special education etc.. are also implemented successfully. Activities like toilet construction drinking water facilities, electrification, construction of surrounding wall, separation wall etc. have been implemented in almost all government school. All most all heads consider that SSA will surely bring progress in the field of education.

**Reasons for Incomplete Implementations.**

Most of the heads claims that the reason for incomplete implementation is lack of instruction form authorities about what actually is to be done. Toilet construction, drinking water facilities, surrounding wall construction etc. are not implemented in certain aided schools since SSA is not providing such programs to aided schools.

The project RMSA has been launched in schools as a part of improving schools activities. Only very few government schools have got the advantages if it .It is mainly utilized for maintenance of lab library, water and electrical works etc.

Study also revealed that panchayath also plays important role in school activities. Panchayath provide fund mainly government school. There funds are mainly used for Building / maintenance/ compound / library and lab etc. Aided schools are not getting funds from panchayaths.

Contrary to the high positive attitude towards utilization of community resources in educational programs, majority of the heads understudy are not making use of the available resources in the community, out side the schools that has educative valued and is with in the scope of the school use, for example museums theatres courts , libraries, play grounds etc.. Including outstanding individuals and other human resources .Only 50 percent of them are conducting field trips and study tours in order to utilize the community resources for effective learning.

Special committees are established for the effective utilization of community resources in schools. All activities related to community resource are conducted by this special committee.

**MAJOR SUGGESTION**

The high positive attitude of secondary school headmaster towards the utilization of community resources in educational programs of secondary school children should be supplemented by an active utilization of available community resources related to secondary school curriculum .To properly channel the community resources appropriate training should be imparted to institution heads.

Field- trips to the community should be conducted to gain a comprehensive knowledge about the community and surrounding which will assist the children to connect their classroom learning with experiences in daily life. Two or three combined periods in a week could be utilized for conducting field trips or for organizing seminars and discussion with the known entities and technical experts of the community.

Special committees should be established for school activities and effective utilization community resources. Utilization of these funds and the different activities with these funds should be under the supervision of special committee.

Society should be given a chance to participate in school activities. Programs for social welfare should be conducted in school holidays.

Aided schools should also be given the same amount as given to government schools

Government should directly allow fund to different activities. If the school political influence is school activities should be avoided.

With respect to parent teacher meetings as very large gathering are not conducive to proper discussion, meeting days should be fixed at the convenience of the both parents and Teacher opportunities should be provided to parents to express their view points and there by to discuss and debate with their opinions. criticism must be very cautions and never public. The executive committee of Parent teacher Association should be elected in a democratic manner.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

The present study has revealed certain conclusion and in the light of these , the investigation could list out the following implications.

The primary stage is the one crucial in the field of education, it is the stage at which the student learn the basis of their life. Hence education at this stage should be proper. Therefore the school has to provide necessary situations for this.

The ground for establishing good parent – teacher relationship is good instruction offered by the school. This supplemented by good personality of teachers who command respect.

With a view of improving the performance of the school system and to provide community owned quality elementary education the SSA being implemented nation wide .it also envisages bridging of gender and social gaps.

The Findings of the study show that certain programmes are implemented at a high level, certain others at a low level, SSA Should be efficient enough to implement all activities at high level for the proper realization of its objectives.

A proper evaluation is necessary for each and every activity for this a committee can be appointed. There is already a committee consisting of head, P.T.A and community members for preparing a school plan for implementing the SSA programmes.The same committee may given the change of evaluating the extent of progrmmes done, feedback taken, and monitoring the rest of the programes. The activities of SSA should also be implemented in Aided schools , since majority of the schools in each district would be aided schools.

The relevance of the programes should be made clear to the heads of every school classes should be given for co-ordination for imparting the same the academicians should came forward for spreading the aspects. Most teachers and heads consider it as a burden. The main reason for this is the attitude towards it. So it is high time to correct the defects in the field.

**SUGGESTION FOR FURTHER STUDY**

Based on the findings of the study, the investigator suggests the following areas, in which future researchers can be carried out.

An analytical study of secondary schools curriculum of each standard can be done with determining the scope of utilization of educationally important local resources unit.

A research can be done to study the impact of parental involvement in school functioning.

A survey can be conducted about the usefulness of SSA towards empowering children for proper community life.

Study of attitude of parents and teachers towards SSA

A critical study about the curriculum of the new program can be done.

An investigation can be made to construct a resource map of the educationally important local resources which can be truthfully utilized in the present secondary school curriculum..

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**APPENDIX II**

**LIST OF INSTITUTIONS VISITED**

|  |  |
| --- | --- |
| **Table 1** | |
| **Government Secondary Schools** | |
| 1 | Government H.S Chalissery |
| 2 | Government H.S Vattenad |
| 3 | Government H.S Chathannur |
| 4 | Government Oriental H.S Pattambi |
| 5 | Government H.S Kodumunda |
| 6 | Government Janatha H.S Naduvattum |
| 7 | Government V.H.S.S Koppam |
| 8 | Government H.S.S Pattambi |
| 9 | Government H.S. Chundam Patta |
| 10 | Government Vadanam Kurissi |
| 11 | Government H.S. Shournoor |
| 12 | Government H.S Koonathara |
| 13 | Government H.S Ottapalam |
| 14 | Government H.S Munnurcode |
| 15 | Government Higher Secondary School Ottapalam |
| 16 | Government V.H.S.S Cherupulachery |
| 17 | Government H.S.S Kizakkanchere |
| 18 | Government H.S.S Erimayur |
| 19 | Government Girls H.S.S Alathoor |
| 20 | Government Boys H.S.S Nenmmara |
| 21 | Government Boys H.S.S Chittur |
| 22 | Government V.H.S. Kanchikode |
| 23 | Government Moyans Model Girls H.S.S Palakkad |

|  |  |
| --- | --- |
| **Table 2** | |
| **Government Aided Secondary Schools** | |
| 1 | High School Perinjode |
| 2 | Paradur High School pallippuram |
| 3 | PTM Yatheen Ghana H.S.S Edappalam |
| 4 | Vallapuzha Higher Secondary School |
| 5 | St. Theres H.S.S Shornur |
| 6 | K.V.R High School Shornur |
| 7 | T.R.K.H.S Vaniyamkulum |
| 8 | LSN Girls H.S Ottapalam |
| 9 | N.S.S K.P.T High School Ottapalam |
| 10 | Sreekrishnapuram High School |
| 11 | A.S.M.M. H.S. Alathur |
| 12 | Padasala Sanskrit H.S. Chittur |
| 13 | B.E.M H.S.S Palakkad |
| 14 | K.P.R.P.H.S. Kongad |
| 15 | Desabandhu H.S.Thachan para |
| 16 | Sabari High School Palikurumbu |
| 17 | K.T.M H.S Mannarkadu |

**Appendix I**

**FAROOK TRAINING COLLEGE**

**Interview Schedule**

**Dr. JESA.M. FINOJ.P**

**Selection Grade Lecture M.Ed Student**

**Farook Training College Farook Training College**

1. **Sir, Do you think that the community has some role to play in the functioning ? If Yes, to what extent?**
2. **What are the different types of the community resources?**
3. **How do PTA’s involve in the functioning of your school?**
4. **To what extent have your school availed the assistance of Sarva Shiksha Abhiyan Project?**
5. **What are the major role and programs play by RMSA in school activities?**
6. **Will you please explain the major role and programs play by panchayath in school activities**
7. **What are the contribution of this school management to school activities?**
8. **Do you conduct interviews, seminars, exhibitions, study tours etc for Effective utilization of community resources?**
9. **Are there any special committees functioning for the effective utilization of community resources? If so Explain?**
10. **Please give your valuable suggestion for the better utilization of community resources?**