



EDUCATION AS ORGANIZED ACTIVITY

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ABSTRACT

Everybody in our society knows that the main purpose for the existence of a school is to educate children. The trends of education had been changed due to change in time. The concept of education has also changed. Schools have an elaborate system of activities and learning experiences in an organized way which in its totality is called curriculum. It is with the help of this that schools bring about modification of behaviour of their pupils in desired direction. The extent of fulfillment of educational goals in an organized way depends very largely on the personality of the principal. With a vision before him, he has to plan and organize various activities in the school. There are basically three models of educational organization i.e. Bureaucratic Model where head teacher wields complete authority over all that is done in the school, Departmental Model where head delegate's authority to senior members of the staff and line of authority is lateral rather than downwards and Democratic Model where lines of hierarchy is not observed.

KEYWORDS : Formal Education, Organized, School Perspective.

INTRODUCTION:

Organization is basically an association or a group of people bound together in a formal relationship to achieve a goal collectively. An organization has specific goal or purposes for its existence. In other words "an organization is a set of stable social relationship deliberately created with the explicit intention of continuously accomplishing some specific goals or purposes."

A formal organization is a highly organized group having explicit objectives, formally stated rules and regulations and a system of specifically defined rules, each with early designated rights and duties. Informal organizations are the systems of personal relationships that develop spontaneously as individuals interact within a social set up.

Educational activities in school are a formally organized as an organization. It is an arrangement or structure within which principal, supervisors, teachers, pupils and other cooperate to carry out various activities of the school so as to achieve the organizational goals of educating the young ones. It, being a school has all the characteristics of a formal organization.

MAIN POINTS TO BE CONSIDERED:

The following are the main points indicating education in formal institution like school is an organized activity:

- i. To run a school we need official sanction. Before opening a school, the prescribed conditions have to be fulfilled and required needs to be obtained.
- ii. School is a permanent body as its members' persists beyond the immediate membership. When old members leave, new ones keep on occupying their position. As a result, a school never runs out of its membership.
- iii. Like any other formal organizations, a school has an assigned hierarchy. At the apex is the principal: below him are a few supervisors; under each supervisor are a number of teachers, under a teacher a large body of pupils. The framing of this hierarchy is guided by certain codes and rules.
- iv. Every position in the hereby has definite roles and responsibilities. This shows that the principal, the supervisors, the teachers etc. have their specific roles and responsibilities.
- v. The objectives and tasks of a school, as in case of any other formal organization are perceived not only by the members of the organization, but also by everyone in the society.

Furthermore it has some characteristics similar to that of other organization, these are-

- **Effective Sharing of Goals**

A healthy organization shares its business goals with employees at every level of the organization. Management shares goals with employees and gets them on board with the mission and vision of

the educational organization. Employees understand what is required to reach these shared goals and make every effort to achieve them.

- **Teamwork**

Another characteristic is teamwork. Institutions know how to develop teams that collaborate to achieve common goals. Employees and academic administration readily offer their assistance to each other to meet corporate educational objectives.

- **Leadership**

Good leadership is one of the main characteristics of a healthy organization. Principal plays the role of leader to get employees to function together. When correction is needed, employees readily accept the constructive criticism offered by leader.

- **Clearly Defined Structure**

Educational institutions possess a sense of order and organizational structure. The structure and order of the school organization does not limit innovation and growth.

- **Hierarchy and functions**

The school is a centre of number of activities. To carry on these activities several people are appointed. In accordance with the roles and responsibilities given to each, they occupy different positions, thereby forming certain hierarchy in the school system.

This hierarchy in the organization represents the formal procedure through which the school is managed. At the top of the hierarchy is the Principal. Under him/her are two main categories of staff, namely the academic and the administrative staff.

The structure that exists in the organization often allows smooth downward flow of information from the principal to supervisors and from them to teachers and through the teachers to pupils and so on and vice versa.

THREE MODELS OF EDUCATIONAL ORGANIZATION:

- **Bureaucratic Model**

According to this model the head teacher wields complete authority over all that is done in the school. Formation of policies, to take decisions at top and to pass down the subordinates to carry them out on the basis of a legalized formal authority, it strictly follows rules and regulations even at the expense of human and environmental factors. Being a mechanical system, it can readily provide scope for innovation and creativity.

- **Departmental Model**

In this model the head delegate's authority to senior members of the staff and line of authority is lateral rather than downwards.

• Democratic Model

Some schools opt for a democratic model in which one may not see clear lines of hierarchy 'operating as in the above models. In this model, all members of the staff may meet and elect one of the senior members as their head. Policy-making decisions are taken by the entire staff with the head teacher in the role of a chairperson. This model is flexible, dynamic and organic it does not strictly adhere to formalities and procedures and therefore provides the required academic freedom as well as dignity to the individuals.

EDUCATION AS AN ORGANIZED ACTIVITY FROM SCHOOL PERSPECTIVE:

In Rebecca Barr and Robert Dreeben's book (2009), *How Schools Work*, the authors discuss the functioning of schools and classrooms. They examine different levels of organization in school districts from district offices to instructional groups in classrooms; they identify distinct events that take place in each unit, and how what happens in one unit affects others. They also discuss the roles and division of labor among some participants. Within classrooms there are instructional groups, often by ability level of students. Organization of time is another determinant of how schools work.

The parts of school systems consist of a central administration with jurisdiction over a school district as well as local administrations situated in each school with responsibility for what happens therein. The business of schooling, mainly instruction, takes place in classrooms run by teachers; and teachers preside not only over classes but over parts of them as well when they rely upon grouped forms of instruction.

Teachers do different things in organizing a class from what they do while instructing subgroups within it. A complete formulation of school production, therefore, should identify all relevant combinations of people, time, and material resources at each hierarchical level. More specifically, school systems characteristically contain a managerial component responsible for centralized financial, personnel, procurement, plant maintenance, and supervisory functions applicable to all their constituent elements. This component is also engaged in direct dealings with agencies of the central and state governments as well as with locally based interest groups and units of municipal government.

Teachers deal with aggregations of children and their potentialities through activities. These activities are more than potentialities because children's active engagement working with teachers and materials is what enables them to learn. It is not automatic that the instruction appropriate for one member of the aggregation will be appropriate for another. Hence, teachers in the lower grades characteristically create an additional level of suborganization to manage activities not easily handled in a grouping as large as the class. For example, in primary grade reading, there are suborganizations called instructional groups that represent still another level of organizational differentiation.

Five organizational features of schools that interact with life inside classrooms and are essential to advancing student achievement are-

i. Coherent instructional guidance system

Schools in which student learning improves have coherent instructional guidance systems that articulate the and how of instruction. The learning tasks posed for students are key here, as are the assessments that make manifest what students actually need to know and provide feedback to inform subsequent instruction. Coordinated with this are the materials, tools, and instructional routines shared across a faculty that scaffold instruction. Although individual teachers may have substantial discretion in how they use these resources, the efficacy of individual teacher efforts depends on the quality of the supports and the local community of practice that forms around their use and refinement.

ii. Professional capacity

Schooling is a human-resource-intensive enterprise. Schools are

only as good as the quality of faculty, the professional development that supports their learning, and the faculty's capacity to work together to improve instruction. This support directs our attention to a school's ability to recruit and retain capable staff, the efficacy of performance feedback and professional development, and the social resources within a staff to work together to solve local problems.

iii. Strong parent-community-school ties

The disconnect between local school professionals and the parents and community that a school is intended to serve is a persistent concern in many urban contexts. The absence of vital ties is a problem; their presence is a multifaceted resource for improvement. The quality of these ties links directly to students' motivation and school participation and can provide a critical resource for classrooms.

iv. Student-centered learning climate

All adults in a school community forge a climate that enables students to think of themselves as learners. At a minimum, improving schools establish a safe and orderly environment—the most basic prerequisite for learning. They endorse ambitious academic work coupled with support for each student. The combination allows students to believe in themselves, to persist, and ultimately to achieve.

v. Leadership drives change

Principals in improving schools engage in a dynamic interplay of instructional and inclusive-facilitative leadership. On the instructional side, school leaders influence local activity around core instructional programs, supplemental academic and social supports, and the hiring and development of staff. They establish strategic priorities for using resources and buffer externalities that might distract from coherent reform.

CONCLUSION:

Education and schooling are not synonymous. Education is the more encompassing concept, referring to the general process by which a social group—whether an entire society, a family, or a corporation—transmits attitudes, beliefs, behaviors, and skills to its members. Within these broad boundaries, we can distinguish three general types of education—informal, nonformal, and formal—according to the location of instruction, the characteristics of the teachers, the methods of instruction, and what is learned. Philip Jackson (1968) argues that success in school requires mastery of these three systems, even though there are contradictions among them. Comparatively, formal education is the most organized education system.

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