

## Four Pillars of a School

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The *Kothari Commission (1964-66)* says, '*The destiny of India is being shaped in her classrooms*'. The statement clearly indicates the role of schools to build up a good nation. But a school stands on four main pillars (STPM) namely, Student, Teacher, Parents and Management/Administration. Sri Maa compares a school with a bird. She says if school is a bird, students/children are the face, teachers and parents are two wings while the management/administration is the tail. The face is the means of identifying anyone, wings are the limbs of flying (operating/functioning) and tail is for showing direction. Like that, the schools and the teachers are well known by the good students. The parents and teachers are two wings to accelerate children in enriching their dreams and the management is the good advising body to pave the way for holistic prosperity of a school. If anyone of the pillars become weak and paralyzed, the whole fabric will be destroyed like house of cards. So each and every pillar plays very vital role to build up a good man-making factory (school). Let's have a discussion about the role of each and every pillar of a school.

**The students/children are the front pillar of a school.** They are the preface. The

longevity and popularity of a school bank on this pillar (children) because they are the past, present future of a school. They are the hidden treasure of a nation too as they have different kinds of hidden potentialities and innate powers. It is the role of school to identify and recognize them first. Then the latent powers should be rightly explored by chalking out good curriculum (*not simply by syllabus*), *developing strategic plan, employing befitted methods and approaches* and above all through proper guidance and counselling. Above all, the students should be allowed ample scope and complete freedom to know, explore and utilize their own talents (Intrapersonal qualities), to utilize their hidden qualities through better understanding and critical/constructive thinking and a congenial learning environment should be created as a result a child cannot feel any major differences between home and school.

**Teachers are the architect of the man-making industry.** They are the 'Maker of History'. So it is well said that *God has created man after his own image, but teacher fashions the child after his own image*'. Indeed, teachers are the arbiters of a nation's

destiny. But it should also be kept in mind that one cannot be a teacher simply by standing before students and throwing information mercilessly. Teacher can never be an information passer, task giver, director or dictator. Rather, he should be a true friend like parents, true critic like real friend and above all, a facilitator and counsellor instead mere guide. Teacher should nourish the students like a gardener not like a farmer. For that he should be a man with human virtues, nationalistic attitudes and feelings of universal brotherhood. He should have conceptual and contextual competencies, pedagogical and managerial competencies, transactional and communicative competencies, competencies for assessment and evaluation of students' performance. The teachers should be potential enough to recognize the students' intelligence at different levels and dimensions. They should never try to make all students alike in a single door mechanism. They should know that each child is unique and different. All children can never be built up alike. So the teachers should focus on multiple learning instead single tracked teaching. They should emphasize to work (Activity) than word (mere verbal expression). Thus, Confucius rightly says, *when I listen, I forget; when I see, I remember; but when I do, I understand.*

**Parents are also the integral part of school.** Their active participation in school activities and wholehearted cooperation to teachers and other members can make a school an abode of learning and treasure of wisdom. But it is seen that the parents knowingly or unknowingly restrict the bright futures of their kids by imposing their dreams on them or seeing their kids in highest position without assessing their real potentials. On the other hand, they also hurdle the school functioning by expecting to fulfill all

needs of their wards. Sometimes they do not hesitate to speak that the schools run on their mercy and teachers are paying on their moneys. But the parents, being the potential stakeholder of educational system, they should think always they are the indispensable part of the school because their buds are being nurtured and nourished there to blossom up as complete flower with all fragrances. What can they do then? No need of donating resources only. The parents should make closer with school and its functionaries, regularly visit school to know about their wards and also about the school, can give valuable suggestions and labour for holistic prosperity of school, keep better rapport with teachers and above all Parents Teachers Association should be strengthened through better relations with other parents from different background and calibers for making school a learning hub and training centre. The parents can turn the school from merely making a school as a store of information (rote learning) and hard disk/record keeper (marks/grade of students) into centre of wisdom and skills like foundational (literacy and numeracy), cognitive (creative and critical thinking) and socio-emotional values (cultural awareness, sensitization and sharing of social issues, inculcation of values). Above all they can protect schools if there is any value crisis and managerial bottlenecks. So every parents should realize their roles and shoulder their responsibilities being the active family members of school.

**Managing Committee** (the fourth pillar) of a school plays very pivotal role for smooth running of school. They are the bacon light of the school. Their transformational leadership and constructive suggestions give a school a new shape with new vision. But in most cases, the attitudes and activities of administration/committee

members seem like entrepreneurs of the school. Their behaviors sometimes compel the teachers to work in a cognitive framework. Even their unnecessary intervention in pedagogical arena demoralize the teachers to think about innovative pedagogy. Sometimes the master and worker treatment of managing committee break down teachers professionalism. So the managing committee or administrative set up should not intervene in the teaching learning activities of schools if not needful. They should never consider schools as the profitable white colour business hub and they are the investors. Rather, they should work as the intellectual priests of a learning temple and disciplined caretaker of futures of the country. They should mainly focus to resource development with keen eye on developmental aspects of school from various angles. They should provide better resource and promote all opportunities to faculty members to explore more and more for making the enlightened future citizens with all human values. Their friendly and respectable behavior to teachers with economical security and pedagogical independence should be repeatedly introspected and retrospected. Above all, the coordination, team spirit, affectionate behavior, democratic attitudes and research

oriented pragmatic visions of school management can give proper directions to all stakeholders of school to reach at their right destination. Their social relationship, relation with parents, intellectuals and other productive members of society can make a school successful man making wisdom centre.

To conclude, all four pillars like important limbs of a school body. Their roles and contribution to make a model school is very important. They should realize that education is only the strongest weapon to change anything at any level- domestic, national and global. Above all the role of all the pillars of an educational institute should be understood as follow;

***‘We serve as Guardians of our Culture  
As the foundations of our Democracy  
As engines of the Economy  
As Drivers of Social Mobility and always;  
As Generators of new ideas’***

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