

CORPORATE-EXCELLENCE IN SCHOOLS: NEED OF INCLUSION TEACHER EDUCATION

Dr. Shiv Kumar Srivastava

Assistant Professor, Department of Education, Himalaya University, Dehradun, Uttarakhand, India

ABSTRACT

Excellence refers to surpassing quality or merit and an outsourcing performance in one's field of work. It includes vital force for growth. It sets standard of behaviour and galvanizes people in doing something remarkable. Now the school is also deemed to be an organization as such, there appears an earnest need to introduce the corporate Excellence in the schools. The author is of the view that for achieving the corporate Excellence in the schools, the work-culture has to be improved and the issues of job-satisfaction, Job involvement and work-commitment. These will improve the environment in the school for incorporating the Virtue of Corporate Excellence therein.

KEYWORDS: *Corporate Excellence, Work-Culture, Improvement in Both the Organization and in Corporate Efficiency*

Article History

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INTRODUCTION

Corporate - Excellence is often described as the outstanding practices is managing the organization and achieving results, all based on a set of fundamental concepts and values.

In order to achieve excellence, the organization should here basics positive values and attitude.

Corporate – excellence may be regarded as the organization ability to outsmart its competitors consistently over a long period of time.

It invokes an ongoing process of analysis and improvement in both the organization and in corporate efficiency.

The varied forms of excellence can be seen in competition, invention and innovation. Excellence involves immense and physical effort, which must be recognized and rewarded suitably. The organizations, which finds all these in their activity, flourishes, which otherwise sinks. In this way, the management of corporate bodies to be successful and free from problems has to be systematic and scientific (Dwivedi1998)

Chakraborty (1991) considered, “mission and aspirations, stretch targets, accountability, feedback and consequence management as five must dos for every organization going on the path of corporate excellence. If the management follows these "dos" in right perspective will become more meaningful and happy Corporate- excellence is to be achieved through "Prosperity for all" or in other words by taking care of all the stakeholders”.

Now the school is also deemed to be an organization (Damle 1967). The schools are being now regarded as the agency through which the guardians make their own aspirations and dreams to be true in the form of their wards' accomplishments. For educational-institutions, the principal is regarded as the manager, the teachers as technical persons, the non-teaching persons as office-staff and pupils as raw-material whereas the society as the consumer. In this way, the pupils, guardians, teachers, employees (clerks etc.), the principal, the management body and the society as a whole may be termed as the stakeholders of the educational organization (school). In order to achieve the corporate-excellence in the school, its major responsibility comes on the teachers, principal and the pupils. But out of these, teacher is the prime person of executing-liability. It is the teachers who have to develop the pupils into the youths possessing: commitment to work, respect to elders, and with so many specialities on the continuum of socially-usefulness and also fruitful in the job-market who may survive and thrive in the changed national scenario of globalizations, liberalization and industrialization.

To achieve the corporate-excellence in the school, it is essential to improve the quality in the way the teachers, principal, pupils and non-teaching staff work and behave, particularly of the teachers, who have to discharge the key role in this concern. For this purpose, it needs to change the mindset of the teachers to achieve the institutional excellence.

Normally, the corporate-excellence depends upon the work-culture spectrum of any organization and even the school. The continuum of work-culture generally, constitutes of employee's job-satisfaction, job-involvement, work-commitment, value-expectancies, value-striving, social-personal obligations, work-motivation and the work-values. If the teachers serving in the schools, are properly get education, whilst in their pre-service training towards the elements of job-satisfaction, job-involvement, work-commitment, social personal obligations and the work-values through the value-education, they will acquire the value of 'sense of belongingness' to that institution, devotion, commitment to their assigned work/job and other characteristics. It is hoped that the type of value-education imparted to teacher-trainees will inculcate among them the necessary attributes of work culture and it will promote the spirit of corporate-excellence in the school-organization. In this reference, Ramamurthi committee (1990) on National Policy of Education also has stressed that the key roles of education should be creation of work-culture at all stages of education. So that through schooling the individual develops into a socially and economically useful human being with respect for the welfare of all living beings.

Further, for achieving the work-culture in the institution, the prospective teachers have also to be introduced by the phenomenon "sociology of educational-institution." In any educational-institution, generally four kinds of persons are seen; pupils, teachers, principal and the non-teaching staff. They produce many types of relationship with one another. All these relationships are the result of the peoples working therein in the frame of sub-groups. And, these relationships significantly affect the nature and quality of teaching-learning activities and in to the functioning of that educational institutions. It determines the prestige and status of that institution in the eyes of the society. As the teachers are basic persons in the running-up of any educational-institution, so they are expected to observe the intensity and subtlety of the web of inter-personal relationships affecting academic as well the social environment in that institution.

And, in this context, the teachers have to think, plan and incorporate the social-values and the work related values along with human-values, it has been generally approved that conducive and cordial human relationship between teacher and student, teacher-principal, teacher-teacher and teacher-non-teaching staff act as the sound foundation for the smooth functioning of any institution. This constitutes the sociology of that educational institution which ultimately contributes remarkably towards the corporate excellence of that institution. The teachers have not only concentrate on the status of sociology of educational-institution but even have to analyse and think on the remedial measures and to institute them to

rectify the negative or the stressful social relations (as and when they would exist) and to convert them into positive ones. Failure to recognize the sociology of educational-institution can jeopardise the status of the individual in the institution and of the institution in the eyes of the society. As such, it can be averred that during pre-service education (teacher-training) every future-teacher will have to be informed about knowing and understanding of the sociology of the institutions. It necessitates the value-education for inculcating those human-values, social-values and work-related values among them which may strengthen the sociology of that institution and in accelerating credibility, innovation, creativity, coordination, inter-personal interactions and in reducing the conflicts and disputes, the distance between the individuals. It will achieve the good will of the institution in the society and consequently, the corporate-excellence.

It is expected that the teacher-trainees, imparted teacher-education to be value oriented from the point of view of work-culture will use their knowledge, capabilities and aspirations of their own and even of others in achieving the corporate-excellence of that educational-institution and finally, for the larger benefit of the academic fraternity and society at large. The authors of this article hope this effort will go a long way in gearing our schools to meet the challenges of public-demands of the quality standard of education. It is also hoped that through this type of observations and suggestions, the neo-teachers' potential will be developed optimum and thereby translating their skill into performance into the best sum-up as passion, vision and mission.

Passion + Vision = Mission

Hence, ultimately these come-out teachers will not only be multifaceted empowered socially and technically but even be value-oriented with their preference to work-values, better degree of job-involvement and intrinsic motivation who will become the asset in their serving-schools. In this sphere, the incorporation of information technology can do the more needful.

Through value-education

Corporate-excellence value of work-culture

Elements of job-satisfaction

- Elements of job-involvement
- Elements of work-commitment
- Elements of work-values
- Elements of the sociology of the institution

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